



AMITY UNIVERSITY

— R A J A S T H A N —

Syllabus Revision

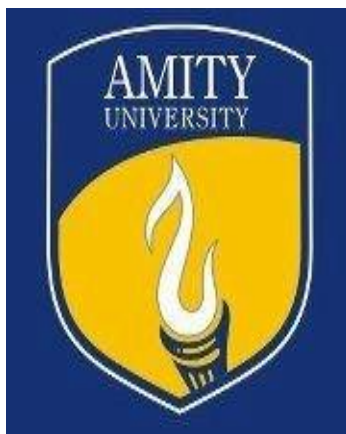
Amity School of Liberal Arts (ASLA)

Course Name	Page No.
B.A. (H) - Political Science	1
B.A.(H) - Economics	161
B.A.(H) History	314

Bachelor of Arts (Honours) – Political Science

Programme Code:

Duration – 3 Years Full Time



Programme Structure

And

Curriculum & Scheme of Examination

(2021-2024)

AMITY SCHOOL OF LIBERAL ARTS

**AMITY UNIVERSITY RAJASTHAN
JAIPUR**

PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

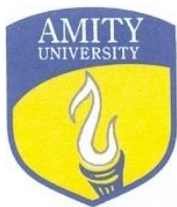
This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	50

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

July 2021



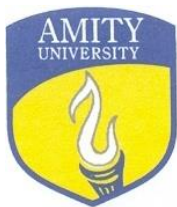
Program Learning Outcomes (PLO)

- Provide students with combination of theoretical and pragmatic knowledge of the political environment.
- Generate rational and balanced thinking after proper look into pros and cons of an issue and how this impacts globally and domestic politics.
- Develop in students the ability to conceptualize the theories and aspects of the subject.
- To enable students to have a clear and deep understanding of Political Science which shall expose them to the avenues of practical politics and administration.

Credits Summary

B.A. Political Science UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non-Teaching Credit Courses (NTCC) (Anadam)	Total
I	12	3	4	-	2	21
II	16	3	4	3	2	28
III	12	3	4	3	2	24
IV	12	3	4	3	7	29
V	12	3	4	3	2	24
VI	09	3	-	-	9	21
Total	73	18	20	12	24	147

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE
Non - Teaching Credit Courses (NTCC)	NTCC



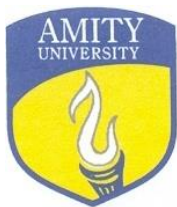
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BA (Hons.) POLITICAL SCIENCE

FIRST SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 101	Indian Nationalism	CC	3	0	0	3
BPS 102	Basic Principles of Political Science	CC	3	0	0	3
BPS 103	Political Ideologies	CC	3	0	0	3
BPS 104	An Introduction to Political Theory	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BPS 105	Global Themes in Development and Politics	DE	3	0	0	3
BPS 106	Feminism :Theory and Practice	DE				
AND 001	Anandam-I	NTCC	0	0	0	2
VALUE ADDED						
BCS 101	English- I	VA	1	0	0	1
BSS 103	Behavioural Science I (Understanding Self for Effectiveness)	VA	1	0	0	1
Foreign Language-I (Select any One)		VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
Total					0	21



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SECOND SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 201	Indian Constitution	CC	3	0	0	3
BPS 202	Government and Politics in India	CC	3	0	0	3
BPS 203	State Politics in India	CC	3	0	0	3
BPS 204	Major World Constitutions	CC	3	0	0	3
EVS 001	Environment Studies	CC	4	0	0	4
DE Electives: Student has to select 1 course from the list of following DE electives						
BPS 205	Current Themes in Indian Politics	DE	3	0	0	3
BPS 206	Political Economy	DE	3	0	0	
AND 002	Anandam-II	NTCC	0	0	0	2
VALUE ADDED						
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioural Science – II (Problem solving and creative thinking)	VA	1	0	0	1
Foreign Language-II (Select any One)						
FLN 201	French	VA	2	0	0	2
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
Open Elective/MT						
MTBPS202	Government and Politics in India	OE/MT	3	0	0	3
	Total					28

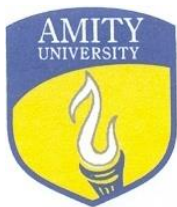


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THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 301	Indian Political Thought-I	CC	3	0	0	3
BPS 302	Western Political Thought- I	CC	3	0	0	3
BPS 303	Local Administration in India	CC	3	0	0	3
BPS 304	Public Administration -I	CC	3	0	0	3
DE Electives: Student has toselect 1 course from the list of following DE electives						
BPS 305	Ambedkar and Dalit Movement	DE	3	0	0	3
BPS 306	Gandhi and His Political Philosophy	DE	3	0	0	
AND 003	Anandam-III	NTCC	0	0	0	2
VALUE ADDED						
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioral Science III (Interpersonal Communication & Relationship Management	VA	1	0	0	1
Foreign Language-III (Select any One)						
FLN 301	French	VA	2	0	0	2
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
Open Elective/MT						
MTBPS202	Government and Politics in India	OE/MT	3	0	0	3
	Total					24

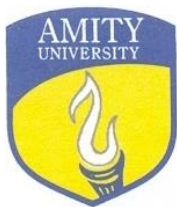


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FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 401	Indian Political Thought-II	CC	3	0	0	3
BPS 402	Western Political Thought –II	CC	3	0	0	3
BPS 403	International Relations –I	CC	3	0	0	3
BPS 404	Research Methodology	CC	3	0	0	3
BPS 405	Internship	NTTC	0	0	0	5
DE Electives: Student has to select 1 course from the list of following DE electives						
BPS 406	Religion and Politics in India	DE	3	0	0	3
BPS 407	Vivekanand and Vedanta	DE	3	0	0	
BPS 408	Political Violence : Concepts and Trends	DE	3	0	0	
AND 004	Anandam-IV	NTCC	0	0	0	2
VALUE ADDED						
BCS 401	Communication Skills –II	VA	1	0	0	1
BSS 403	Behavioral Science-IV Group Dynamics and Team Building	VA	1	0	0	1
Foreign Language-IV (Select any One)						
FLN 401	French	VA	2	0	0	2
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
Open Elective/MT						
MTBPS202	Government and Politics in India	OE/MT	3	0	0	3
	Total					29

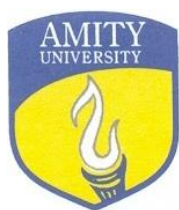


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FIFTH SEMESTER

Code	Course	Category	L	T	P/ F W	Credit Units
BPS 501	International Relations- II	CC	3	0	0	3
BPS 502	Public Administration-II	CC	3	0	0	3
BPS 503	India’s Foreign Policy	CC	3	0	0	3
BPS 504	Media and Politics in India	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BPS 505	Reading Karl Marx	DE	3	0	0	3
BPS 506	Civil Society in India	DE	3	0	0	
AND 005	Anandam-V	NTCC	0	0	0	2
VALUE ADDED						
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioral Science-V Individual, Society and Nation	VA	1	0	0	1
Foreign Language-V (Select any One)						
FLN 501	French	VA	2	0	0	2
FLG 501	German					
FLS 501	Spanish					
FLC 501	Chinese					
Open Elective/MT						
MTBPS202	Government and Politics in India	OE/MT	3	0	0	3
Total						24



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SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 601	Comparative Government and Politics	CC	3	0	0	3
BPS 602	Modern Political Analysis	CC	3	0	0	3
BPS 603	Human Rights in Comparative Perspective	CC	3	0	0	3
BPS 604	Dissertation	NTTC	0	0	0	9
DE Electives: Student has toselect 1 course from the list of following DE electives						
BPS 605	Environmental Politics in India	DE	3	0	0	3
BPS 606	Social Movements in India	DE	3	0	0	
BPS 607	Growth of Communalism and Politics	DE	3	0	0	
Open Elective/MT						
MTBPS2 02	Government and Politics in India	OE/MT	3	0	0	3
	Total					21

FIRST SEMESTER

INDIAN NATIONALISM

Course Name	Course Code	L/T/P	Credit	Semester	
Indian Nationalism	BPS 101	3/0/0	3	1	

CLO1	To introduce and familiarize students with the historical legacy of Indian Political history
CLO2	To make students understand the importance of National ideals .
CLO 3	To make students learn the different movements and procedures which led to the establishment of present political system.
CLO 4	To develop adaptive understanding in students in regard to Indian Nationalistic philosophies

Course Code BPS 101

Credits-03

Course Objective: The course will seek to provide the student with a basic yet meaningful understanding of the political scenario that led to the struggle for India's independence. It would endeavour to cover the entire duration of the growth of nationalism in India till the attainment of independence in 1947.

Course Contents:

Module I:

Origins and meaning of nationalism

Module II: Emergence of nationalism in India

Historiography of Indian Nationalism, Agrarian Society and Peasant Discontent, The New Middle Class and the Emergence of Nationalism, Causes of nationalism in India, Foundation of the Indian National Congress, **The moderate and extremists in Congress: objectives and Methods)**

Module III: Early Nationalism: Discontent and Dissension

The Moderates and Economic Nationalism, Hindu Revivalism and Politics, Muslim Politics and the Foundation of the Muslim League, Patriotism in literature)

Module IV: Roots of extremism

The Swadeshi Movement in Bengal- 1905-1908, Extremism in other provinces, Repression, conciliation, and divide and rule, War and Indian politics, Bhagat Singh, Surya Sen and **the Revolutionary Leaders**

Module V: Movements from below

Tribal Movements, Moplahs, Deccan Riots, Caste consciousness, Communal consciousness

Module VI: . The Age of Gandhian Politics

Limited Self Government, 1909-1919, The Arrival of Mahatma Gandhi, Champaran, Kheda, Ahmedabad, Khilafat and Non-Cooperation Movements, Civil Disobedience Movement, The Rowlatt Satyagraha, The Act of 1935 and the Princely States

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text & References:***Text:***

- Anderson, Benedict. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism. USA/UK: Verso, New Left Books.
Bandyopadhyay, Shekhar. 2004. From Plassey to Partition: A History of Modern India. New Delhi: Cambridge University Press.

References:

Chatterjee, Partha. 1993. The Nation and its Fragments: Colonial and Post-colonial histories. New Delhi: Oxford University Press.
Nandy, Ashish. 1994. The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of the Self. New Delhi: Oxford University Press

BASIC PRINCIPLES OF POLITICAL SCIENCE

Course Name	Course Code	L/T/P	Credit	Semester	
Basic Principles of Political Science	BPS 102	3/0/0	3	1	

CLO1	Establishing a cemented platform for students to learn the evolution and basic fundamentals of Political Science.
CLO2	Upgrading analytical abilities to understand how the different concepts and theories in Political Science are used in empirical world..
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals to be implemented in other areas of Political Science

Course Code BPS 102

Credit-03

Course Objective:-The course aims at introducing the Political Science honors students to the basic fundamentals of Political Science so that when we they study various concepts and theories, they are familiar with basics of the subject. It is the initial step of the students in the world of Political Science which shall not only make students' theoretically sound but shall also make them understand the realistic political environment around them.

Course Content:-

UNIT I:- INTRODUCTION

- Introduction To Political Science, Evolution, Art Or Science;
- Concepts- Political Science, Political Philosophy, Political Theory;
- Behaviouralism And Post Behaviouralism;
- Inter-Disciplinary Approach In Political Science And Correlation With Other Social Sciences;

UNIT II:- CONCEPT OF STATE

- The State : Definition And Elements;
- Theories Of Origin Of State :Divine, Force, Social Contract, Patriarchal-Matriarchal, Historical Or Evolutionary;
- Sovereignty :Meaning, Characteristics And Theories (Monistic And Pluralist);
- State And Government , Introduction To Organs Of The Government : Legislature, Executive And Judiciary;

UNIT-III:- POLITICAL CONCEPTS

- Power, Authority , Legitimacy;
- Brief Introduction to- Claims , Rights, Duties ; Liberty; Equality; Justice
- Rule of Law; Constitutionalism
- Political System, Political Culture, Political Development, Political Modernisation, Political Socialization

UNIT IV:- POLITICAL IDEOLOGIES

- Liberalism; Idealism; Anarchism; Democratic Socialism; Marxism
- Democracy and Dictatorship

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:-

Andrew Heywood, Political Theory, Palgrave Macmillan (latest edition)

Anup Chand Kapur, Principles of Political Science, S.Chand , New Delhi

Eddy Asirvatham, Political Theory (latest edition)

G. Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press

J.C.Johari, Principles of Modern Political Science, Sterling, Delhi

O.P.Gauba, Political Theory, Macmillan (latest edition)

Rajeev Bhargava & Ashok Acharya, Political Theory : An Introduction, Pearson Loneman, Delhi

R.C.Agarwal, Political Theory (Principles of Political Science), S. Chand , New Delhi

POLITICAL IDEOLOGIES

Course Code BPS 103

Credits-03

Course Name	Course Code	L/T/P	Credit	Semester		
Political Ideologies	BPS 103	3/0/0	3	1		

CLO1	Analyze the impact of political ideologies on the behavior of state.
CLO2	Examine the relationship between theoretical base of ideology and practical politics.
CLO 3	Examine the philosophical roots of various streams of political ideologies
CLO 4	Examine how the state and people relationship is affected by political ideology.

Course Objective: The study of political ideologies gives the student a window through which to view complex political phenomena. This course examines the origins and impact of ideologies on the development of societies. Major ideologies such as liberalism, conservatism, anarchism, Marxist theory, socialism, applied Marxism, fascism, nazism and Third World ideologies are covered.

Module 1: Ideology

- The historical development of ideology.
- The goals and purpose of ideologies.

Module 2:

- Liberalism
- Idealism
- Socialism

Module 3:

- Guild Socialism
- Democratic Socialism
- Syndicalism

Module 4:

- Communism
- Anarchism
- Fascism

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Readings:

E. Bernstein : Today's Ism

Cokar : Recent Political Thought

Andrew Heywood : Political Ideologies

AN INTRODUCTION TO POLITICAL THEORY

Course Code BPS 104

Credits-03

Course Name	Course Code	L/T/P	Credit	Semester		
An Introduction To Political Theory	BPS 104	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn basics of human values and its significance in human life.
CLO2	Upgrading analytical abilities to understand how different aspects of political theory are important for a better human society.
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense.
CLO 4	Appreciating Students learning to the basic fundamentals of political theory and it's different nuances and complexities and how different concepts of political theory help making better citizens and finally better society.

Course Objective : It introduces the students to the idea of political theory, its history and approaches, and a critical evaluation of the project of political theory. Also helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. And it introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political explanation and judgment.

Course Contents:

Module I: Introducing Political Theory

- What is Politics: Theorizing the 'Political'
- Traditions of Political Theory: Liberal, Marxist and Conservative
- Approaches to Political Theory: Normative and Empirical
- Critical Perspectives on Political Theory: Feminist and Postmodern

Module II: Importance of Freedom

- Negative Freedom: Liberty
- Positive Freedom: Freedom as Emancipation and Development
- Important Issue: Freedom of belief and expression

Module III: Significance of Equality

- Formal Equality: Equality of opportunity; political equality
- Egalitarianism: Background inequalities and differential treatment
- Important Issue: Affirmative action

Module IV: Indispensability of Justice

- Procedural Justice
- Substantive Justice
- Distributive Justice
- Global Justice

Module V: The Universality of Rights

- Natural Rights
- Moral and Legal Rights
- Three Generations of Rights
- Rights and Obligations

. Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text & References: Text:

Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 2-16.

(ii) Bellamy Richard (ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993. Pages 1-14

Marsh David and Gerry Stoker (ed). Theory and Methods in Political Science, Macmillan Press Ltd, 1995, Pages 21-40 & 58-75.

Rajeev Bhargava and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 17-36.

References:

Mckinnon, Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008, Pages 103-119.

Knowles, Dudley, Political Philosophy, London, Routledge, 2001, Pages 69- 132. Swift, Adam, Political Philosophy: A Beginners Guide for Student's and Politicians ,

Cambridge, Polity Press, 2001, Pages 51-88.

DOMAIN ELECTIVE

GLOBAL THEMES IN DEVELOPMENT AND POLITICS

Course Name	Course Code	L/T/P	Credit	Semester		
Global Themes in Development and Politics	BPS 105	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn the evolution and liberalization, privatization and globalization.
CLO2	Upgrading analytical abilities to understand how the different concepts and theories in Political Science are used in empirical world.
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals to be implemented in other areas of economics, international relations and political science

Course Objective:

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks.

The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

UNIT I: Globalization: Conceptions and Perspectives

- Understanding Globalization and its Alternative Perspectives
- Political: Debates on Sovereignty and Territoriality
- Cultural and Technological Dimension
- Political and ecological Dimension
- Ideologies of Globalization
- Global Crises and future of Globalization

UNIT II: Contemporary Global Issues

- Ecological Issues: Historical Overview of International Environmental Agreements,
- Climate Change, Global Commons Debate
- Proliferation of Nuclear Weapons
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

UNIT III: Global Economy

- Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs
- Regional Organisations: ASEAN, SAARC, TPP, EU

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

Text & References:

Manfred B. Steger, Globalization A very Short Introduction

Andrew Heywood, Global Politics

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.

J. Baylis, S. Smith and P. Owens, Globalization of World Politics: An Introduction to International Relations,

T. Cohn, (2009) Global Political Economy: Theory and Practice.

FEMINISM: THEORY AND PRACTICE

Course Name	Course Code	L/T/P	Credit	Semester		
Feminism: Theory and Practice	BPS 106	3/0/0	3	1		

CLO1	Establishing a sense of gender equality among students.
CLO2	Upgrading analytical abilities to understand how the different societies and environments work for women.
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals to be implemented in other areas of economics, international relations and political science

Course Rationale: This course is designed to introduce feminist theories and cultivate the art of critical thinking about gender relations and inequalities.

Unit- I:

- Approaches to Study Patriarchy : Understanding Sex/ Gender Distinction: Biologism versus Social Constructivism
- Patriarchy; Private, Public and Power relations within the Family

Unit-II:

- History of Feminism
- Origins of Feminism in the West: Britain and France
- Liberal and Radical Feminist Trends

Unit-III:

- The Status of Women in India
- The Position of Women in Indian Society
- Gender relations in the Family
- Legal Provisions for the protection of Women in India

Unit-IV:

- Contemporary Position of Women in Indian Society
- Understanding Woman's Work and Labour

- Representation of women in the Indian Parliament
- Debates on the Reservation of Women in Legislature

Reference Books:

1. Geetha, V, *Gender, Stree, Calcutta*, 2002
2. Geetha, V, *Patriarchy, Stree, Calcutta*, 2007
3. Lerner Gerda, *The creation of Patriarchy*, New York, OUP, 1986
4. Forbes, G., *Women in Modern India*, Cambridge, OUP, 1998
5. Desai Neera and Thakkar, Usha, *Women in Indian Society*, New Delhi, National book Trust, 2001.
6. Rowbothan, Shiela, *Women in Movements*, London, Routledge, 1993.

GENERAL ENGLISH

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 101	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basic elements of grammar required for good and effective communication.
CLO 2	Interpret and discuss key ideas of grammar, diction and communication.
CLO 3	Develop Creative & Literary Sensitivity in all communication.
CLO 4	Design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness of grammatical aspects.

B. SYLLABUS

Topic
Vocabulary development- Root Words, Affixes, Synonyms, Antonyms, One Word Substitution
Grammar: Fluency and Expression
Tenses
Voices
Tag Questions
Sentence Formation
Communication Essentials, Basics of Communication, Communication Circle

EXAMINATION SCHEME:

Components	CT/Mid-term	Project/Presentation	Assignment 1	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Martin Hewings, *Advance English Grammar*. Cambridge University Press
- J.V.Vilanilam. *More Effective Communication*. Response Books:NewDelhi
- Wren and Martin, *English Grammar & Comosition*. S.Chand & Co. Ltd.
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons

- Kavita Sharma, *New Upgraded Encyclopedia of English Grammar & Composition*. English Edition Publishers
- Raman, Meenakshi and Sangeeta Sharma, *Technical Communication: Principles and Practice*. OUP: New Delhi, 2004. Print.
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

Foreign Language - French

Semester 1: (français.com (Débutant)) Course Code: FLN 101

Credit units: 02

Course Objective:

After successful completion of the course, students will be able to express simple vocabulary in oral and writing French language.

Familiarize the students of French Language with:

1. addressing someone
2. to present oneself and someone else
3. formal and informal addressal to others
4. work place

Course Contents:

Unit 1: Pg: 9-24

A. Lexical:

- Transparent words
- Formulas of politeness: Hello, please, thank you etc.
- salutations, excuses
- Numbers from 0 to 99.
- Adjectives of nationalities
- alphabets
- professions
- activities of the enterprises
- Personal details like phone number, address etc.

B. Grammar:

- Definite and indefinite articles
- Masculine, feminine and plural of nouns
- Subject pronouns : I, You, He, She etc. (je, tu, il, elle, vous etc.)
- verbs: To be, to have, to speak, to live, to call oneself, to do, to know, to sell
- masculine and feminine of the nationalities
- It's me and it's you
- This is/ It is + Profession
- Who is this? What is this?
- Complement of noun with « of » example : the house of Ram
- Interrogative word which/what "Quel"

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary),

W.R.Goya

Foreign Language Spanish

Semester 1: Course Code: FLS 101

Credit units : 02

Course Objective:

After successful completion of the course, students will be able to express simple vocabulary in oral and writing. Students will be able to:

- Greet Formally and Informally
- Talk about gender, numbers and articles.
- Deal with basic Phonetics
- Introduce oneself and others
- Talk about Professions and nationalities
- Count from 1 To 20
- Get introduced to Hispanic Culture

Course Contents:

Vocabulary: Passport Form, personal information, age, Interrogative pronouns, Alphabets, to be able to spell names, surnames, Good morning, good afternoon, Good bye Etc. different professions, countries, nationalities, languages.

Grammar:

Subject pronouns

Use of verbs SER/ESTAR/TENER in simple present tense

Use of regular AR /ER/IR ending verbs.

Llamarse y dedicarse

Simple Negative sentences

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha

Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralozza Aragón, Oscar Cerralozza Gilli, Begoña Llovet

Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 1: Course Code: FLG 101

Credit units : 02

Course Objective:

After successful completion of the course, students will be able to express simple vocabulary in oral and writing German language.

After successful completion of this semester, students will be able to:

- greeting formally and informally.
- self introduction
- countings from 1 To 100
- make simple sentences using present tense
- spelling names.
- describing objects with articles in the classroom

Course Contents:

Vocabulary:

- Personal information like age, name etc.
- Alphabets
- Greetings: Good morning, good afternoon, good evening,
- parting good bye Etc.
- describing objects with articles in the classroom

Grammar:

- Personal Pronouns
- Use of verbs >**to be**< and >**to have**< in simple present tense
- Use of regular verbs like to live, to go, to learn etc.
- Using definite and indefinite article in German in nominative case
- Interrogative pronouns > **who, what, where, where from, where to**<
- talk about gender, numbers and articles.
- Singular and plural
- Basic Phonetics: Consonants and Vowels

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: Studio D: Glossar A1 - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

FOREIGN LANGUAGE CHINESE

Semester I

Course Code: FLC- 101

Credit Units : 02

Aim: The Aims of Chinese language course at AUR is to equip students with the basic knowledge & skills in Chinese language so as to enable them to interact with Chinese speaking people and efficiently work in the Chinese environment and also to build a solid foundation for further studies in the language.

Course Objectives:

On the completion of first semester the students will be able to:

- Understand the nature and characteristics of Chinese language.
- Read Chinese Pinyin and Chinese Characters.
- Write Chinese Characters and sentences related to greetings & personal information.
- Speak Chinese dialogues related to greetings & personal information.
- Listen and understand simple Chinese words and dialogues of the text.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use; approx 70 Characters including 50 characters of HSK level -I.
- Understand China as a powerful nation.

COURSE CONTENT

1. Introduction to Chinese Language
2. Introduction to the Sound System , Initials and Finals
3. Table of sounds of Beijing Dialect
4. Tones
5. Writing System & Basic Strokes of Chinese Character
6. Rules of Stroke-Order of Chinese Character,
7. Expression of Greetings & Good wishes
8. Farewell
9. Asking & telling Personal Information : Name & Age
10. Personal Information : Residence
11. Personal Information : Family Members
12. Listening Skill & Practice
13. Conversation based on dialogues
14. China; an emerging world power (In English)

VOCABULARY CONTENT

Vocabulary will have approx 70 Characters including 50 characters of HSK-I level.

1. Vocab related to greetings & farewell; 你, 好, 再见 . . .
2. Vocab related to personal information; 名字, 年纪, 家, 住, 爸爸. .

GRAMMATICAL CONTENT

1. Introduction to the sound system, initials and finals, sound table & tones.
2. Basic strokes of Chinese Character & stroke- order.
3. Conjunction 和.
4. Word order in Chinese sentence.
5. Adjective Predicate sentence.
6. 是 sentence type (1).
7. Interrogative sentence with 吗.
8. Attributive & structural particle 的.

EXAMINATION SCHEME**Total: 100 marks**

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Elementary Chinese Reader Book-I (suggested reading)

BEHAVIOURAL SCIENCE

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE	BSS 104	2:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Demonstrate awareness of self and the process of self-exploration.
CLO 2	Demonstrate knowledge of strategies for developing a healthy self-esteem.
CLO 3	Recognize the importance of attitudes and its effect on personality.
CLO 4	Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for personal and professional life.

B. SYLLABUS

Course Contents:

Module I: Self: Core Competency

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning and Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and nature of attitude

Components and Types of attitude

Importance and relevance of attitude

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, components, Importance and Relevance

Positive and Negative emotions

Healthy and Unhealthy expression of emotions

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance
Text & References:

- Organizational Behaviour, Davis, K.

- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude

Components and Types of Attitudes

Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

Anandam-I

Course Name	Course Code	LTP	Credit	Semester
ANANDAM-I	AND001	0:0:4	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

SECOND SEMESTER

INDIAN CONSTITUTION

Course Code BPS 201

Credit- 03

Course Name	Course Code	L/T/P	Credit	Semester		
Indian Constitution	BPS 201	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn the evolution and basic fundamentals of Indian Constitution.
CLO2	Upgrading analytical abilities to understand how the different concepts and theories in Indian Constitution are used in empirical world..
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals from Indian Constitution to be implemented in other areas of Political Science.

Course Objective:-The course aims at making the student understand the constitution of India, its evolution and the constitutional bodies, practices and procedures in India. This is an important subject to be understood by Political Science students in manner to understand the Indian political system better.

Course Content:-

UNIT 1:-

- Constitution and Constitutionalism;
- Evolution of Indian Constitution: Major Constitutional Developments since British Era
- Sources of Indian Constitution
- Basic Structure of Indian Constitution (Keshvanand Bharati case, Minerva Mills Case, Golaknath Case)

UNIT-2:-

- Preamble;
- Fundamental Rights,
- Fundamental Duties,
- Directive Principles of State

UNIT 3:-

- Citizenship
- Executive, Legislature, Judiciary
- Local Government
- Emergency Provisions
- Amendment Process, Major Amendments
- Languages

UNIT 4:-

- Schedules – 4th, 5th, 6th, 7th
- Constitutional Bodies- Election Commission, Finance Commission, Union Public Service Commission

- Difference between Parliamentary and Presidential form of Government
- Some issues: Uniform Civil Code, Freedom of Speech, State autonomy, Judicial collegium, Judicial Review. Judicial activism, Public Interest Litigation

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:-

Basu, D.D. An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.

Bhargava Rajeev , Politics and Ethics of Indian Constitution, Oxford

Chakravarty Bidyut , Indian Constitution: Text, Context and Interpretation, Sage Publications

Granville Austin, The Indian Constitution, Oxford India

Johari, J.C., The Constitution of India: A Politico- Legal Study, Sterling

Pylee, M.V., An Introduction to the Constitution of India, New Delhi, 1998

GOVERNMENT AND POLITICS IN INDIA

Course Code BPS 202

Credit Units: 03

Course Name	Course Code	L/T/P	Credit	Semester		
Government and Politics in India	BPS 202	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the Indian Political System
CLO2	Upgrading analytical abilities to understand how the Indian Political System evolved
CLO 3	Enriching the students with practical approach for studying the theoretical aspects of Indian Political System.
CLO 4	Students learn to Manage the questions and queries of them on active questions as well as the basic concepts

Course Objective:-The course aims at making the student understand the politics of India Pre and Post-Independence. How the Indian state took shape and what are the contributing factors that affect the Indian Politics then and now. It also gives the student an understanding of composition of Indian State.

Course Content:-

UNIT I:-

- India at the eve of Independence, Continuities and Discontinuities between Pre and Post-Independence, Formation of Political Structure – Constitution,
- Nature of Indian State, Federalism: Nature and Functioning,
- Centre-State Relationship.

UNIT-2:-

- Executive:- President and its role,
- Prime Minister and Cabinet,
- Parliament:- Functioning and Status,
- Judicial System, State Politics and Governance,
- Parties and Politics.

UNIT 3:-

- Regionalism,
- Politics and Pressure Groups,
- Election and Voting Behaviour,
- Secularism,
- Politics of Communalism,

- Caste and Politics.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:-

Narang. A. S.- Indian Government and Politics

Fadia. B.L.- Indian Government and Politics

Chakrabarty Bidyut & Pandey Rajendra- Indian Government and Politics

Johari.J.C.-Indian Government and Politics: Basic Framework and State Structure

Singhvi & Sarkar- India: Government and Politics

Siwach.J.R.-Dynamics of Indian Government and Politics

STATE POLITICS IN INDIA

Course Code BPS 203

Credit Units-03

Course Name	Course Code	L/T/P	Credit	Semester		
State Politics in India	BPS 203	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn the evolution and basic fundamentals of state politics.
CLO2	Upgrading analytical abilities to understand how the different concepts and theories in state politics are used in empirical world..
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals of nexus between state politics and national politics.

Course Rationale: This Part is discuss about the Study of State politics in independent India also continues to be a rather under-cultivated field of inquiry. This state of affairs may be explained in terms of a number of reasons. First, in the Nehru era there was a carryover of the nationalist ambience and fervour of the freedom struggle, and for this reasons all that really mattered was the politics at the national level. Congress dominance at the union as well as state levels submerged politics in the states under the overarching national patterns.

UNIT I

- Theoretical Framework for the study of state politics,
- Socio economic determinants of State Politics.
- State Politics in India: Nature and Patterns.
- Emerging Trends in State Politics. Demand for State Autonomy

UNIT II

- Evolution of States in India,
- State Executive: Governor, Chief Minister, Council of Ministers,
- State Legislature: Composition, Powers and functions.
- State Judiciary: Composition, Powers and functions,
- Changing Pattern of Centre State relations

UNIT III

- Voting Behaviour , Party System,
- Politics of Defection, Coalition Politics,
- Panchayati Raj System and its Impact on State Politics, Politics of Rajasthan.
- Historical Legacies, Geographic and demographic Profile of Rajasthan.
- Post Independence Politics: The role of Political Parties.
- Green revolution: Rise of Agrarian Interests and their impact on Politics.

UNIT IV

- Pressure Groups in Rajasthan.
- Regionalism: Trends and Main features.
- Caste and Religion in Rajasthan Politics.
- Political leadership and changing pattern of dominance.
- Coalition governments and problem of governance.
- Politics of Minorities, Scheduled castes and Other Backward Classes in Rajasthan.
- Future prospects of State Politics in Rajasthan.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Reading Lists:

Atul Kohli, India's Democracy, Delhi, Orient Longman, 1988

G. Austin, Tin, Indian Constitution: Cornerstone of a Swim, Oxford University Press, 1966.

Working a Democratic Constitution: The Indian Experience. Delhi. Oxford University Press. 2000,

D.D.Basu, An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994

U. Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980

C.P. Bhambri, The Indian State: Fifty Years, New Delhi, Shipra, 1999

A. Chande, Federalism in India: A Study of Union-State Relations. London, George Allen & Unwin, 1965.

S. Kaushik (ed.), Indian Government and Politics, Delhi University, Directorate of Hindi Implementation, 1990

R.Kothari, Politics in India, New Delhi, Orient Longman, 1970.

N.D. Palmer, Elections in India: Its Social Basis, Calcutta, K.P. Baghchi, 1982

MAJOR WORLD CONSTITUTIONS

Course Code BPS 204

Credit-03

Course Name	Course Code	L/T/P	Credit	Semester		
Major World Constitutions	BPS 204	3/0/0	3	1		

CLO1	To introduce and familiarize students with the historical and ideological aspect of various world constitutions
CLO2	To make students understand the key features of world constitutions
CLO 3	To make students learn the different procedures involved in making laws according to different constitutions of the world
CLO 4	To develop adaptive understanding in students in regard to ideological and political ideas behind the various salient features of world constitutions

Course Objective: The objective of the course is to acquaint the students with the leading world systems and how the institutions and structure of other countries work. This enables the learner to have a comparative outlook and better understanding of the political system operating worldwide.

Module 1:

- Britain

Module 2:

- United States of America

Module 3:

- China , Japan, Switzerland

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Readings:

VishnoolBhagwan : World Constitutions

Ogg& Zink : Modern Foreign Governments

Manelly: Contemporary Government in Japan

A.C. Kapur : Select Constitutions

ENVIRONMENT STUDIES

Course Code: EVS 001

L-4/T-0/P-0

Credit Units: 04

Course Objective:

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance
Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

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

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

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

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition

□ □ □ Causes, effects and control measures of:

Air pollution

Water pollution
Soil pollution
Marine pollution
Noise pollution
Thermal pollution
Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

Module VIII: Field Work

Visit to a local 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

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	15	15	5	50

Text &References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- BharuchaErach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. InstituteOxfordUniv. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H &Waston, R.T. 1995. Global Biodiversity Assessment. CambridgeUniv. Press 1140p.

- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
 - Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
 - Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
 - Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
 - Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
 - Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
 - Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
 - Survey of the Environment, The Hindu (M)
 - Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
 - Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
 - Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499

DOMAIN ELECTIVE

CURRENT THEMES IN INDIAN POLITICS

Course Name	Course Code	L/T/P	Credit	Semester		
Current Themes in Indian Politics	BPS 205	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the politics and affecting the surrounding environment.
CLO2	Upgrading analytical abilities to understand how the different theories work.
CLO 3	Enriching the students with practical approach for studying the theoretical aspects of Political Current scenarios.
CLO 4	Students learn to Manage the questions and queries of them on active questions as well as the basic concepts of current political environment

Course Code BPS 205

Credit 03

Course objective: The central focus of this paper will be on the most relevant contemporary issues of Indian politics. Aim of this paper is to introduce the students with the pattern of contemporary Indian politics through various frame of references. This paper introduces the students with the practical aspects of politics and their applications.

Course Contents: -

Unit 1

- Politics of representation: reservation politics and it's growing demand.
- Reservation as a way of affirmative action and as an tool of power politics.
- Women's representation: from grassroot level to parliament.
- Pressure groups in politics. Political culture of India.

Unit 2

- Nationalism in contemporary Indian politics: use and abuse.
- History and discourse creation in politics: use and abuse.
- Secularism: from independence to present time.

Unit 3

- Ideology in Indian politics. Identify based violence.
- Corruption and criminalization of politics. Identify politics.
- Contemporary role of religion, caste and religion in Indian politics.

Unit 4

- Indian federalism: constitutional provisions and evolution, strength and loopholes.
- Present structure of federalism. Regionalism in Indian politics.
- Democracy, development and environment related politics in India.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential readings: -

1. Chatterjee, Partha. 1993. *The Nation and its Fragments: Colonial and Post-colonial histories*. New Delhi:
2. Kothari, Rajni. 1990. *Politics in India*.
3. Jefrollet, Christoff. 1990. *Caste, relegion and politics in India*.
4. Basu, Dorgadas. 1990. *Introduction to Indian constitution*.
5. Chatterjee, Partha. 1990. *Empire and nation*.
6. Chandra, Bipan. 1990. *India since independence*.
7. Nandy, Aasish. 1990. *The intimate enemy*.
8. Sen, Amartya. 1990. *Identity violence*.

POLITICAL ECONOMY

Course Name	Course Code	L/T/P	Credit	Semester		
Political Economy	BPS 206	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the politics and economy companionship.
CLO2	Upgrading analytical abilities to understand how the different theories work.
CLO 3	Enriching the students with practical approach for studying the theoretical aspects of Political and Economic Current scenarios.
CLO 4	Students learn to Manage the questions and queries of them on active questions as well as the basic concepts of current political economic environment

Course Code BPS 206

Credit 03

Course Objectives:

Module I:

Analysing social change in historical perspective; the method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives, Capitalist development in the pre second World War period, the ‘Golden Age’ and later, Capitalism as an evolving economic system.

Module II:

Changing Dynamics of Capitalist Production, Organisational Form and Labour Process: Fordist and Post-Fordist production; The changing dynamics of the organisation of production, markets and labour process; The evolution of the multinational corporations and their economic logic; The changing nature of employment, job security and labour rights.

Module III:

The State in the Era of Globalisation: Ideology, Theory and Practice: Theoretical foundations and ideological underpinnings of the neoliberal state; The neoliberal state in practice: social contradictions, instability, and the nature of resolutions in a globalized world; The changing role of finance in the dynamics of capital accumulation and the shifts in corporate structure.

Module IV:

The Social Dimension: Globalization and Uneven Development – Growth, inequality

and crisis in an uneven geographical spread and its social ramifications; Dimensions of Gender in work, accumulation and globalization; Political economic issues in environment, sustainability and inequality.

Text & References:

- Baran, P. (1973). *The political economy of growth*. Chapter 3. Pelican.
- Habib, I. (1995). Capitalism in history. *Social Scientist*, 23, 15-31.

- Harvey, D. (2014). *Seventeen contradictions and the end of capitalism*. Chapter 3. Oxford University Press.
- Arnold, D., Bongiovi, J. (2013). Precarious, informalising, and flexible work: Transforming concepts and understandings. *American Behavioral Scientist*, 57, 289-308

GENERAL ENGLISH

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 201	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Developing Listening Skills
Developing Speaking Skills
Developing Reading Skills
Developing Writing Skills
Principles of Good Writing - L Hill
Toasted English -R. K. Narayan
On Saying Please- A G Gardiner
All the World's a Stage : Shakespeare
Where the Mind is without Fear: R N Tagore
O Captain, My Captain: W. Whitman
Psalm of Life: H. Longfellow
Go Kiss the World by Subroto Bagchi; Steve Jobs By Walter Isaacson; Rich Dad, Poor Dad by Robert Kiyosaki; The Road Ahead by Bill Gates; What You See, Is What You Get By Alan Sugar (Non detailed study; any of books)

EXAMINATION SCHEME:

Components	CT/Mid-term	Project/Presentation/Assignment/Viva	Book Review	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

Bhardwaj, Ashu. *A Course Book of English & Communication Skills*. Paragon: New Delhi, 2011.

Farhanthullah, T M. *Communication Skills for Technical Students*. Orient Black PVT: 2008.

Jha, Madhulika. *Echoes*. Orient Blackswan: New Delhi, 2007.

Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008.

Prasad, Dr P. *The Functional Aspects of Communication Skills*. SK & Sons: New Delhi, 2003.

Raman, Meenakshi and Sangeeta Sharma, *Technical Communication: Principles and Practice*. OUP: New Delhi, 2004.

Foreign Language French

Semester 2: (français.com (Débutant)) Course Code: FLN 201 Credit Units : 02

Course Objective:

To familiarize the students of French Language with:

1. to identify the objects and to explain their usage.
2. to do a purchasing in a market, to discuss the price etc.
3. Comparison of the objects.

Course Contents

Unit 2: Pg: 26-40

a. Lexical:

- Everyday small objects
- Numbers from 0 to 1000
- To ask the price of a thing
- Furniture of office
- Adjectives for describing the objects
- colours

b. Grammar:

- Possessive adjectives
- for + infinitive form of the verb
- verb: to have
- negative : not/don't (ne-pas)
- question with « do »formation « est-ce que »?
- question with the “Si”
- prepositions of place
- There is, there are/is there? Are there?
- Placing of the adjectives
- There is a shortage of/Something is missing
- comparatives and superlatives
- tonic pronouns
- pronoun « on »

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary),

W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language Spanish

Semester 2: Course Code: FLS 201

Credit units : 02

Course Objective:

- To enhance all five skills of the language: Reading, Writing, Listening, Interacting and speaking.
- Adjectives to describe people
- To talk about locations and places.
- To be able to form basic questions
- Counting till 100
- To be able to speak about daily Routine and verbs of daily usage both regular & irregular verbs.

Course Content:

Vocabulary:

Home, Classroom, Neighborhood, hotel, Restaurant, Market, Days name, Months name, Colors names etc. Interrogatives.

Grammar:

Use of SER/ESTAR/TENER/ HAY

Difference between Estar and Hay

Demonstrative pronouns

Interrogatives – what, which, why, how, who, when

Introduction of irregular verbs

Possessive pronouns

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzoza Aragón, Oscar Cerralzoza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 2: Course Code: FLG 201

Credit units : 02

Course Objective:

After successful completion of this semester, students will be able to:

- Recognizing geographical locations.
- Know famous places in Germany and Europe.
- To be able to form basic questions
- use of past participle of verb was/were and make sentences.
- able to conjugate irregular verbs
- use possessive article for the nominative case
- Use of adjectives in sentences.
- They can describe their house like number of bedroom, kitchen etc
-

Course Content:

Vocabulary

- Verb was/were
- Types of Houses and Apartments,
- State and cities
- directions like north, south etc.,
- Neighboring countries of Germany and their respective languages.
- Description of house: Bedroom, bathroom, kitchen etc.

Grammar:

- Interrogatives – what, which, why, how, who, when
- Yes - no question
- Introduction of irregular verbs
- Article in accusative (definite and indefinite)
- Possessive article

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lesson 11 onwards from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1** - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

FOREIGN LANGUAGE CHINESE

Semester - II

Course Code: 201

Credit Units: 02

Course Objectives:

On the completion of second semester the students will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues with correct pronunciation & tone.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Manipulate basic grammatical structures such as questions type (2), 有 sentence, verbal predicate, 们 · numeration, time etc.
- Master and use most essential vocabulary items of day to day use; approx 110 Characters including 50 characters of HSK level -I.
- Understand Sino-Indian Relations.

COURSE CONTENT

1. Personal information : hobbies & habits
2. Personal information : abilities
3. Expression of gratitude
4. Expression of apology
5. Numbers & currencies
6. Expression of time
7. Description of weather
8. Description of direction,
9. Listening of dialogues
10. Conversation based on dialogues
11. Chinese CBT package /video clipping
12. Sino-Indian relations (in English)

VOCABULARY CONTENT

Vocabulary will include approx 110 Characters including 50 Characters of HSK-I level.

1. Vocab related to hobbies, abilities, gratitude, apology numbers, time, weather, direction, etc will be covered.

GRAMMAR CONTENT

1. Question of type (2) & (3)
2. 有 sentence
3. Auxiliary verbs: 要, 会, 能, 可以
3. The sentence with a verb as its predicate.
4. 们: a plural suffix
5. Numeration
6. Interrogative pronoun 多少
7. Counting Money
8. A numeral-measure word as the attributive
9. Time words: Time, month, day & date
10. The demonstrative pronoun as the attributive
11. The adverbial adjunct:
12. Words of location

EXAMINATION SCHEME**Total: 100 marks**

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I (suggested reading)
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Practical Chinese Grammar for foreigners (suggested reading)

BEHAVIOURAL SCIENCE

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE	BSS 204	2:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Recognize the relation critical thinking with various mental processes.
CLO 2	Identify hindrance to problem solving processes.
CLO 3	Analyze the steps in problem-solving process.
CLO 4	Create plan of action applying creative thinkings.

B. SYLLABUS

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Thinking skills

Module II: Hindrances to Problem Solving Process

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Barriers to problem solving:

Perception

Expression

Emotion

Intellect

Work environment

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

Anandam-II

Type: Compulsory

Semester II

Course Code: AND002

Credit Units: 02

Course Name	Course Code	LTP	Credit	Semester
ANANDAM-II	AND002	0:0:4	2	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any

- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

GOVERNMENT AND POLITICS IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Government and Politics in India	MTBPS 202	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the Indian Political System
CLO2	Upgrading analytical abilities to understand how the Indian Political System evolved
CLO 3	Enriching the students with practical approach for studying the theoretical aspects of Indian Political System.
CLO 4	Students learn to Manage the questions and queries of them on active questions as well as the basic concepts

Course Objective:- The course aims at making the student understand the politics of India Pre and Post-Independence. How the Indian state took shape and what are the contributing factors that affect the Indian Politics then and now. It also gives the student an understanding of composition of Indian State.

Course Content:-

UNIT I:-

- India at the eve of Independence, Continuities and Discontinuities between Pre and Post-Independence, Formation of Political Structure – Constitution,
- Nature of Indian State, Federalism: Nature and Functioning,
- Centre-State Relationship.

UNIT-2:-

- Executive:- President and its role,
- Prime Minister and Cabinet,
- Parliament:- Functioning and Status,
- Judicial System, State Politics and Governance,
- Parties and Politics.

UNIT 3:-

- Regionalism,
- Politics and Pressure Groups,
- Election and Voting Behaviour,
- Secularism,
- Politics of Communalism,
- Caste and Politics.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:-

Narang. A. S.- Indian Government and Politics

Fadia. B.L.- Indian Government and Politics

Chakrabarty Bidyut & Pandey Rajendra- Indian Government and Politics

Johari.J.C.-Indian Government and Politics: Basic Framework and State Structure

Singhvi & Sarkar- India: Government and Politics

Siwach.J.R.-Dynamics of Indian Government and Politics

THIRD SEMESTER

INDIAN POLITICAL THOUGHT-I

Course Name	Course Code	L/T/P	Credit	Semester		
Indian Political Thought- I	BPS 301	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Philosophy in the Indian Political Thought .
CLO2	Upgrading analytical abilities to understand how the philosophies contribute in framing of Political Theories and concepts.
CLO 3	Enriching the students with philosophical , idealistic and imaginative approach for studying the Political Science and Political Philosophy.
CLO 4	Students learn the implementation of such political philosophies in global Political world.

Course Code BPS 301

Credits-03

Course Rationale: This paper attempts to introduce students to the entire gamut of political thinking in India from the beginning to the present. It focuses on key thinkers from ancient to modern times to understand their seminal contribution to the evolution of political theorizing in India. It emphasizes on the distinctive contribution of Indian thinkers to political theorizing and the relative autonomy of Indian political thought.

Unit: I –

- Indian Political Thought: A Background : Manu, Kautilya, Shukra

Unit: II-

- Raja Ram Mohan Roy, Swami Vivekananda, Swami Dayanand Saraswati

Unit: III-

- Gopal Krishna Gokhale, Lokmanya Balgangadhar Tilak , Lala Lajpat Rai

Unit IV-

- M.N. Roy, Gandhi, Nehru

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Reading List

1. Appadorai, *Indian Political Thinking through the Ages*, Khanna Publishers, Delhi, 1992.

2. A. Appadorai, *Documents on Political Thought in Modern India*, 2 vols. Bombay Oxford University Press, 1970.
3. J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969.
4. M.N. Jha, *Political Thought in Modern India*, Meenakshi Prakashan, Meerut.
5. Ramratan Ruchi Tyagi, *Indian Political Thought*, Mayur paperbacks, 2008.
6. V.R. Mehta, *Indian Political Thought*, Manohar, New Delhi, 1996.
7. V. R. Mehta, *Foundations of Indian Political Thought*, New Delhi, Manohar, 1992.
8. V.P. Verma, *Modern Indian Political Thought*, Lakshmi Naryan Aggarwal, Agra, 1974.
9. Valerian Rodrigues (eds.), *The Essential Writings of B.R. Ambedkar*, Oxford University Press, Delhi, 2004.

WESTERN POLITICAL THOUGHT- I

Course Name	Course Code	L/T/P	Credit	Semester
Western Political Thought- I	BPS 302	3/0/0	3	1

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Philosophy in the western world..
CLO2	Upgrading analytical abilities to understand how the philosophies contribute in framing of Political Theories and concepts.
CLO 3	Enriching the students with philosophical , idealistic and imaginative approach for studying the Political Science and Political Philosophy
CLO 4	Students learn the implementation of such political philosophies in global Political world.

Course Code BPS 302

Credits-03

Course Objective:

This course aims at giving an introduction to the students about Western Political Thought . The course is divided into two semester in which Third Semester shall be giving the introductory part in form of Ancient and Medieval Western Political Thought while Fourth Semester shall be having the part II in which Modern Political Thought shall be taught. This course focuses on Plato, Aristotle from Ancient Political Thought and Saint Augustine and Padua from Medieval Political Thought .

UNIT: I Ancient Political Thought

Greek Political Thinkers –

- 1.Sophists
- 2.Socrates
- 3.Plato
- 4.Aristotle

UNIT: II Roman Political Thought-

- 1.Polybius
- 2.Cicero

UNIT: III Medieval Political Thought-

- 1.Saint Thomas Aquinas
- 2.Marcilio of Padua
- 3.Saint Augustine

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
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Weightage (%)	5	10	10	10	15	50
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Text and References:

Suda.J. P., History of Political Thought

Gauba.O.P., Western Political Thought

Gauba.O.P., Social and Political Philosophy

Nelson.B, Western Political Thought: From Socrates to the age of Ideologies

Mukherjee.S, From Plato to Marx

LOCAL ADMINISTRATION IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Local Administration in India	BPS 303	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn basics of local administration and important institutions which contribute to better governance.
CLO2	Upgrading analytical abilities to understand how different stakeholders play its role and coordinate with other related agencies.
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense.
CLO 4	Appreciating Students learning to the basic fundamentals of governance at the grassroot level and its different nuances and complexities.

Course Code BPS 303

Credits-03

Course Rationale: The Course about government operations, political processes, contemporary issues, problems, and recent reforms relating to the state and local levels, with emphasis on Indian political System

Unit I

- Structure of State Government
- Governor
- Chief Minister and Council of Ministers
- Secretariat and Directorates

Unit II

- Development and welfare responsibilities of State Government.

Unit III

- Local Government a.) Constitutional provisions before 1992
- b.) 73 and 74 amendments Panchayat Raj system

Unit IV

- Urban Government.
- Municipalities b.) Municipal Corporation c.) Contonment Board
- Accountability a.) Legislative and Executive Control
- Lokpal and Lokayukt

- Right to Information

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Reading Lists

1. Arora Ramesh K 1996, *Indian Public Administration: Institutions and Issues*, New Delhi, Vishwa Prakashan
2. A. Chandra, *Indian Administration*, London, Allen and Unwin, 1968
3. Debroy Bibek (ed.), 2004, *Agenda for Improving Governance*, New Delhi, Academic Foundation
4. Jain L.C. (ed.), 2005, *Decentralisation and Local Governance*, New Delhi, Orient Longman
5. Kapur Devesh and Pratap Bhanu Mehta (eds.) 2005, *Public Institutions in India*, New Delhi, OUP
6. Maheshwari S.R., 2001, *Indian Administration*, New Delhi, Kitab Mahal.
7. Prasad Kamala, 2006, *Indian Administration: Politics, Policies and Prospects*, Delhi, Dorling Kindersley India Pvt Ltd.
8. Singh Hoshiar, 2001, *Indian Administration*, New Delhi, Kitab Mahal

PUBLIC ADMINISTRATION -I

Course Name	Course Code	L/T/P	Credit	Semester		
Public Administration -I	BPS 304	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn basics of Public Administration as a discipline and how it has evolved over the period of time.
CLO2	Upgrading analytical abilities to understand how different theories of administration enables better administration and governance.
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense.
CLO 4	Appreciating Students learning to the basic fundamentals of governance and administration and it's different nuances and complexities.

Course Code BPS 304

Credits-03

Unit-I

- Public Administration: Evolution, Meaning, Nature, Scope,
- Significance and its relations with Political Science, Economics and Law;
- Public and Private Administration; New Public Administration;
- and New Public Management.

Unit-II

- Organization: Meaning and Basis.
- Principles of Organization: Hierarchy, Span of Control, Coordination,
- Supervision and Control, Communication, Decentralization and Delegation.

Unit-III

- Forms of Organizations: Formal and Informal,
- Department, Board, Corporation and Commission and Independent Regulatory Commission.

Unit-IV

- Chief Executive: Meaning, Types and Role.
- Line, Staff and Auxiliary Agencies.
- Public Relations: Meaning, Means and Significance.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Books Recommended

Avasthi, A & Maheshwari, S. R. 2006. Public Administration. (Hindi & English) Lakshmi Narain Aggarwal: Agra.

Bhattacharya, Mohit. 1987. Public Administration- Structure, Process and Behaviour. The World Press Private Ltd.: Calcutta

Bhattacharya, Mohit. 2007. Public Administration. The World Press Private Ltd.: Calcutta
Marini, Frank. (Ed) 1971. Toward a New Public Administration. Chandler

Nicholas, Henry. 2006. Public Administration and Public affairs. Prentice Hall: New Jersey.

Nigro, Felix A. and Nigro, Lloyd G. 1980. Modern Public Administration. Harper and Row: New York

Prasad, D. Ravindra, V.S. Prasad and P. Satyanarayan. 2004. Administrative Thinkers (Eds.). Sterling Publishers: New Delhi

Pugh, D.S. (Ed). 1985. Organisation Theory Selected Readings. Penguin Books: Middlesex, England

Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar

Taylor F.W. 1947. Scientific Management. Harper and Row: New York

Weber, Max. 1969. The Methodology of the Social Sciences. Translated and Edited by Edward A. Shils and Henry A Finch. The Free Press: New York

White, L.D. 1968. Introduction to the Study of Public Administration, Eurasia Publishing House: New Delhi

DOMAIN ELECTIVE

AMBEDKAR AND DALIT MOVEMENT

Course Name	Course Code	L/T/P	Credit	Semester		
Ambedkar and Dalit Movement	BPS 305	3/0/0	3	1		

CLO1	Introducing students to the Father of Indian Constitution and his contribution.
CLO2	Upgrading analytical abilities to understand how different approaches Ambedkar pursued in Politics
CLO 3	Empowering the students with the knowledge and importance of Dalit Movement and upgradation.
CLO 4	Appreciating Students learning to he basic fundamentals of governance and administration and it's different nuances and complexities.

Course Code BPS 305

Credits-03

Course Rationale: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.

Unit I.

- Introducing Ambedkar a. Approach to Study Polity, History, Economy, Religion and Society

Unit II.

- Caste and Religion a. Caste, Untouchability and Critique of Hindu Social Order b. Religion and Conversion

Unit III.

- Women's Question a. Rise and Fall of Hindu Women
- Hindu Code Bill Political Vision
- Nation and Nationalism b. Democracy and Citizenship

Unit IV.

- Constitutionalism
- Rights and Representations,
- Constitution as an Instrument of Social Transformation,

- Economy and Class Question a. Planning and Development
- Land and Labor

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

M. Gore, (1993) The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225.

B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

E. Zelliot, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in The Leadership of Babasaheb Ambedkar, Delhi: Manohar, pp. 53-78.

B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.

GANDHI AND HIS POLITICAL PHILOSOPHY

Course Name	Course Code	L/T/P	Credit	Semester		
Gandhi and His Political Philosophy	BPS 306	3/0/0	3	1		

CLO1	To introduce and familiarize students with the historical legacy of Gandhian thought in Indian politics
CLO2	To make students understand the importance of Gandhian philosophy .
CLO 3	To make students learn the different ideas and concepts which are integral part of Gandhian political philosophy and thought
CLO 4	To develop adaptive understanding in students in regard to Gandhian philosophy and its relevance in current times

Course Code BPS 306

Credits-03

Course Rationale: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Unit I.

- Gandhi on Modern Civilization and Ethics of Development
- Conception of Modern Civilisation and Alternative Modernity
- Critique of Development

Unit II.

- Gandhian Thought: Theory and Action a. Theory of Satyagraha b. Satyagraha in Action
- Peasant Satyagraha: Kheda and the Idea of Trusteeship
- ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947and Communal Unity

Unit III.

- Gandhi's Legacy a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women's Movements d) Gandhigiri: Perceptions in Popular Culture

Unit IV.

- Gandhi and the Idea of Political a) Swaraj b) Swadeshi

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists

- 1) *My Experiments with Truth (Autobiography) - Gandhiji.*
- 2) *Gandhi-His Life and Thought - J.B Kripalani.*
- 3) *Philosophy of Gandhi - M U Dutt.*
- 4) *Mahatma Gandhi – Early Phase - Pyarelal.*
- 5) *Hindu Dharma (Gandhiji) – M.K. Gandhi.*
- 6) *Ashram observance in Action - M.K. Gandhi.*
- 7) *Hind Swaraj - M.K. Gandhi.* 8. *Ethical Religion - M.K. Gandhi.*

Professional Communication Skills

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 301	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating creative thinking skills
CLO 2	Construct and showcase their communication skills in a creative manner.
CLO 3	Comprehending and demonstrating ways of self-introduction
CLO 4	Outlining and illustrating presentation Skills

B. SYLLABUS

Topic
Self-Actualization (Baseline, Self-Image Building, SWOT, Goal Setting)
Telephone Etiquette
GD-1 (Basics, Do's & Don'ts, Mannerism, Dynamics, GD Markers)
Book Review Presentation

EXAMINATION SCHEME:

Components	Self Introduction	GD	Book Review Presentation	Attendance
Weightage (%)	30	35	30	5

SUGGESTED READINGS

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Writing Skills, Coe/Rycroft/Ernest, Cambridge

Foreign Language French

Semester 3: (français.com (Débutant)) Course Code: FLN 301 Credit Units: 02

Course Objectives:

To familiarize the students of French Language with:

1. the time
2. daily routine
3. the date
4. the work & the hobbies

Course Contents

Unit 3: (français.com (Débutant)) Pg: 42-56

A. Lexical:

- time
- verbs : open, close, start, finish
- the stage of a day
- games and sports
- daily activities at work, division of work-hobbies
- the calendar: months, seasons, dates, days of the week
- climate, weather
- expressions on telephone
- salutations in an e-mail

B. Grammar:

- Questions with « at what time »?
- demonstrative adjectives
- pronominal verbs in present
- les prepositions of: to go to or to come from
- adverbs de frequency
- Why...? Because...
- expressions indicating the date
- impersonal verbs
- verb “can” (+ infinitive)
- Monday, next Monday

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary),

W.R.Goyal

Supplementary Materials are given in form of photocopies

Foreign Language Spanish

Semester 3: Course Code: FLS 301

Credit units : 02

Course Objectives:

- To enable the students to talk about a place like, class room, market, neighborhood and location of thing with the use of prepositions.
- To talk about one's likes/dislikes, how one is feeling, to express opinions, pain and illness.
- Time and date
- Speaking about prices/currency/ market and quantity.
- Counting above 100,
- To discuss near future plans

Course Content

Vocabulary:

Vocabulary pertaining to describe people/ place /objects, Illness, Currency, Market etc. preferences, opinions , body parts etc.

Grammar:

Introduction of stem changing irregular verbs

Introduction of prepositions (Cerca de/ lejos de/ encima de etc.)

Present continuous tense (**Estar+ gerundio**)

Introduction of third person verbs Gustar/Parecer/Encantar/ Doler etc

Interrogatives – How much/ How many

Introduction of irregular verbs.

Immediate future plans (Ir a + verbo)

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralozza Aragón, Oscar Cerralozza Gilli, Begoña Llovet

Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 3: Course Code: FLG 301

Credit units : 02

Course Objectives:

After successful completion of this semester, students will be able to:

- describe furniture in a room.
- ask question related to time like when, from when etc.
- tell time (formal and informal)
- how to make calls on phone
- can excuse for cancel appointments.
- speak about their daily routine.

Course Contents

Vocabulary:

- Furniture
- Days and months name
- Time vocabulary like 15 min, quarter, minute, seconds.
- Adjectives use to describe furniture.

Grammar:

- Past participle of verb had
- Usage of negation like **not = nicht; kein= not a single.**
- Preposition of time.
- Use of adjective in sentences.
- Introduction and use of separable verbs

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1** - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

FOREIGN LANGUAGE CHINESE

Semester - III

Course Code: FLC- 301

Credit Units: 02

Course Objectives:

On the completion of third semester the students will be able to attain the proficiency of HSK-I and they will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 在, 是, 有 sentence, etc.
- Master and use most essential vocabulary items of day to day use and programme specific vocabulary; approx 100 Characters including 50 characters of HSK level -I.

COURSE CONTENTS

1. Description of size
2. Description of quantity
3. Asking and replying questions on shopping
4. Asking and replying questions on Communication
5. Conversation Related to Study
6. Conversation Related to Work
7. Expression of Simple Feelings
8. Listening of dialogues
9. Conversation based on dialogues
10. Programme Specific Vocabulary & Expressions
11. Chinese CBT Package
12. Chinese Festivals (In English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 100 Characters including 50 Characters of HSK-I level.
2. Vocab related to size, quantity, shopping, communication, study, work and simple feelings and Programme Specific Vocabulary will be covered during this semester.
3. By the end of third semester the students will be able to master all 150 characters set for the HSK level-I.

GRAMMATICAL CONTENTS

1. Antonyms
2. Prepositional phrases
3. The object of 在, 从
4. Complement of degree
5. Preposed object
6. Verb 在
7. 有 and 是 indicating existence
8. Question of type (4)
9. The 是 sentence type (2).
10. Sentence with a verb taking two objects

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation (Total 50 Marks)
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Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I
2. Chinese reader (HSK Based) book-I
3. Module on Programme specific vocab.

BEHAVIOURAL SCIENCE

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE	BSS 304	2:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Demonstrate knowledge of strategies for developing a healthy interpersonal communication
CLO 2	Recognize the importance of transactional analysis, script analysis .
CLO 3	Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for conflict resolution and impression management.
CLO 4	Enhance personal effectiveness and performance through effective interpersonal communication .

B. SYLLABUS

Module I: Interpersonal Communication: An Introduction

Importance of Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Behavioural Communication

Meaning and Nature of behavioural communication

Persuasion, Influence, Listening and Questioning

Guidelines for developing Human Communication skills

Relevance of Behavioural Communication for personal and professional development

Module III: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Module IV: Conflict Management

Meaning and nature of conflicts

Styles and techniques of conflict management

Conflict management and interpersonal communication

Module V: Negotiation Skills

Meaning and Negotiation approaches (Traditional and Contemporary)

Process and strategies of negotiations

Negotiation and interpersonal communication

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon

- Julia T. Wood. Interpersonal Communication everyday encounter
 - Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
 - Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
 - Harvard Business School, Effective Communication: United States of America
 - Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers

Anandam-III

Type: Compulsory

Semester III

Course Code: AND003

Credit Units: 02

Course Name	Course Code	LTP	Credit	Semester
ANANDAM-III	AND003	0:0:4	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Interaction with the community and impact on society
CLO 2	Interaction with mentor and development of Student teacher relationship
CLO 3	Interaction among students, enlarge social network
CLO 4	Cooperative and Communication skills and leadership qualities
CLO 5	Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.

- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

WESTERN POLITICAL THOUGHT- I

Course Name	Course Code	L/T/P	Credit	Semester		
Western Political Thought- I	MTBPS 302	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Philosophy in the western world..
CLO2	Upgrading analytical abilities to understand how the philosophies contribute in framing of Political Theories and concepts.
CLO 3	Enriching the students with philosophical , idealistic and imaginative approach for studying the Political Science and Political Philosophy
CLO 4	Students learn the implementation of such political philosophies in global Political world.

Course Code BPS 302

Credits-03

Course Objective:

This course aims at giving an introduction to the students about Western Political Thought . The course is divided into two semester in which Third Semester shall be giving the introductory part in form of Ancient and Medieval Western Political Thought while Fourth Semester shall be having the part II in which Modern Political Thought shall be taught. This course focuses on Plato, Aristotle from Ancient Political Thought and Saint Augustine and Padua from Medieval Political Thought .

UNIT: I Ancient Political Thought

Greek Political Thinkers –

- 1.Sophists
- 2.Socrates
- 3.Plato
- 4.Aristotle

UNIT: II Roman Political Thought-

- 1.Polybius
- 2.Cicero

UNIT: III Medieval Political Thought-

- 1.Saint Thomas Aquinas
- 2.Marcilio of Padua
- 3.Saint Augustine

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:

Suda.J. P., History of Political Thought

Gauba.O.P., Western Political Thought

Gauba.O.P., Social and Political Philosophy

Nelson.B, Western Political Thought: From Socrates to the age of Ideologies

Mukherjee.S, From Plato to Marx

FOURTH SEMESTER

INDIAN POLITICAL THOUGHT II

Course Name	Course Code	L/T/P	Credit	Semester		
Indian Political Thought - II	BPS 401	3/0/0	3	1		

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Philosophy in the Indian Philosophy.
CLO2	Upgrading analytical abilities to understand how the philosophies contribute in framing of Political Theories and concepts.
CLO 3	Enriching the students with philosophical , idealistic and imaginative approach for studying the Political Science and Political Philosophy.
CLO 4	Students learn the implementation of such political philosophies in global Political world

Course Code BPS 401

Credits-03

Course Rationale: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought.

Unit I

- Ambedkar, Ram Manohar Lohia, J.P. Narayan ,PanditaRamabai

Unit II

- Sardar Vallabh Bhai Patel, Periyar E. V. Ramasamy, Maulana Abul Kalam Azad, Iqbal

Unit III

- Bhagat Singh, Subhash Chandra Bose, V.D. Savarkar

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Books Recommended

- Roy, R. (1991) *'The Precepts of Jesus, the Guide to Peace and Happiness'*, Hay, S. (ed.) *Sources of Roy, R. (1991) 'The Percepts of Jesus, The Guide to Peace and Happiness', Hay, S. (ed.) Sources of Indian Tradition. Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.*
- Ramabai, P. (2000) *'Woman's Place in Religion and Society'*, Kosambi, M. (ed.) *Pandita Ramabai Through her Own Words: Selected Works. N. Delhi: OUP, pp. 150-155.*
- Tagore, R. (1994) *'The Nation'*, Das, S. K. (ed.) *The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.*
- Iqbal, M. (1991) *'Speeches and Statements'*, Hay, S. (ed.) *Sources of Indian Tradition. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 218-222.*
- Savarkar, V. D. *'Hindutva is different from Hinduism'*. Available from: <http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism> (accessed on 22 May 2011.)
- Nehru, J. L. (1991) *'Selected Works'*, Hay, S. (ed.) *Sources of Indian Tradition. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 317-319*
- M.N. Jha, *Political Thought in Modern India*, Meenakshi Prakashan, Meerut.
- Ramratan Ruchi Tyagi, *Indian Political Thought*, Mayur paperbacks, 2008.
- V.R. Mehta, *Indian Political Thought*, Manohar, New Delhi, 1996.

WESTERN POLITICAL THOUGHT -II

Course Name	Course Code	L/T/P	Credit	Semester
Western Political Thought - II	BPS 402	3/0/0	3	1

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Philosophy in the western world..
CLO2	Upgrading analytical abilities to understand how the philosophies contribute in framing of Political Theories and concepts.
CLO 3	Enriching the students with philosophical, idealistic and imaginative approach for studying the Political Science and Political Philosophy.
CLO 4	Students learn the implementation of such political philosophies in global Political world.

Course Code BPS 402

Credits-03

Course Objective:

This course aims at giving an introduction to the students about Western Political Thought. The course is divided into two semester in which Third Semester shall be giving the introductory part in form of Ancient and Medieval Western Political Thought while Fourth Semester shall be having the part II in which Modern Political Thought shall be taught. This course focuses on Plato, Aristotle from Ancient Political Thought and Saint Augustine and Padua from Medieval Political Thought.

UNIT: I

Moving Towards Modern Thought-

- Machiavelli

UNIT: I

Contractualists-

- Hobbes
- Locke
- Rousseau

UNIT: III

Liberals –

- Bentham
- J.S.Mill

Idealists-

- **Hegal**
- **Karl Marx**

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Text and References:

Suda.J. P., History of Political Thought

Gauba.O.P., Western Political Thought

Gauba.O.P., Social and Political Philosophy

Nelson.B, Western Political Thought: From Socrates to the age of Ideologies

Mukherjee.S, From Plato to Marx

INTERNATIONAL RELATIONS -I

Course Name	Course Code	L/T/P	Credit	Semester		
International Relations -I	BPS 403	3/0/0	3	1		

CLO1	To introduce and familiarize students with the nature and scope of International Relations
CLO2	To make students understand the key theories involved in the conduct of International relations.
CLO 3	To make students learn the history of world politics, especially that of war and peace.
CLO 4	To develop adaptive understanding in students in regard to key concepts and ideas of International relations

Course Code BPS 403

Credits-03

Course Rationale: This course serves as a beginning to the study of important issues in modern international relations. The goal of the course is to teach students basic concepts and theories that are useful for making sense of contemporary debates and challenges in international politics.

Unit- I:

- Basic Concepts of International Relations
- Meaning, Nature and Scope of International Relations
- (a). Balance of power (b). National interests
- (c). Collective Security (d). Diplomacy

Unit-II:

- Approaches to the study of International Relations
- Idealism – Woodrow Wilson
- Classical Realism – Hans Morgenthau
- Neo – realism – Kenneth Waltz

Unit-III:

- Phases of International Relations (1914-1945)
- Causes for the First World War
- Causes for the Second World War

Unit-IV:

- Phases of International Relations (1945 onwards)
- Origins of First Cold War
- Rise and Fall of Détente
- Origins and the End of Second Cold War

Unit-V:

- International Organisation

- The role of UNO in the protection of International Peace
- Problems of the Third World : Struggle for New International Economic Order

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

1. Jackson, R and Sorensan Y, *Introduction to International Relations; Theories and approaches*, New York, OUP, 2008.
2. Baylis, J and Smith, S (Eds), *The Globalization of World Politics; An Introduction to International Relations*, Oxford, OUP, 2011
3. Aneek Chatterjee, *International Relations Today; Concepts and Applications*, New Delhi, Pearson Education, 2008.
4. E.H. Carr, *International relations between the two world Wars*, London, Palgrave Macmillan, 2004.

RESEARCH METHODOLOGY

Course Name	Course Code	L/T/P	Credit	Semester		
Research Methodology	BPS 404	3/0/0	3	1		

CLO1	Establishing a cemented platform for students to learn basics of research and related issues. They will also learn how research is being done at different levels.
CLO2	Upgrading analytical abilities to understand how different sources help doing good research.
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense
CLO 4	Appreciating Students learning to the fundamentals of governance at the grassroot level and its different nuances and complexities.

Course Code BPS 404

Credits-03

Course Rationale: The courses intend to familiarize the students with the research methods in Political Science.

1. To enable for the practical use of students in their Project/Dissertation in the Sixth Semester.
2. To identify the different methods and techniques applicable to Political Science research.

Unit I

- Introduction: Social Science Research and its social significance.
- Types of Research: Fundamental and applied research, action research.
- Important Concepts: What is Hypothesis, Sampling – Relevance and types of Sampling.

Unit II

- Selection of a Topic and Formulation of Research Problem – Review of Literature – Data Collection – Data Processing and Analysis.

Unit III

- Sources of Data (Primary and Secondary) - Observation, Interview, Questionnaire, and Document. (
- Suggestion for Assignment: Students can prepare Group Project guided by teachers)

Unit IV

- Data Processing and Analysis: Editing, Coding, Tabulation. Elementary knowledge of statistical methods.
- Report Writing: Structure of the Report- The Preliminary Part, the Main Text and the End Matter. Citation or referencing styles

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Books Recommended:

1. *Thakur, Devendra, Research Methodology in Social Science, (Deep and Deep Publishing, New Delhi 1998)*
2. *Young Pauline V and Calvin F Schmidt, Scientific Social Surveys and Research, (Prentice Hall of India Pvt Ltd, New Delhi, 2001, 4th Edn)*
3. *Dwivedi R S, Research Methods in Behavioural Science, (Mac Millan India Ltd. New Delhi, 1997)*
4. *Johnson, J B and Richard A Joslyn, Political Science Research Methods, (Prentice-Hall of India Pvt Ltd, New Delhi, 1989)*
5. *Kumar Ranjit, Research Methodology: A Step by Step Guide for Beginners, (Sage, New Delhi, 1999)*
6. *Agnihotri V, Techniques of Social Research, (M N Publishers, New Delhi, 1980)*
7. *Jayapalan N, Research Methods in Political Science, (Atlantic Publishers and Distributors, New Delhi, 2000)*
8. *Pennings Paul (et al), Doing Research in Political Science, (Sage Publications, New Delhi 1999)*
9. *Ghosh B N, Scientific Method and Social Research, (Sterling Publishers Pvt Ltd New Delhi, 1987, 4th Edn)*
10. *Johnson, J B and Richard A Joslyn, Political Science Research Methods, (Prentice-Hall of India Pvt Ltd, New Delhi, 1989)*
11. *Kumar Ranjit, Research Methodology: A Step by Step Guide for Beginners, (Sage, New Delhi, 1999)*

INTERNSHIP

Course Name	Course Code	L/T/P	Credit	Semester		
Research Methodology	BPS 404	3/0/0	3	1		

CLO1	To make students understand the practical approach for the subject
CLO2	To make students understand and participate in the practical arena
CLO 3	To understand the real grounds of politics in terms various institutions working
CLO 4	To understand the real ground realities of political environment

Course Code BPS 405

Credits-05

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. *Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.*

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of **continuous evaluation** of the project.

The File will include *five sections* in the order described below.

1. **The Title Page** – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. **Table of Content** – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. **Introduction** – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. **Main Body** – Should include a brief summary/ executive summary of the **Internship Project Report** that the student has worked on, an **analysis of the company/organization** in which the student is

working, a **personal review** of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.

5. **Appendices** – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (Incase a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

➤ **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

➤ **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

➤ **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

➤ **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

➤ **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

➤ **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

➤ **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in "point" form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

➤ **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly. Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

➤ **Implications for Future Research**

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation: 30%

(based on Internship File and the observations of the faculty guide/ supervisor)

Feedback from Company/ Organization: 10%

Final Evaluation:

(Based on Internship Report, Viva/ Presentation) 60%

RELIGION AND POLITICS IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Research Methodology	BPS 404	3/0/0	3	1		

CLO1	To make students understand the nexus between religion and politics
CLO2	To make students understand and analyse the role of religion in making politics
CLO 3	To understand the real grounds of politics in terms of religion and how elections get affected.
CLO 4	To understand the politicization of caste; interaction of caste with class and gender;

Course Code BPS 406

Credits-03

Course Rationale: An understanding of the political process thus calls for a different mode of analysis that offered by political sociology. This course maps the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.

Unit I

- Theory of Hindutva
- Understanding and Critique of British Rule in India
- Views on Eradication of Caste Discrimination
- Savarkar’s views on Religion and Science

Unit II

Role of Caste and Religion in Indian Politics

- Caste and Politics of Identity
- Rise of OBCs
- Religion and Politics of Communalism

Unit III

- Theory of Nationalism
- Interpretation of Islam
- Views on Communal Harmony
- Pan –Islamism

Unit IV

- Religion and Politics: Debates on secularism; majority and minority communalism,
- Caste in politics and the politicization of caste; interaction of caste with class and gender;
- caste discrimination and affirmative action policies

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Books Recommended:

Arora, B. (2000) 'Negotiating Differences: Federal Coalitions and National Cohesion', in Frankel, F. Hasan, Z. Bhargava, R. and Arora, B. (eds.) *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press, pp. 176-206.

Jaffrelot, C. (2001) 'The Sangh Parivar Between Sanskritization and Social Engineering', in Hansen, T.B. and Jaffrelot, C. (eds.) *The BJP and the Compulsions of Politics in India*. New Delhi: Oxford University Press, pp. 22-71.

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

Manor, J. (1995) 'Regional Parties in Federal Systems', in Arora, B. and Verney, D.V. (eds.) *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*. Delhi: Konark, pp. 105-135.

Rodrigues, V. (2006) 'The Communist Parties in India', in deSouza, P.R. and Sridharan, E. (eds.) *India's Political Parties*. New Delhi: Sage, pp. 199-252.

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

VIVEKANAND AND VEDANTA

Course Name	Course Code	L/T/P	Credit	Semester		
Vivekanand and Vedanta	BPS 407	3/0/0	3	1		

CLO1	Developing analytical abilities to understand the teachings of Vedanta and the philosophical backbone of Hinduism
CLO2	Enriching the students with philosophical, idealistic and imaginative approach for studying the different types of Yoga
CLO 3	Developing inquisitive nature among students to learn the teachings, contribution and philosophy of Swami Vivekananda
CLO 4	Enhancing the knowledge about RamkrishnaParamahams, and work done by Sister Nivedita

Course Code BPS 407

Credits-03

Course Rationale: This course describes the Teachings and philosophy of Swami Vivekananda

Unit I

- A concise, and delightful introduction to Vedanta,
- the philosophical backbone of Hinduism.
- Vivekananda: Yogas and Other Works, Karma and Bhakti Yoga, Jnana Yoga, Raja Yoga,
- Inspired Talks, and other lectures, poems, and letters.

Unit II

Swami Vivekananda

- Practical Vedānta,
- Universal Religion,
- Srīmad Bhagavatam: The Wisdom of God

Unit III

- Lectures on Practical Vedanta,
- Divinity of Man and Science and Religion

Unit IV

- Vivekananda and Ramakrishna Paramahansa conversation,
- Ramkrishna Mission,

- Philosophy of Education,
- Bhagini Nivedita

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

1. Bharathi, K. S. (1998). *Encyclopaedia of Eminent Thinkers: The political thought of Vivekananda*. Concept Publishing Company.
2. Chaube, Sarayu Prasad (2005). *Recent Philosophies On Education On India*. Concept Publishing Company.
3. Vivekananda, Swami (2006). *The Indispensable Vivekananda: An Anthology for Our Times*. Orient Blackswan.
4. Mohapatra, Amulya Ranjan (2009). *Swaraj - Thoughts of Gandhi, Tilak, Aurobindo, Raja Rammohun Roy, Tagore & Vivekananda*. Readworthy. pp. 14.
5. Piazza, Paul (1978). *Christopher Isherwood: Myth and Anti-Myth*. Columbia University Press.
6. Chattopadhyaya, Rajagopal (1999). *Swami Vivekananda in India: A Corrective Biography*. Motilal Banarsidass Publ.
7. Dutt, Kartik Chandra (1999). *Who's who of Indian Writers, 1999: A-M*. Sahitya Akademi

POLITICAL VIOLENCE : CONCEPTS AND TRENDS

Course Name	Course Code	L/T/P	Credit	Semester		
Political Violence: Concepts and Trends	BPS 408	3/0/0	3	1		

CLO1	To make students understand the concept of violence in pragmatic way
CLO2	To make students understand that how violence is used as a political weapon
CLO 3	To make students analyse how crime and politics nexus works
CLO 4	To understand that conflict management and resolution

Course Code BPS 408

Credits-03

Course Rationale: This course is broadly intended to introduce political violence and their relevance in contemporary India, by looking on identity politics.

Unit I

- Anatomy and Sources of Conflict,
- Positive Peace: Structural & Cultural Violence,
- Trends in the Party System; From the Congress System to Multi-Party Coalitions

Unit II.

- Conflict Handling Mechanisms: Conflict Suppression,
- Conflict Management, Conflict Resolution, Reconciliation

Unit III

- Gandhian Approach & its offshoots: *Satyagrah, Jai Jagat*,
- Debates on Secularism;
- Minority and Majority Communalism

Unit IV.

- Confidence Building Measures: India –Pakistan as a Showcase,
- Hindu and other minority groups,
- Developmental, Welfare and Coercive Dimensions

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists

Mark Juergensmeyer : *Gandhi's Way : A handbook of Conflict Resolution*, Oxford, 2004

Upadhyaya, P. et al (ed) Jai Jagat Sandesh (Peace Ideas of Gandhi, JP & Vinoba), Institute of Tibetan Higher Learning, Sarnath, 2001

Weber, Thomas, "Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation", Journal of Peace Research, Vol. 38, no.4, Sage, 2001 pp 493-513,

Jeong, Ho Won, Peace and Conflict Studies: An Introduction, Ashgate, 2000, Sydney.

Steger, Manfred B. & Nancy S. Lind, Violence and Its Alternatives: An Interdisciplinary Reader, St. Martin's Press, New York 2001

Wehr, Paul, Conflict Regulation, Westview Special Studies in Peace, Conflict and Conflict Resolution, Westview Press /Boulder, Colorado, 1989

Miall Hugh, et.al., Contemporary Conflict Resolution: The Prevention Management and Transformation of Deadly Conflicts, Polity Press, UK, 1999

PROFESSIONAL COMMUNICATION SKILLS

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 401	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify steps to professional communication
CLO 2	Identify the key components of meeting, agendas and meeting minutes
CLO 3	Understand the key skills and behaviors required to facilitate a group discussion/presentation
CLO 4	Polish current affairs & rapport building

B. SYLLABUS

Topic
Enhancing Speaking Skills (Public Speaking)
Resume Building-1
GD-2 (Specifically: Social & Political)
Presentations-2

EXAMINATION SCHEME:

Components	Public Speaking	GD	Poster Presentation	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

BEHAVIOURAL SCIENCE

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science	BSS 403	2:0:0	1	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Compare the difference between the groups and teams and their strength and weaknesses. Also, the internal and external factors that affect their functioning.
CLO 2	Access when there is a need of group formation and when it is needed to be transformed into team
CLO 3	Identify the characteristics of leaders and the power practiced by them
CLO 4	Apply the type of leadership style power practiced in different situation.

Course Contents:

Module I: Group formation

Definition and Characteristics
Importance of groups
Classification of groups
Stages of group formation
Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
Group Cohesiveness and Group Conflict
Adjustment in Groups

Module III: Teams

Meaning and nature of teams
External and Internal factors effecting team
Building Effective Teams
Consensus Building
Collaboration

Module IV: Leadership

Meaning, Nature and Functions
Self leadership
Leadership styles in organization
Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature
Types of power
Relevance in organization and Society

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smith Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

FOREIGN LANGUAGE FRENCH

Semester 4: (français.com (Débutant)) Course Code: FLN 401 Credit Units : 02

Course Objective:

To familiarize the students of French Language with:

1. telephonic conversation (1)
2. booking of a table in a restaurant/ room in a hotel etc
3. giving an advice, an order, an obligation etc

Course Contents

Unit 4: Pg: 58-72

a. Lexical:

- Equipments and hotel services
- Urban space
- Means of transport
- cardinal points
- building of an enterprise
- visit to a city : public places, centre of interests
- train ticket
- public messages at the station

b. Grammar:

- possessive adjectives(2)
- adjective “ tout” i.e. all
- imperative present (1)
- numbers ordinal
- question with « est- ce que »
- (by) à and en + means of transport
- (in and at) en / au + Country
- verbe: must+ infinitive, to go , to come , to leave
- il faut + infinitive (It is necessary + infinitive)
- it is prohibited to + infinitive
- questions with from where, where, through where, at what, from what

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary),

W.R.Goyal

Supplementary Materials are given in form of photocopies

FOREIGN LANGUAGE SPANISH

Semester 4: Course Code: FLS 401

Credit units : 02

Course Objective:

- To talk about relations

- To express obligation
- To enquire about direction
- To be able to describe your locality
- Telephonic conversation etiquettes
- Dialogue between two friends/sales man and client etc.

Course Content:

Vocabulary Content:

Family, friends, directions, way (going straight, left, right etc.) Temple, hospital, restaurant, church, hospital, Town hall, parks, shopping mall, etc.

Grammar Content:

Revision of present indefinite, continuous and near future tense.

Double negation – No Nunca, Ningun/a, Nada, nadie etc.

Tener que / Hay que

Expressions with Tener and Estar.

Use of Apetecer, Llevarse bien o mal con alguien / Caer +bien/mal + a alguien

Examination Scheme

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralozza Aragón, Oscar Cerralozza Gilli, Begoña Llovet

Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE GERMAN

Semester 4: Course Code: FLG 401

Credit units : 02

Course Objective:

After successful completion of this semester, students will be able to:

- talk about different professions
- express positive and negative aspect of different professions.
- talk about daily routine of a job
- enquire about direction.
- use preposition in sentences.
- understand the visiting cards etc.

Course Content:

Vocabulary Content:

- Professions
- Workplaces
- Professional Tasks like writing mail, make phone calls etc.
- Locations (right left, etc.)
- Public places

Grammar Content:

- Possessive article in accusative.
- Introducing prepositions in dative, accusativ cases and changing prepositions in dat + acc.
- Usage of preposition : in through, to , at etc

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lessons from 11 onwards from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1** - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

FOREIGN LANGUAGE CHINESE

Course Objectives:

On the completion of Fourth semester the students will be able to consolidate their proficiency of HSK-I and will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters, sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 疑问代词.etc.
- Master and use most essential vocabulary items of day to day use and office related vocabulary; approx 70 Characters including 50 characters of HSK level –II
- Refer Chinese dictionaries.
- Translate a Chinese paragraph with the help of dictionaries and translation software.

COURSE CONTENTS

1. Revision of Important expressions
2. Expression of welcome
3. Expression of time: past, present & future
4. Expression of right or wrong.
5. Questioning and answering simple questions about medical care
6. Questioning and answering simple questions about sports & entertainment
7. Office related vocabulary , expressions & email writing
8. Referring Chinese dictionaries (hard and electronic dictionaries)
9. Translation with the help of dictionaries & translation software
10. Practice of model test series of HSK-I
11. CBT package
12. Listening
13. Conversation based on above topics
14. Chinese poetry

VOCABULARY CONTENT

1. Vocabulary will include approx 70 Characters including 50 Characters of HSK-II level.
1. Vocab related to welcome, tenses, right wrong etc and office related vocabulary will be covered during this semester.

GRAMMATICAL CONTENT

1. Interrogative pronouns 疑问代词: 什么, 哪儿, 谁, 为什么, 怎么样, 哪, 什么时候, 多少, 几,
2. Money 表示钱数
3. Weight 表示重量
4. Measure words 量词
5. Adverbs 副词
6. 时间副词: 正在
7. 频率副词: 再

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation
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					(Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-II. (Major Text Book)
2. Module on HSK-II. (suggested reading)
3. Practical Chinese Grammar for foreigners. (suggested reading)
4. Chinese Dictionaries: Chinese to English & English to Chinese. (reference books)
5. Office Talk (suggested reading) Publishers

ANANDAM-IV

Type: Compulsory

Semester IV

Course Code: AND004

Credit Units: 02

Course Name	Course Code	LTP	Credit	Semester
ANANDAM -IV	AND 004	0:0:4	2	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society.
CLO 3	Interaction with mentor and development of Student teacher relationship.
CLO 4	Interaction among students, enlarge social network.
CLO 5	Cooperative and Communication skills and leadership qualities.
CLO 6	Critical thinking, Confidence and Efficiency

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.

- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

INTERNATIONAL RELATIONS -I

Course Name	Course Code	L/T/P	Credit	Semester		
International Relations -I	MTBPS 403	3/0/0	3	1		

CLO1	To introduce and familiarize students with the nature and scope of International Relations
CLO2	To make students understand the key theories involved in the conduct of International relations.
CLO 3	To make students learn the history of world politics, especially that of war and peace.
CLO 4	To develop adaptive understanding in students in regard to key concepts and ideas of International relations

Course Code BPS 403

Credits-03

Course Rationale: This course serves as a beginning to the study of important issues in modern international relations. The goal of the course is to teach students basic concepts and theories that are useful for making sense of contemporary debates and challenges in international politics.

Unit- I:

- Basic Concepts of International Relations
- Meaning, Nature and Scope of International Relations
- (a). Balance of power (b). National interests
- (c). Collective Security (d). Diplomacy

Unit-II:

- Approaches to the study of International Relations
- Idealism – Woodrow Wilson
- Classical Realism – Hans Morgenthau
- Neo – realism – Kenneth Waltz

Unit-III:

- Phases of International Relations (1914-1945)
- Causes for the First World War
- Causes for the Second World War

Unit-IV:

- Phases of International Relations (1945 onwards)
- Origins of First Cold War
- Rise and Fall of Détente
- Origins and the End of Second Cold War

Unit-V:

- International Organisation

- The role of UNO in the protection of International Peace
- Problems of the Third World : Struggle for New International Economic Order

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

5. Jackson, R and Sorensan Y, *Introduction to International Relations; Theories and approaches*, New York, OUP, 2008.
6. Baylis, J and Smith, S (Eds), *The Globalization of World Politics; An Introduction to International Relations*, Oxford, OUP, 2011
7. Aneek Chatterjee, *International Relations Today; Concepts and Applications*, New Delhi, Pearson Education, 2008.
8. E.H. Carr, *International relations between the two world Wars*, London, Palgrave Macmillan, 2004.

FIFTH SEMESTER

INTERNATIONAL RELATIONS- II

Course Name	Course Code	L/T/P	Credit	Semester		
International Relations -II	BPS 501	3/0/0	3	1		

CLO1	To introduce and familiarize students with the key concepts of International Relations
CLO2	To make students understand the key theories involved in the conduct of International relations.
CLO 3	To make students learn the key concepts and trends in world politics
CLO 4	To develop adaptive understanding in students in regard to the important concepts and ideas of International relations

Course Code BPS 501

Credit: 03

Course Rationale: This course serves as a second part to the study of important issues in modern international relations. The goal of the course is to teach students basic concepts and theories that are useful for making sense of contemporary debates and challenges in international politics.

Unit: I

Contending Theories and Approaches to the study of International Relations;

- Idealist,
- Realist,
- Systems,
- Game,
- Communication and
- Decision-making,
- Power, Interest and Ideology in International Relations;
- Elements of Power: Acquisition, use and limitations of power,
- Perception, Formulation and Promotion of National Interest,

Unit: II

- Meaning, Role And Relevance Of Ideology In International Relations.
- Arms And Wars: Nature, Cause And Types Of Wars/Conflicts Including Ethnic Disputes; Conventional, Nuclear/Bio-Chemical Wars;
- Deterrence, Arms Race, Arms, Control And Disarmament.
- Peaceful Settlement Of Disputes, Conflict Resolution,
- Diplomacy, World-Order And Peace Studies.
- Defence Studies

Unit: III

- Globalization
- Rights and Duties of states in international law,
- Intervention,
- Treaty Law,
- Prevention And Abolition Of War.
- North-South Dialogue,
- South-South Cooperation,
- Regional And Sub-Regional Organizations Especially SAARC, ASEAN, OPEC, FIPIC.

Unit: IV

- United Nations : Aims, Objective, Structure and Evaluation of the working of UN;
- Peace Keeping;
- Power-struggle and Diplomacy within UN;
- India's Role in International affairs relations with its neighbours-
- India- Nepal, Bhutan, Pakistan, China, Afganistan, Sri Lanka, Maldivies

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

Jackson, R and Sorensan Y, Introduction to International Relations; Theories and approaches, New York, OUP, 2008.

Baylis, J and Smith, S (Eds), The Globalization of World Politics; An Introduction to International Relations, Oxford, OUP, 2011

Aneek Chatterjee, International Relations Today; Concepts and Applications, New Delhi, Pearson Education, 2008.

E.H. Carr, International relations between the two world Wars, London, Palgrave Macmillan, 2004.

PUBLIC ADMINISTRATION-II

Course Name	Course Code	L/T/P	Credit	Semester		
Public Administration-II	BPS 502	3/0/0	3	V		

CLO1	Establishing a cemented platform for students to learn advance version of Public Administration as a discipline and how it has been able to enable better administration and governance over the period of time.
CLO2	Upgrading analytical abilities to understand how different theories of administration help better administration and governance
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense.
CLO 4	Appreciating Students learning to the basic fundamentals of governance and administration and its different nuances and complexities and how different thinkers of Public Administration has viewed it

Course Code BPS 502

Credits- 03

Unit-I

- Theories of Organization:
- Scientific Management Theory (F.W.Taylor),
- Classical (Henry Fayol, Luther Gulick, M.P. Follet, Mooney and Reiley.)
- and Bureaucratic (Max Weber)

Unit-II

- Personnel Administration: Meaning; Nature and Significance.
- Elements of Personnel Administration: Recruitment, Training/ Capacity Building,
- Promotion, Motivation and Morale

Unit-III

- Budget: Principles, Preparation and Enactment of Budget.
- Public Funds: Accounting and Auditing.
- Financial Control: Parliamentary (Parliament and its committees) and Executive Control

Unit-IV

Meaning and Significance of followings:

- Administrative Law.
- Delegated Legislation.
- Administrative Tribunal.
- Public Policy

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Books Recommended

Avasthi, A. & Maheshwari, S.R. 2006. Public Administration, Lakshmi Narain Aggarwal: Agra

Babu, M Sathya(2005) Motivating Bureaucracy, McMillan : Delhi

Babu, M Sathya(2008) PrashashanavmAfasarshahi (Hindi), McMillan : Delhi

Dey, Bata K. 1978. Bureaucracy Development and Public Management in India. Uppal Publishing House: New Delhi.

Dimock, Marshal Edward and Dimock, Gladys Ogden. 1975. Public Administration. Oxford and IBH : New Delhi.

Goel, S.L. 1984. Public Personnel Administration: Theory and Practice. Deep & Deep: New Delhi.

Koeing, Louis W. 1986. An Introduction to Public Policy. Prentice Hall: New Jersy.

Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jallandhar

Ramayyar A.S. 1967, Indian Audit and Account Department. Indian Institute of Public Administration: New Delhi

Sahni, Pradeep. 1987. Public Policy: Conceptual Dimensions. Kitab Mahal: Allahabad.

Sharma, M.P. 1960, Public Administration Theory and Practice. Kitab Mahal: Allahabad

Thawraj M.J.K. 1978. Financial Administration of India. Sultan Chand and Sons: New Delhi.

Wattal, P.K. 1963. Parliamentary Financial Control of India. Minerva Book Shop: Bombay

Weber, Max, 1969. The Theory of Social and Economic Organization. Talcott Parsons (Ed). Free Press: New York

INDIA'S FOREIGN POLICY

Course Name	Course Code	L/T/P	Credit	Semester		
India's Foreign Policy	BPS 503	3/0/0	3	V		

CLO1	Developing analytical nature among students to learn the evolution of the ideals of Indian Foreign Policy
CLO2	Upgrading understanding abilities to understand how the domestic foreign policy can impact the international environment.
CLO 3	Exposing the students with the fundamentals in India's Foreign Policy in past as well in present times.
CLO 4	Students learn the implementation of theoretical and idealistic values in pragmatic world.

Course Code BPS 503

Credit: 03

Course Rationale: The course aims to provide a theoretical and analytical understanding of India's Foreign Policy. It significantly influences the international relation & politics and therefore, this paper is quite relevant for providing a perspicacious understanding of international relations/politics.

Unit- I: Evolution of Indian Foreign of Policy

- Determinants of Indian Foreign of Policy
- Continuity and change in Indian Foreign Policy

Unit-II: Non-Alignment and UNO

- The role of India in the Non-Alignment Movement
- Relevance of Non-Aligned Movement in the Contemporary World
- Role of India in the UNO in protection of International Peace

Unit-III: India's Relation with USA and China

- Indo- US Relations: Pre- Cold War Era, Post- Cold War Era
- India – China Relations: Pre- Cold War Era, Post- Cold War Era

Unit-IV: India and her Neighbours

- Indo- Pakistan Relations
- India's role in South Asian Association of Regions Cooperation (SAARC)

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

1. *David Scott (Ed), Handbook of India's International Relations, London, Routledge, 2011*
2. *Ganguly, S (Ed), India as an Emerging Power, Portland, Franck class, 2003*
3. *Pant, H, Contemporary Debates in Indian Foreign and Security Policy, London, Palgrave Macmillian, 2008*
4. *Tellis, A and Mirski, S (Eds), Crux of Asia; China, India, and the Emerging global Order, Washington, Carnegie endowment for international peace, 2013*
5. *Muni, S.D, India's Foreign Policy Delhi CUP, 2009*
6. *Alyssa Ayres and Raja Mohan, C (Eds), Power Realignment in Asia: China, India and the United States, New Delhi, Sage, 2002.*
7. *Dutt, V.P, India's Foreign Policy in a Changing World, New Delhi, NBT, 2011*

MEDIA AND POLITICS IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Media and Politics in India	BPS 504	3/0/0	3	V		

CLO1	To introduce and familiarize students with the nature and evolution of print and electronic
CLO2	To make students understand the key roles, functions and influences of Media on various political processes.
CLO 3	To make students learn the history of development of mass media and their impact on political power.
CLO 4	To develop adaptive understanding in students in regard to the links between media and politics

Course Code BPS 504

Credit: 03

This course shall examine the role of media in Indian politics in politics of India. It also views how Media impacts the ideologies, psychological set ups and political images in the Political System.

Unit I

Introduction- Media

- Evolution of Media- Print Media
- Evolution of Media- Electronic Media(Radio, TV, Internet, Social Media)

Unit II

- Roles, Functions And Influences Of Media On Political Communications,
- Democracy and Political Economy of Media,
- Effects Of Media On Public Opinion And Political Processes,

Unit III

- Media And Foreign Policy, Security And Conflict
- Media and Election Campaigns and Effects
- (Article 19 of Indian Constitution- Media and Politics)

Unit IV

- Nexus- Media and Politics- (pros and cons),
- Paid Media ,
- Social Media and Politics in contemporary times

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
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Weightage (%)	5	10	10	10	15	50
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Books Recommended

Cook, Timothy. (2005). Governing with the News: The News Media as a Political Institution. 2 nd ed. University of Chicago Press.

Dahlgren, Peter. (2009) Media and Political Engagement: Citizens, Communication, and Democracy. Cambridge University Press.

Graber, Doris A. (2009). Mass Media and American Politics. Washington: CQ Press.

Graber, Doris, Denis McQuail, and Pippa Norris, eds. (2007). The Politics of News: The News of Politics, 2nd. Ed. CQ Press.

Kuhn, Raymond. (2007). Politics and the Media in Britain. Palgrave Macmillan.

McNair, Brian. 2007. An introduction to political communication. 4th ed.. London: Routledge.

Oates, Sarah (2008). Introduction to Media and Politics. Sage Publications.

Rozell, Mark (ed.) (2003). Media Power, Media Politics. Rowman & Littlefield

Seib, Philip (2012). Real Time Diplomacy: Power and Politics in the Social Media Era. Palgrave Macmillan.

Wolfsfeld, Gadi (2011). Making Sense of Media and Politics. Routledge.

DOMAIN ELECTIVE

READINGS OF KARL MARX

Course Name	Course Code	L/T/P	Credit	Semester		
Reading Karl Marx	BPS 505	3/0/0	3	V		

CLO1	To introduce and familiarize students with Karl Marx
CLO2	To make students understand the concepts of communism introduced by Karl Marx.
CLO 3	To make students learn the history of development of communism and how it impacted the world.
CLO 4	To develop adaptive understanding the practical implementation of communism and its philosophies and concepts.

Course Code BPS 505

Credit: 03

Course Rationale: This course is broadly intended to discuss about Marxian ideas and their relevance in contemporary world.

Unit I

- Karl Marx-critique of capitalism,
- exploitation of labor,
- Dialectical materialism,
- class war,
- future of capitalist system,
- surplus value theory

Unit II

- Foundations of Political Economy.
- Theories of the State, politics and economics

Unit III.

- Marxist Approach: Marxist economics and Value Theory

Unit IV.

- Welfare economics and State. Post Structural theories of capitalism., Institutionalism

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

- 1) Berlin, Isaiah. "Two Concepts of Liberty." In *Four Essays on Liberty*. New York, Oxford University Press, 1990.
- 2) Friedman, Milton. *Capitalism and Freedom*. Chicago, IL: University of Chicago Press, 1982, pp. 1-55, 108-37, and 161-90.
- 3) Hayek, Frederick. Chapters 1, 2, 4, and 5 in *Individualism and Economic Order*. Chicago, IL: University of Chicago Press, 1996.
- 4) Howard, M. C., and J. E. King. *The Political Economy of Marx*. New York, NY: New York University Press, 1988, pp. 1-180.
- 5) J.K. Gibson-Graham, Stephen Resnick, and Richard Wolff, "Toward a Poststructuralist Political Economy," pps 1-22 of *GGRW North Douglas*.
- 6) Keynes, J. M. "The Great Slump of 1930," "Economy," and "The End of Laissez-Laissez-Faire." In *Essays in Persuasion*. pp. 126-50, 126-50, and 272-95 Locke, John. Chapters 1-5, and 7-9 in *Second Treatise on Civil Government*. The Editorium, 2010. Marx, Karl and Friedrich Engels. "The Communist Manifesto." In *The Marx-Engels Reader (Second Edition)*. 1978, pp. 469-500.
- 7) Marx, Karl. *The Eighteenth Brumaire of Louis Napoleon*. Translated by D. D. L. Create Space, 2011.
- 8) Polanyi, Karl. Chapters 3-14 in *The Great Transformation: The Political and Economic Origins of Our Time*. Boston, MA: Beacon Press, 2001.
- 9) Weber, Max. Introduction and chapters 1-3, and 5 in *The Protestant Ethic and the Spirit of Capitalism*, 2010.

CIVIL SOCIETY IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Civil Society in India	BPS 505	3/0/0	3	V		

CLO1	To introduce and familiarize students with Karl Marx
CLO2	To make students understand the concepts of communism introduced by Karl Marx.
CLO 3	To make students learn the history of development of communism and how it impacted the world.
CLO 4	To develop adaptive understanding the practical implementation of communism and its philosophies and concepts.

Course Code BPS 506

Credit : 03

Course Objective: This course focuses on themes which have emerged as significant for understanding the relationship between state and civil society

Unit I

- Democracy,
- Election Commission of India Association for Democratic Reforms (ADR)

Unit II

- Information and Internal Accountability
- Central Information Commission (CIC),
- Comptroller and Auditor General of India (C&G),
- Central Vigilance Commission (CVC)
- Mazdoor Kisan Shakti Sangathan (MKSS),
- National Campaign for People's Right to Information (NCPRI)

Unit III

- Human Rights
-
- National Human Rights Commission (NHRC)
- People's Union for Civil Liberties (PUCL),
- People's Union for Democratic Rights (PUDR),
- Human Rights Forum (HRF)

Unit IV

- Social Justice and Gender
- National Commission for Scheduled Castes,
- National Commission for Scheduled Tribes,
- National Commission for Minorities
- National Campaign on Dalit Human Rights (NCDHR)

- National Commission for Women

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists

- 1) Kapur , D. and Mehta,P.B.(2007) 'Introduction' in Kapur, D. and Mehta, P.B. (eds.), *Public Institutions in India: Performance and Design*, Delhi, OUP. pp.1-27
- 2) McMillan,A.(2010) 'The Election Commission'. In Jayal, N.G. and Mehta. P.B. (eds.), *The Oxford Companion to Politics in India*, Delhi: OUP. pp.98-116
- 3) Kurian,J.(2006) *The Right to Information Act, 2005*, Legal Education Series No. 74, Indian Social Institute, New Delhi
- 4) Kannabiran, K.G. (2004) 'Why a Human Rights Commission?' in Kannabiran,K.G. *The Wages of Impunity*, Orient Longman. pp.123-130
- 5) Arya,S. (2009) *The National Commission for Women: Assessing Performance*, CWDS, New Delhi, available on www.cwds.org
- 6)

Professional Communication Skills

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 501	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Topic
Email Writing (Briefing, Do's & Don'ts & Practice)
Corporate Dressing & Body Language (Verbal & Non-Verbal Cues & its role in Interview Selection)
Interview-1 (Briefing, Do's & Don'ts, Questions, Mock Sessions)
GD-3(Practice Sessions)

EXAMINATION SCHEME:

Components	Email Writing	GD	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

BEHAVIOURAL SCIENCE

Course Name	Course Code	LTP	Credit	Semester
BEHAVIOURAL SCIENCE	BSS 503	2:0:0	1	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Recognize their personality and individual differences and identify its importance of diversity at workplace and ways to enhance it.
CLO 2	Recognize effective socialization strategies and importance of patriotism and taking accountability of integrity
CLO 3	Recognize different types of human rights and its importance
CLO 4	Identify Indian values taught by different religions
CLO 5	Identify long term goals and recognize their talent, strengths and styles to achieve them

Course Contents:

Module I: Individual differences & Personality

Personality: Definition & Relevance
Importance of nature & nurture in Personality Development
Importance and Recognition of Individual differences in Personality
Accepting and Managing Individual differences (Adjustment Mechanisms)
Intuition, Judgment, Perception & Sensation (MBTI)
BIG5 Factors

Module II: Socialization

Nature of Socialization
Social Interaction
Interaction of Socialization Process
Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism
Importance of Discipline and hard work
Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights
Human Rights Awareness
Importance of human rights
Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:
 - Identifying Long-term choices and goals
 - Uncovering talent, strength and style
- Alan P. Rossiter's eight aspects of Professional Excellence
Resilience during challenge and loss
Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T - Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behavior

FOREIGN LANGUAGE FRENCH

Semester 5: (français.com (Débutant)) Course Code: FLN 501 Credit Units: 02

Course Objective:

To familiarize the students of French Language with:

1. to understand a menu
2. telephonic conversation (2)
3. speaking of an experience, competence
4. past events
5. Replying to a mail or to a message.

Course Contents

Unit 5: (français.com (Débutant)) Pg: 74-88

A. Lexical:

- Food products
- Order in French language in a restaurant
- expressions on telephone (2)
- Job offer
- Profile of a candidate for the job
- Events at the job: promotion, resignation, journey, etc.
- Usual expressions in an e-mail.

B. Grammar:

- Near future
- partitif articles
- a bit of, a lot of, a lot of, a piece of...
- Pronouns for complement of Direct object and Indirect object
- Recent Past (venir de+ infinitif)
- verbs: appeler (to call), savoir(to know), connaître (to know).
- Past tense with normal and motion verbs.
- Accord of the past participle
- questions with the verbs in the past tense
- negation in the past tense
- to be in the process of

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary),

W.R.Goyal

Supplementary Materials are given in form of photocopies

FOREIGN LANGUAGE SPANISH

Semester 5: Course Code: FLS 501

Credit units : 02

Course Objective:

- To talk about a pre decided plan
- To talk about a plan yet to materialize
- To propose a plan
- To talk about what they have done today/during vacations etc.
- Reading texts about Spanish festivals

- Writing composition about Festivals

Course Content:

Vocabulary:

Vocabulary related to leisure time, going out with friends, traveling, shopping, club, transport, decoration and celebration.

Grammar:

Introduction of direct/indirect object pronouns
(Pensar + infinitive),
(Estar pensando en + infinitive)
(Por qué no + verbo / Te Parece + Infinitivo.. etc)
(Haber + participio Pasado)
Introduction of pretérito perfecto

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005
Pasaporte Nivel (A1) by Matide Cerralzoza Aragón, oscar Cerralzoza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005
Dictionaries for reference: Collins, www.wordreferences.com.
Essential materials are given in the form of photocopies.

FOREIGN LANGUAGE GERMAN

Semester 5: Course Code: FLG 501

Credit units : 02

Course Objective:

After successful completion of this semester, students will be able to:

- tell where they work and live

- tell location of their offices and house
- explain, how they reach their work place
- ask and tell the location of thing or person in a house like behind, in front of etc.
- describe the office things like printer, files etc

Course Content:

Vocabulary:

- Workplace
- Location like 1st floor, ground floor.
- Ordinal numbers
- Things and furniture in a office
- Means of transportation

Grammar:

- changing preposition in dative and accusative case
- Verbs related to changing prepositions like to put, to lay etc
- Dative and accusative preposition
- Modal verb : must and can

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Zielsprache Deutsch als Fremdsprache Part 1

References: **Studio D A1** by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1** - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

FOREIGN LANGUAGE CHINESE

Semester - V

Course Code: FLC- 501

Credit Units: 02

Course Objectives:

On the completion of Fifth semester the students will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language based on the topics learnt.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use, programme specific and internet related vocabulary; approx 80 Characters including 50 characters of HSK level –II
- Type Chinese document.
- Express their opinion and ask opinion of others in Chinese

COURSE CONTENT

1. Revision of vocabulary
2. Detailed study of greetings, farewell & personal information (HSK-II topics 1& 2)
3. A brief description of mood & colours
4. Expression of opinions
5. Asking the opinion of the others
6. Listening of dialogues
7. Conversation based on topics learnt
8. CBT package
9. Programme specific vocabulary and expressions
10. Chinese typing and making soft copy of a Chinese document
11. Important Chinese sites and internet related vocabulary

GRAMMAR CONTENT

1. Pattern: 因为.....所以.....
2. Preposition 介词: 在
3. Auxiliary verbs; 助动词
4. Modal Particle 语气助词: 了

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-II. (Major Text Book)
2. Module on HSK-II. (suggested reading)
3. Practical Chinese Grammar for foreigners. (suggested reading)
4. Internet Chinese. (suggested reading)
5. Office Talk (suggested reading)
6. Elementary Chinese Reader Book-I (suggested reading)

ANANDAM-V

Type: Compulsory

Semester V

Course Code: AND005

Credit Units: 02

ANANDAM - V	AND 005	0:0:4	2	5
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A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Cooperative and Communication skills and leadership qualities
CLO 5	Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project) ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).

4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

INDIA'S FOREIGN POLICY

Course Name	Course Code	L/T/P	Credit	Semester		
India's Foreign Policy	MTBPS 503	3/0/0	3	V		

CLO1	Developing analytical nature among students to learn the evolution of the ideals of Indian Foreign Policy
CLO2	Upgrading understanding abilities to understand how the domestic foreign policy can impact the international environment.
CLO 3	Exposing the students with the fundamentals in India's Foreign Policy in past as well in present times.
CLO 4	Students learn the implementation of theoretical and idealistic values in pragmatic world.

Course Code BPS 503

Credit: 03

Course Rationale: The course aims to provide a theoretical and analytical understanding of India's Foreign Policy. It significantly influences the international relation & politics and therefore, this paper is quite relevant for providing a perspicacious understanding of international relations/politics.

Unit- I: Evolution of Indian Foreign of Policy

- Determinants of Indian Foreign of Policy
- Continuity and change in Indian Foreign Policy

Unit-II: Non-Alignment and UNO

- The role of India in the Non-Alignment Movement
- Relevance of Non-Aligned Movement in the Contemporary World
- Role of India in the UNO in protection of International Peace

Unit-III: India's Relation with USA and China

- Indo- US Relations: Pre- Cold War Era, Post- Cold War Era
- India – China Relations: Pre- Cold War Era, Post- Cold War Era

Unit-IV: India and her Neighbours

- Indo- Pakistan Relations
- India's role in South Asian Association of Regions Cooperation (SAARC)

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

8. David Scott (Ed), *Handbook of India's International Relations*, London, Routledge, 2011
9. Ganguly, S (Ed), *India as an Emerging Power*, Portland, Franck class, 2003
10. Pant, H, *Contemporary Debates in Indian Foreign and Security Policy*, London, Palgrave Macmillan, 2008
11. Tellis, A and Mirski, S (Eds), *Crux of Asia; China, India, and the Emerging global Order*, Washington, Carnegie endowment for international peace, 2013
12. Muni, S.D, *India's Foreign Policy* Delhi CUP, 2009
13. Alyssa Ayres and Raja Mohan, C (Eds), *Power Realignment in Asia: China, India and the United States*, New Delhi, Sage, 2002.
14. Dutt, V.P, *India's Foreign Policy in a Changing World*, New Delhi, NBT, 2011
 1. Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

SIXTH SEMESTER

COMPARATIVE GOVERNMENT AND POLITICS

Course Name	Course Code	L/T/P	Credit	Semester		
Comparative Government and Politics	BPS 601	3/0/0	3	VI		

CLO1	To introduce and familiarize students with the nature and scope of Comparative Government and Politics
CLO2	To make students understand the key theories involved in comparative politics
CLO 3	To make students learn the history of world politics , especially the development of various political systems and institutions.
CLO 4	To develop adaptive understanding in students in regard to key concepts and ideas of Comparative Government and Politics

Course Code BPS 601

Credit: 03

Course Rationale: This course is broadly intended to introduce comparative Government and their relevance in contemporary India, by looking on its politics.

UNIT I.

- Understanding Comparative Politics, Meaning, Nature and scope

UNIT II.

- Historical context of modern government.
- Capitalism: meaning and development: globalization,
- Socialism: meaning, growth and development

UNIT- III-

- Approaches- Political System, Structural Functional Approach,
- Forms of governments- Presidential vs Parliamentary,
- Unitary vs Federal, Democratic vs Dictatorship

UNIT IV.

- Bureaucracy,
- Public Opinion,
- A comparative study of constitutional developments and political economy in the

following countries: Britain, India, and China.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists:

2. J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 1636; 253-290.
3. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38, *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
4. G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization'
5. A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25; 587-601.
6. P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

MODERN POLITICAL ANALYSIS

Course Name	Course Code	L/T/P	Credit	Semester		
Modern Political Analysis	BPS 602	3/0/0	3	VI		

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Theory
CLO2	Upgrading analytical abilities to understand how the theories contribute in framing of Political Systems and concepts.
CLO 3	Enriching the students with analytical abilities, critical abilities, and rational approach for studying the Political Science.
CLO 4	Students learn the implementation of such political theories in global Political world.

Course Code BPS 602

Credit:

03

Course Objective: This *course aims* to provide the student with an understanding of the main theoretical approaches to the analysis of politics by drawing on ideas from political sociology, political science and political theory.

Module 1:

- Evolution of Contemporary perspective of Political Analysis,
- Search For Theory Building, Political science and the context of social relevance,
- Political Theory and its decline.

Module II:

- Group Theory, Distribution Approach (Lasswell),
- Communication Theory,
- Decision – Making Theory, Elite Theory.

Module III :

- Political Process and Change,
- Political socialization,

- Political Culture,
- Political Modernization,
- Political Development

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Readings:

S.P. Verma : Modern Political Theory

Robert Dahl: Modern Political Analysis

Herbert Hyman :Political Socialization: A Study in the psychology of Political Behaviour

Stephen Welch : The Concept Of Political Culture

Lucian Pye: Aspects of Political Development

David E Apter: Politics of Modernization

HUMAN RIGHTS IN COMPARATIVE PERSPECTIVE

Course Name	Course Code	L/T/P	Credit	Semester		
Human Rights in Comparative Perspective	BPS 603	3/0/0	3	VI		

CLO1	Developing analytical nature among students to learn the evolution of the ideals of human rights
CLO2	Upgrading understanding abilities to understand how the human rights have taken central stage
CLO 3	Exposing the students with the fundamentals in human rights.
CLO 4	Students learn the implementation of theoretical and idealistic values in pragmatic world.

**Course Code BPS 603
03**

Credit

Course Rationale: The course provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues and debates in the field with focus on the problems.

UNIT - I:

- Human Rights; Theory and Institutionalization
- Understanding Human Rights: Three Generations of Rights
- Institutionalization: Universal Declaration of Human Rights
- Rights in National Constitutions: South Africa and India

UNIT - II:

Issues

- Torture: USA and India
- Terrorism and Insecurity of Minorities: USA and India

UNIT-III:

Structural Violence

- Caste and Race: Discrimination based on Birth: South Africa and India
- Adivasis / Aborigines and the Land Question: Australia and India

UNIT-IV:

Watchdogs of Human Rights Violation

- Amnesty International
- Human Rights Watch

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Reading Lists:

1. Byrne, Darren, O., *Human Rights, An Introduction*, Delhi, Pearson, 2007.
2. R. Wolfrern, 'Discrimination, xenophobia and Racism' in Symonides, J, *New Dimensions and challenges For Human Rights*: Jaipur Rawat Publications, 1998.
3. Cadzon and Maynard, J (Eds), *Aboriginal studies*; Nelson cengage learning, 2011.
4. Kannabiram, k., *Tool of Justice: Non- Discrimination and the Indian Constitution*, New Delhi, Routledge, 2012.
5. Ishay, M., *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi, Orient Blackswan. Andrew Clapham, *Human Rights: A Very Short Introduction*, Oxford, OUP, 2007

DISSERTATION

Course Name	Course Code	L/T/P	Credit	Semester		
Dissertation	BPS 604	3/0/0	3	VI		

CLO1	Students should able to define and select a research problem.
CLO2	Analyze the primary characteristics of quantitative research and qualitative research.
CLO 3	Identify a research problem in a study and learn how define and solve the problem through research study.
CLO 4	Examine and identify the independent and dependent variable, and research report writing.

Course Code BPS 604
09

Credit

Research project experience is as close to a professional problem-solving activity as anything in the curriculum. It provides exposure to research methodology and an opportunity to work closely with a faculty guide. It usually requires the use of advanced concepts, a variety of experimental techniques, and state-of-the-art instrumentation. Research is genuine exploration of the unknown that leads to new knowledge which often warrants publication. But whether or not the results of a research project are publishable, the project should be communicated in the form of a research report written by the student.

Credit 1

- Introducing to the research , discussing the basics of the research, deciding the topic

Credit 2

- Discussing the making of questionnaire and collection of primary data

Credit 3

- Discussion on review of literature

Credit 4

- Analysing the progress

Credit 5

- Discussion on data collection and data analysis

Credit 6

- Progress report

Credit 7

- Chapterization

Credit 8

- Discussion on loopholes if any

Credit 9

- Progress report before final submission

Essential Readings -

The students shall be provided with proper and sufficient reading and learning material for the course. The students shall be provided proper guidance regarding what and how resources can be reached. They shall be given required links to e- libraries and access to offline libraries. They shall be encouraged to read newspapers, periodicals and use audio visual mediums like TV and internet to explore the political environment. Not only the above but real world and real people interactions shall be promoted by the means of visits to political and administrative bodies, guest lectures, video conferencing, etc.

Amity Library

e- libraries

empirical resources

(Domain Elective)

ENVIRONMENTAL POLITICS IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Environmental Politics in India	BPS 605	3/0/0	3	VI		

CLO1	To make students understand that how environment and politics can be corelated
CLO2	To make students study the policies and institutions working on the concept
CLO 3	To make students understand that how different aspects of environment impacts the national and global politics
CLO 4	To make students develop the understanding for bringing in solutions

Course Code BPS 605

Credit

03

Course Rationale: The central focus here is on environmental problems, policies and practices in India and how government institutions have sought to tackle them and with what consequences. Possible solutions and directions to be taken are discussed.

Unit I

- Environment and Development: An Introduction a. Environmental Philosophies, Politics and Ethics
- Historical Legacies: Continuities and Discontinuities in India
- Understanding the Environment in India.
- State, Market, Community & Local Governments
- State: Hardin and the Tragedy of the Commons
- Market: Pricing for Sustainability Community & Local Government Management: A Developing Country Perspective

Unit II

- Policy, Politics, Institutions and Resources
- Forests: State, Trade & Community
- Biodiversity, protected areas & people
- Irrigation- Dams & Canals: State, Science & Inequities d. Groundwater Management & Rainwater Harvesting -49 –
- Agriculture, Soil Management & Cash Crops: implications for environment and women's lives
- Displacement and Resettlement: power, culture and resistance g. Industrialization,

- Urbanization & Pollution: institutional challenges
- Pastoralists & Nomads: taming of mobile livelihoods

Unit III

- Poverty-Environment Inter-linkages
- Enhancing Livelihoods
- Reducing Environmental Health Risks
- Reducing Vulnerability to Environmental Hazards

Unit IV

- Caste, Gender and Environment
- Global Commons and Initiatives
- Environmental and Social Movements

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Recommended Books

Arnold, David & Guha, Ramachandra (ed), Nature, Culture & Imperialism: Essays on the Environmental History of South Asia, Delhi, Oxford University Press, 1996.

Baviskar, Amita, In the Belly of the River, Delhi, Oxford University Press, 1996

Dryzek, John S., The Politics of the Earth: Environmental Discourses, Oxford, Oxford University Press, 1997.

Guha, Ramachandra & Ali, Juan Martinez. Varieties of Environmentalism: Essays North & South, London, Earthscan, 1997.

Guha, Ramachandra, Environmentalism, Delhi, Oxford University Press, 2000.

Guha, Ramachandra, The Unquiet Woods, Delhi, Oxford University Press, 1992.

Johnston, R. J. Nature, State and Economy: A Political Economy of the Environment. Chichester, John Wiley & Sons, 1996.

McCully, Patrick, Silenced Rivers: The Ecology and Politics of Large Dams, New Jersey, Zed Books, 1996

Ostrom, Elinor, Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge, Cambridge University Press, 1990.

Redclift, Michael. Political Economy of Environment: Red & Green Alternatives. London. Methun, 1987

Shiva, Vandana, Staying Alive: Women, Ecology & Survival in India. New Delhi, Kali for Women, 1989.

Taylor, Charles, 'Two Theories of Modernity', in Public Culture 11(1):153-74, 1999

SOCIAL MOVEMENTS IN INDIA

Course Name	Course Code	L/T/P	Credit	Semester		
Social Movements in India	BPS 606	3/0/0	3	VI		

CLO1	To make students understand the concept of social movement
CLO2	To make students analyse that how social movements impact the politics
CLO 3	To make students understand that how different concepts worldwide impact domestic movements
CLO 4	To develop the understanding among students to learn the different movements and their nexus.

Course Code BPS 606

Credit

03

Course Rationale: This course introduces the students to the important conceptual and theoretical issues of social movement and its critical role in social transformation. It familiarises them with various sociological approaches to the study of social movements. It attempts to sensitise the students with regard to the important social movements in India besides exposing the students to the emerging social movements in recent times.

Unit 1

- Social movements: Definitions, characteristics and types

Unit 2

- Theories on emergence of social movement: Relative deprivation,
- structural-functional, Weberian and Marxist Post-Marxist and contemporary debates.

Unit 3

- Social movements in India: Peasant, Dalit, Tribal, Industrial working class, nationality and sub – nationality movements.

Unit 4

- New social movements in India: Women's movement, Environmental movement,
- Civil rights movement,
- Middle class movements,

- LGBT Movements.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Reading Lists:

J.A. Banks, 1972 The Sociology of Social Movements, London, Macmillan Desai, 1972

A. R. Deasai, (ed.) 1979 Peasant Struggle in India, Bombay, OUP, 1979

D. N. Dhanagare, Peasant Movements in India 1920 – 50, Delhi, Oxford, 1983

M.S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, N. Delhi, Sage. 1993

T.K. Oomen, Protest and Change: Studies in Social Movements, Delhi, Sage, 1990

M.S.A, Rao, Social Movements in India, N. Delhi, Manohar, 1979

Social Movements and Social Transformation, Delhi, Macmillan, 1979

Ghanshyam Shah, Protest Movements in Two Indian States: N. Delhi, 1977

Social Movements in India: A review of the Literature, Delhi, Sage, 1990

Nandita Gandhi, Nandita Shah, The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India, N. Delhi, Kali for Women, 1992

Vandana Shiva, Ecology and the Politics of Survival, New Delhi, Sage, 1991

K.S. Singh, Tribal Movements in India, N. Delhi, Manohar, 1982

GROWTH OF COMMUNALISM AND POLITICS

Course Name	Course Code	L/T/P	Credit	Semester		
Growth of Communalism and Politics	BPS 607	3/0/0	3	VI		

CLO1	Developing inquisitive nature among students to learn the background of the communalism in India.
CLO2	Upgrading analytical abilities to understand how the different perspectives help to understand different dimensions of communalism in India.
CLO 3	Enriching the students with practical approach for studying the theoretical aspects of Indian communalism-secularism debate.
CLO 4	Students learn to Manage the questions and queries of them on active questions as well as the basic concepts

Course Code BPS 607

Credit

03

Course Rationale: This course is generally intended to introduce growth of communal ideas and their relevance in contemporary India, by looking on communal politics.

Unit I :

- Nature of Conflict during the Post- Independence period,
- Communalism, Caste and State Reservations

Unit II :

- Post –Independence Period and Communal Conflict,
- Social Identities between Caste Conflicts and Communalism: The Case of Gujarat

Unit III :

- Caste Conflict : Atrocities on Dalits and Tribal Conflict
- Ethnic Conflict : Problems in North Eastern Region,
- Communalism, Caste, and Violence Against Christians

Unit IV:

- Regional Conflict: Interstate Conflict,
- Conflict over natural Resources,

- Conflicts within the regions,
- Identity Politics as a Race to the Bottom.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Reading Lists

1. *Brown, L. Susan, The Politics of Individualism, Black Rose Books, 2002*
2. *Bipin Chandra : Communalism in India*
3. *Shahid Amin, Events, Metaphor and Memory Oxford University, 1996*
4. *Veena Das(edited)Mirrors of violence: Communities, Riots and Survivors in South Asia, Oxford University Press, 1990*
5. *Pater Hardy The Hindu-Muslim Questions*
6. *Mushirul Hasan Nationalism and Communal Politics in India (1961-1928)*

Anandam-VI

Type: Compulsory

Semester VI

Course Code: AND006

Credit Units: 02

Course Name	Course Code	LTP	Credit	Semester
ANANDAM - VI	AND 006	0:0:4	2	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page

- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project) ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

MODERN POLITICAL ANALYSIS

Course Name	Course Code	L/T/P	Credit	Semester		
Modern Political Analysis	MTBPS 602	3/0/0	3	VI		

CLO1	Developing inquisitive nature among students to learn the evolution of the Political Theory
CLO2	Upgrading analytical abilities to understand how the theories contribute in framing of Political Systems and concepts.
CLO 3	Enriching the students with analytical abilities, critical abilities, and rational approach for studying the Political Science.
CLO 4	Students learn the implementation of such political theories in global Political world.

Course Code BPS 602

Credit:

03

Course Objective: This *course aims* to provide the student with an understanding of the main theoretical approaches to the analysis of politics by drawing on ideas from political sociology, political science and political theory.

Module 1:

- Evolution of Contemporary perspective of Political Analysis,
- Search For Theory Building, Political science and the context of social relevance,
- Political Theory and its decline.

Module II:

- Group Theory, Distribution Approach (Lasswell),
- Communication Theory,
- Decision – Making Theory, Elite Theory.

Module III :

- Political Process and Change,
- Political socialization,

- Political Culture,
- Political Modernization,
- Political Development

Examination Scheme:

Components	P0 (Attendance)	P1	C1	H1	CT	ET
Weightage (%)	5	10	10	10	15	50

Essential Readings:

S.P. Verma : Modern Political Theory

Robert Dahl: Modern Political Analysis

Herbert Hyman :Political Socialization: A Study in the psychology of Political Behaviour

Stephen Welch : The Concept Of Political Culture

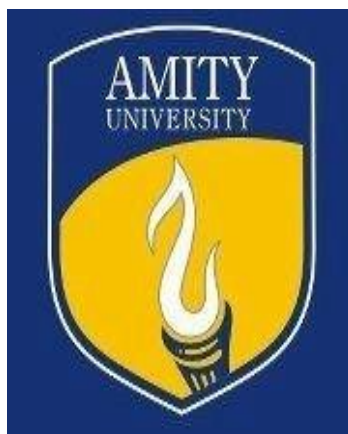
Lucian Pye: Aspects of Political Development

David E Apter: Politics of Modernization

Bachelor of Arts (Honours) - Economics

Program Code: BAE

Duration – 3 Years Full Time



**Credit Structure
And
Syllabus**

(2021-2022)

Amity School of Liberal Arts

**AMITY UNIVERSITY RAJASTHAN
JAIPUR**

PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	50

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

CBCS PROGRAMME STRUCTURE

Bachelor of Arts (Honours) – Economics (2021-2024)

B.A. Economics UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non- Teaching Credit Courses (NTCC) (Anadam)	Total
I	10	3	4		2	19
II	14	3	4	3	2	26
III	13	3	4	3	2	25
IV	14	3	4	3	2	26
V	13	3	4	3	5	28
VI	12	3			6	21
Total	76	18	20	12	19	145

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE

Head of the Institute:

PROGRAMME STRUCTURE
BA (Hons.) ECONOMICS

FIRST SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 101	Mathematics for Economics – I	CC	3	1	0	4
BAE 102	Micro Economics – I	CC	3	0	0	3
BAE 103	Macro Economics – I	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE104	Economic History of India	DE	3	0	0	3
BAE 105	Law and Economics					
BAE 106	An Introduction to Political Theory					
AND 001	Anandam-I	NTCC	0	0	0	2
BCS 101	English- I	VA	1	0	0	1
BSS 103	Behavioural Science-I (Understanding Self for Effectiveness)	VA	1	0	0	1
	Foreign Language-I (Select any One)	VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
Total						19

SECOND SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 201	Mathematics for Economics – II	CC	3	1	0	4
BAE 202	Micro Economics – II	CC	3	0	0	3
BAE 203	Macro Economics – II	CC	3	0	0	3
EVS 001	Environmental Studies	CC	4	0	0	4
DE Electives: Student has to select 1 course from the list of following DE electives						
BAE 204	Political Economy	DE	3	0	0	3
BAE 205	Agriculture Economics					
AND 002	Anandam-II	NTCC	0	0	0	2
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioural Science-II (Problem Solving and Creative Thinking)	VA	1	0	0	1
Foreign Language-II (Select any One)						
FLN 201	French	VA	2	0	0	2
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					26

THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 301	Statistics for Economics- I	CC	3	1	0	4
BAE 302	Micro Economics – III	CC	3	0	0	3
BAE 303	Macro Economics – III	CC	3	0	0	3
BAE 304	Indian Economy – I	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE 305	Economics of Health and Education	DE	3	0	0	3
BAE 306	Financial Economics					
AND 003	Anandam-III	NTCC	0	0	0	2
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioural Science-III (Interpersonal Communication & Relationship Management)	VA	1	0	0	1
Foreign Language-III (Select any One)						
FLN 301	French	VA	2	0	0	2
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					25

FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 401	Statistics for Economics- II	CC	3	1	0	4
BAE 402	Development Economics – I	CC	3	0	0	3
BAE 403	Game Theory	CC	3	1	0	4
BAE 404	Indian Economy – II	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE						
BAE 405	Public Economics	DE	3	0	0	3
BAE 406	History of Economic Thought					
AND 004	Anandam-IV	NTCC	0	0	0	2
BCS 401	Communication Skills –II	VA	1	0	0	1
BSS 403	Behavioural Science-IV (Group Dynamics and Team Building)	VA	1	0	0	1
Foreign Language-IV (Select any One)						
FLN 401	French	VA	2	0	0	2
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
	Open Elective/ Minor Track -I					
	Total	OE	3	0	0	3
						26

FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 501	International Economics	CC	3	1	0	4
BAE 502	Econometrics-Basic Theory & Application	CC	3	1	0	4
BAE 503	Financial Economics	CC	3	0	0	3
BAE 504	Industrial Economics	CC	2	0	0	4
BAE 505	Summer Training (Evaluation)	NTCC	0	0	0	5
DE Electives: Student has to select 1 course from the list of following DE						
BAE 506	Economics of Infrastructure	DE	3	0	0	3
BAE 507	Labour Economics					
BAE 508	Comparative Economic Development					
BAE 509	Economic Analytics-I					
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioral Science-V (Individual, Society and Nation)	VA	1	0	0	1
Foreign Language-V (Select any One)						
FLN 501	French	VA	2	0	0	2
FLG 501	German					
FLS 501	Spanish					
FLC 501	Chinese					
	Open Elective/ Minor Track -I	OE	3	0	0	3
	Total					30

SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BAE 601	Public Finance	CC	3	1	0	4
BAE 602	Strategic Management	CC	2	0	0	2
BAE 603	Business Information & Data Base System	CC	3	0	0	3
BAE 604	Dissertation	CC	3	0	0	3
BAE 605	Business Ethics & Corporate Governance	NTCC	0	0	0	6
DE Electives: Student has to select 1 course from the list of following DE						
BAE 606	Economics of Health & Education	DE	3	0	0	3
BAE 607	Human Resource Development					
BAE 608	Economic Analytics-II					
	Total					21

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

First Semester

MATHEMATICS FOR ECONOMICS-I

Course Name	Course Code	LTP	Credit	Semester
Mathematics for Economics-I	BAE 101	3:1:0	4	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Use appropriate techniques to solve problems with calculus and linear algebra.
CLO 2	Interpret and use intermediate mathematical data, symbols and terminology.
CLO 3	Demonstrate understanding and proficiency in elementary skills in Mathematical Methods for Economics building on the knowledge and skills.
CLO 4	Select the appropriate mix of concept, logic and method of solution required for solving problems in Applied Economics.
CLO 5	Apply these mathematical methods to problems in the area of Applied Economics with confidence and accuracy.

B. SYLLABUS

Course Objective:

The real numbers; integers power, fractional powers; inequalities, interval and absolute values; how to solve simple Equations; equations with parameters; quadratic equations, linear equations for two unknowns, non-linear equations

Module I: Single and multivariable functions

Logic and proof techniques; Relations and functions, graph of functions; Types of functions: quadratic, Polynomial, Power, Exponential, Logarithmic, inverse function; sequences and series: Convergence, algebraic properties and applications; Continuous functions, Characterizations, properties with respect to various properties and applications

Module II: Differentiation

Slopes of curve, tangent and derivatives, increasing and decreasing functions, rates of change, simple rule of differentiation; explicit and implicit functions differentiation; convexity and concavity of curve, second and higher order derivatives and applications, total and partial differentiations, properties and applications, homogeneous and non-homogeneous functions, properties and applications, geometric presentation of differentiation.

Module III: Single Variable Optimization

Simple test for extreme points, the extreme value theorem, local extreme points, inflection points, marginal function.

Application in economics: Demand function- Elasticity of demand, relationship between price elasticity of demand and revenue, determine the price elasticity for general linear demand functions; Marginal revenue – Marginal utility, maximization of production, minimization of cost, Maximize profits of a firm with and without price discrimination in different markets etc.

Module IV: Multivariable Optimization (without constraint)

Two variable necessary and sufficient conditions, three or more variable optimization, local extreme points, comparative static and envelope theorem.

Application in economics: maximum profit of a firm that produces two goods or more, maximum profit of a firm that sells a single good in different markets with price discrimination.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Books:

- Sydsaeter, K., Hammond, P. and A Strom (2012). Essential Mathematics for economic analysis, Pearson Education.
- Ian. Jacques (2006). Mathematics for Economics and Business, Pearson Education.
- Taro Yamane, Mathematics for Economist: An Elementary Survey.

MICRO ECONOMICS-I

Course Name	Course Code	LTP	Credit	Semester
Micro Economics-I	BAE 102	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Understand Basic Concepts of Economics & Economic Problem
CLO 2	Analyze the impact of Demand & Supply Mechanism
CLO 3	Appreciate the economic approach of consumer behavior process

B. SYLLABUS

Course Objective:

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. The course will attempt to relate theory to practice and try to install in students the ability to apply basic microeconomic concepts to the understanding of everyday phenomena.

Module I

Introduction: Nature and scope of economics, Difference between micro and macroeconomics, economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; positive versus normative analysis

Module-II

Demand and Supply Analysis: Meaning of demand /supply, law of demand/supply, type of demand, Determinants of demand/supply, Movement and shift in demand/supply. Elasticity of demand/supply: concept, type (price elasticity, Income elasticity & cross elasticity), Measurement of elasticity of demand, determining factors. Application of the concept of elasticity of in business decision making

Module III:

Consumer Behaviour: Cardinal approach-the law of diminishing marginal utility and equi-marginal utility, Ordinal Approach- indifference curve analysis of consumer behaviour; Consumer's equilibrium (necessary and sufficient conditions), price consumption curve, income consumption curve and Engel curve, price effect, Income effect and substitution effect, Analysis of Giffen goods and Inferior goods, Consumer surplus, Derivation of demand curve from Indifference curve, Indifference curves as an analytical tool (cash subsidy v/s. kind subsidy). Revealed Preference theory

. Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Koutsoyiannis, A. (2005). Modern Microeconomics, 2nd Ed, Macmillan Press LTD

Pindyck, R, and Rubinfeld, D. (2001). Microeconomics, 7th Ed, Prentice Hall.

Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th Ed, S. Chand Publication.

Parkin, M. (2008). Microeconomics, 8th Ed, Pearson International.

Baumol, William J. (2010). Economic Theory and Operations Analysis, 4th Ed, Prentice Hall & PHI Learning

Varian, H.R. (2009). Intermediate Microeconomics: A Modern Approach, 9th Ed, Affiliated East-West Press

Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition

MACRO ECONOMICS-I

Course Name	Course Code	LTP	Credit	Semester
Macro Economics-I	BAE 103	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of domestic economic issues on internal economic situation.
CLO 2	Evaluate the impact of global economic issues and changes on domestic as well as global economic condition.
CLO 3	Examine how macro-economic policies affect economic growth, inflation, interest rates, and expectations.
CLO 4	Analyze the effects of new economic policies (e.g., GST, Demonetization) on domestic economy.
CLO 5	Examine how government's fiscal and monetary policy affects aggregate demand and aggregate supply of any economy.

B. SYLLABUS

Course Objective:

This course is to familiarize the students with the concepts of macroeconomics so that they can use these as inputs in decision making process. Emphasis would be laid on the understanding of key economic variables which influence the individual life and the business environment in which the business operations and strategies of the firm take place.

Module I

National Income and its dimensions: GDP, GNP, NNP and NDP at market price and at factor cost, Measurements of national income: income method, expenditure method and value-added method, problems in the estimation of national income, Concepts of real and nominal: income at current price and income at constant price

Module II

Meaning of inflation, deflation and stagflation, demand pull and cost push inflation, Measurement of Inflation: wholesale price index, consumer price index and GDP deflator, economic and social effects of inflation

Module III

Function of commercial bank and Central Bank, Money: Definition, function and Demand and supply of Money, Aggregate demand and Aggregate supply, Keynesian equilibrium output and price, Business Cycles, Unemployment

Module IV

Monetary Policy: meaning objectives and instruments of monetary policy, monetary policy development in India, Limitation of monetary policy. Fiscal Policy: meaning objectives and instruments of fiscal policy, fiscal policy and stabilization in the economy, Limitation of fiscal policy

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Souza, Errol D (2012). Macroeconomics, 2nd Ed, Pearson Education
- Schiller, B. R., & Gebhardt, K. (2019). The Macro Economy Today. New York: Mc Graw Hill education (India) Private Limited .
- Dornbusch, R., Fischer, S., & Startz, R. (2004). Macroeconomics, 9th Ed, McGraw-Hill
- Ahuja, H. L. (2006). Macro Economics, S. Chand & Company Ltd.

- Agarwal, V. (2010). Macroeconomics Theory and Policy, 1st Ed, Pearson India
- Mankiw, N. G. (2012). Macroeconomics, 8th Ed, Worth Publishers
- Barro, R. J. (1997). Macroeconomics, 5th Ed, The MIT Press
- Salvatore, D. (2012). Introduction to International Economics, 3rd Ed, John Wiley & Sons
- Branson, W. H. (1989). Macroeconomic Theory and Policy, 3rd Ed, HarperCollins India
- Shapiro, E. (1982). Macro Economic Analysis, 5th Edition, Tata McGraw Hill.
- Dwivedi, D. N. (2003). Macroeconomics Theory and Policy, 4th Ed, Tata McGraw Hill.

ECONOMIC HISTORY OF INDIA (1857-1947)

Course Name	Course Code	LTP	Credit	Semester
Economic History of India (1857-1947)	BAE 104	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the economic development in colonial India and its impact on the world.
CLO 2	Develop a critical appreciation of evolution of economic theories and their impacts.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past

B. SYLLABUS

Course Objective: It will throw light on the economic history which will subsequently help the students to understand the trend of economic growth & development.

Module I: Colonial India: Back Ground and introduction

Over view of Colonial economy

Module II: Trends in macroeconomic aggregates

Population, labour force and occupational structure; National Income: Foreign trade and balance of payments

Module III: Agriculture

Agrarian structure and land relations, agricultural markets and institutions, Credit, commerce and technology; trends in performance and productivity, famine

Module IV: Traditional and Modern Industry

The deindustrialization hypothesis, rise of the modern industrial sector during the pre-war and the interwar period, industrial labour, growth of entrepreneurship. Railways and Economic Change

Module V: The Indian Economy at Independence

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

- Tirthankar Roy (2000), The Economic History of India, 1857-1974, Oxford University Press, Ch. 3,4,7,8 & 9.
- Rajnarayan Chandavarkar (1985), "Industrialization in India before 1947: Conventional Approaches and Alternative Perspectives", Modern Asian Studies.

References:

- A.K. Bagchi (1976), "Deindustrialization in India in the Nineteenth Century: Some theoretical implications", Journal of Developmental Studies.
- A.K. Bagchi (1972), Private Investment in India, Orient Longman (1sted), Ch.2.
- J.N. Bhagwati and Padma Desai (1970), India, Planning for Industrialization, Oxford University Press, Chs. 2 & 3.
- Morris D. Morris (1965), The Emergence of an Industrial Labour Force in India: A Study of the Bombay Cotton Mills 1854-1947, Oxford University Press, last chapter.

- Rajat Ray (ed) (1992), Entrepreneurship and Industry in India, 1800-1947, Oxford University Press.
- Rajat Ray (1979), Industrialization in India, Oxford University Press, Ch. 4

LAW AND ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Law and Economics	BAE 105	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Recognize the economic issues in a legal problem and apply the economic way of thinking to analyze it.
CLO 2	Assess the efficiency effects of legal rules and policies.
CLO 3	To examine the impact of legal rules on economic efficiency and distribution.

B. SYLLABUS

Course Objective: While law is a non-market institution, it impacts market and non-market outcomes. By shaping incentive structure for the private individuals and the government entities, legal rules play important role in functioning of an economy. Indeed, legal rules can have astounding effects on allocation and use of resources. Besides, legal rules greatly affect the distribution of different forms of wealth. This course will illustrate how legal rules are amenable to economic analysis, and how different legal rules can lead to different outcomes in terms of allocative efficiency and distribution.

Module 1: Law and economics: efficiency criteria in welfare economics; Coase theorem; prisoners' dilemma. Contracts; role of contracts for the functioning of markets; efficient contracts; damages measures and their efficiency properties.

Module 2: Property rights and their role in resource allocation; Coase theorem; legal remedies for breach of property rights and their economic effects; liability for accidents and harms; product liability; efficiency of liability rules; efficiency-compensation trade-off. Litigation - its causes and consequences; benefits of legal certainty.

Module 3: Law and public policy; land and property; market and non-market mechanisms for allocation and transfer of land; land markets; eminent domain – the land acquisition law; land-pooling.

Module 4: Contracts for provisions of public goods: procurement contracts; government provisions vs. public-private partnerships; cost-quality trade-off. Intellectual Property Rights (IPRs): patents copyright and trademarks. Cost and benefits of private IPRs; individual rights vs. common good

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

1. Cooter, R., Ulen, T. (2013). Law and economics. Pearson.
2. Hart, O. (2003). Incomplete contracts and public ownership: Application to public-private partnerships. The Economic Journal, 113, 69-76.
3. Miceli, T. (2012). The theory of eminent domain: Private property, public use, 2nd ed. Cambridge University Press.

AN INTRODUCTION TO POLITICAL THEORY

Course Name	Course Code	LTP	Credit	Semester
An Introduction to Political Theory	BAE 106	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Establishing a cemented platform for students to learn basics of human values and its significance in human life.
CLO 2	Upgrading analytical abilities to understand how different aspects of political theory are important for a better human society.
CLO 3	Empowering the students with the new approaches which shall develop their interest in the subject and make them understand it in deeper sense.
CLO 4	Appreciating Students learning to the basic fundamentals of political theory and its different nuances and complexities and how different concepts of political theory help making better citizens and finally better society.

B. SYLLABUS

Course Objective: It introduces the students to the idea of political theory, its history and approaches, and a critical evaluation of the project of political theory. Also helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. And it introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political explanation and judgment.

Module I: Introducing Political Theory

What is Politics: Theorizing the 'Political'
Traditions of Political Theory: Liberal, Marxist and Conservative
Approaches to Political Theory: Normative and Empirical
Critical Perspectives on Political Theory: Feminist and Postmodern

Module II: Importance of Freedom

Negative Freedom: Liberty
Positive Freedom: Freedom as Emancipation and Development
Important Issue: Freedom of belief and expression

Module III: Significance of Equality

Formal Equality: Equality of opportunity; political equality
Egalitarianism: Background inequalities and differential treatment
Important Issue: Affirmative action

Module IV: Indispensability of Justice

Procedural Justice
Distributive Justice
Global Justice
Important Issue: Capital punishment

Module V: The Universality of Rights

Natural Rights
Moral and Legal Rights

Three Generations of Rights
Rights and Obligations

. Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References: Text:

- Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 2-16.
- (ii) Bellamy Richard (ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993. Pages 1-14
- Marsh David and Gerry Stoker (ed). Theory and Methods in Political Science, Macmillan Press Ltd, 1995, Pages 21-40 & 58-75.
- Rajeev Bhargava and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 17-36.

References:

- Mckinnon, Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008, Pages 103-119.
- Knowles, Dudley, Political Philosophy, London, Routledge, 2001, Pages 69- 132. Swift, Adam, Political Philosophy: A Beginners Guide for Student's and Politicians, Cambridge, Polity Press, 2001, Pages 51-88.

ANANDAM-I

Course Name	Course Code	LTP	Credit	Semester
Anandam-I	AND 001	2:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.

5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

ENGLISH-I

Course Name	Course Code	LTP	Credit	Semester
English-I	BCS 101	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Course Objective: The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

Course Contents:

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas
Structure of Paragraph
Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon
Dream Children, by Charles Lamb
The Necklace, by Guy de Maupassant
A Shadow, by R.K.Narayan
Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage	Shakespeare
To Autumn	Keats
O! Captain, My Captain.	Walt Whitman
Where the Mind is Without Fear	Rabindranath Tagore
Psalm of Life	H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

*** 30 hrs Programme to be continued for Full year**

BEHAVIOURAL SCIENCE - I

(UNDERSTANDING SELF FOR EFFECTIVENESS)

Course Name	Course Code	LTP	Credit	Semester
Behavioral Science - I (Understanding Self for Effectiveness)	BSS 103	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective: This course aims at imparting an understanding of:

- Self and the process of self-exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effect on personality
- Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude

Components and Types of Attitudes

Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

FRENCH-I

Course Name	Course Code	LTP	Credit	Semester
French-I	FLN 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To familiarize the students with the French language

- with the phonetic system
- with the syntax
- with the manners
- with the cultural aspects

Course Contents:

Module 1

A: pp. 01 to 37: Unités 1, 2, Unité 3 Object if 1, 2

Only grammar of Unité 3: object if 3, 4 and 5

Contenu lexical: Unité 1: Découvrir la langue française: (oral et écrit)

1. se présenter, présenter quelqu'un, faire la connaissance des autres, formules de politesse, rencontres
2. dire/interroger si on comprend
3. Nommer les choses

Module 2:

Faire connaissance

1. donner/demander des informations sur une personne, premiers contacts, exprimer ses goûts et ses préférences
2. Parler de soi: parler du travail, de ses activités, de son pays, de sa ville.

Module 3:

Organiser son temps

1. dire la date et l'heure

Contenu grammatical:

1. organisation générale de la grammaire
2. article indéfini, défini, contracté
3. nom, adjectif, masculin, féminin, singulier et pluriel
4. négation avec « de », "moi aussi", "moi non plus"
5. interrogation: Inversion, est-ce que, qui, que, quoi, qu'est-ce que, où, quand, comment, quel(s), quelle(s)
Interro-négatif: réponses: oui, si, non
6. pronom tonique/disjoint- pour insister après une préposition
7. futur proche

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN-I

Course Name	Course Code	LTP	Credit	Semester
German-I	FLG 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Course Contents:

Module I: Introduction

Self introduction: heissen, kommen, wohnen, lernen, arbeiten, trinken, etc.

All personal pronouns in relation to the verbs taught so far.

Greetings: Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht!, Danke sehr!, Danke!, Vielen Dank!, (es tut mir Leid!),

Hallo, wie geht's?: Danke gut!, sehr gut!, prima!, ausgezeichnet!,

Es geht!, nicht so gut!, so la la!, miserabel!

Module II: Interviewspiel

To assimilate the vocabulary learnt so far and to apply the words and phrases in short dialogues in an interview – game for self introduction.

Module III: Phonetics

Sound system of the language with special stress on Diphthongs

Module IV: Countries, nationalities and their languages

To make the students acquainted with the most widely used country names, their nationalities and the language spoken in that country.

Module V: Articles

The definite and indefinite articles in masculine, feminine and neuter gender. All Vegetables, Fruits, Animals, Furniture, Eatables, modes of Transport

Module VI: Professions

To acquaint the students with professions in both the genders with the help of the verb “sein”.

Module VII: Pronouns

Simple possessive pronouns, the use of my, your, etc.

The family members, family Tree with the help of the verb “to have”

Module VIII: Colours

All the color and color related vocabulary – colored, colorful, colorless, pale, light, dark, etc.

Module IX: Numbers and calculations – verb “kosten”

The counting, plural structures and simple calculation like addition, subtraction, multiplication and division to test the knowledge of numbers.

“Wie viel kostet das?”

Module X: Revision list of Question pronouns

W – Questions like who, what, where, when, which, how, how many, how much, etc.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH-I

Course Name	Course Code	LTP	Credit	Semester
Spanish-I	FLS 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire the relevance of the Spanish language in today's global context, how to greet each other. How to present / introduce each other using basic verbs and vocabulary

Course Contents:

Module I

A brief history of Spain, Latin America, the language, the culture...and the relevance of Spanish language in today's global context.

Introduction to alphabets

Module II

Introduction to 'Saludos' (How to greet each other. How to present / introduce each other).

Goodbyes (despedidas)

The verb llamarse and practice of it.

Module III

Concept of Gender and Number

Months of the years, days of the week, seasons. Introduction to numbers 1-100, Colors, Revision of numbers and introduction to ordinal numbers.

Module IV

Introduction to SER and ESTAR (both of which mean To Be).Revision of 'Saludos' and 'Llamarse'.

Some adjectives, nationalities, professions, physical/geographical location, the fact that spanish adjectives have to agree with gender and number of their nouns. Exercises highlighting usage of Ser and Estar.

Module V

Time, demonstrative pronoun (Este/esta, Aquel/aquella etc)

Module VI

Introduction to some key AR /ER/IR ending regular verbs.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation
I – Interaction/Conversation Practice
I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE-I

Course Name	Course Code	LTP	Credit	Semester
Chinese-I	FLC 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. Syllabus

Course Objective: There are many dialects spoken in China, but the language which will help you through wherever you go is Mandarin, or Putonghua, as it is called in Chinese. The most widely spoken forms of Chinese are Mandarin, Cantonese, Gan, Hakka, Min, Wu and Xiang. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Show pictures, dialogue and retell.

Getting to know each other.

Practicing chart with Initials and Finals. (CHART – The Chinese Phonetic Alphabet Called “Hanyu Pinyin” in Mandarin Chinese.)

Practicing of Tones as it is a tonal language.

Changes in 3rd tone and Neutral Tone.

Module II

Greetings

Let me Introduce

The modal particle “ne”.

Use of Please ‘qing’ – sit, have tea etc.

A brief self introduction – Ni hao ma? Zaijian!

Use of “bu” negative.

Module III

Attributives showing possession

How is your Health? Thank you

Where are you from?

A few Professions like – Engineer, Businessman, Doctor, Teacher, Worker.

Are you busy with your work?

May I know your name?

Module IV

Use of “How many” – People in your family?

Use of “zhe” and “na”.

Use of interrogative particle “shenme”, “shui”, “ma” and “nar”.

How to make interrogative sentences ending with “ma”.

Structural particle “de”.

Use of “Nin” when and where to use and with whom. Use of guixing.

Use of verb “zuo” and how to make sentences with it.

Module V

Family structure and Relations.

Use of “you” – “mei you”.

Measure words

Days and Weekdays.

Numbers.

Maps, different languages and Countries.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 1-10

Second Semester

MATHEMATICS FOR ECONOMICS – II

Course Name	Course Code	LTP	Credit	Semester
Mathematics For Economics – II	BAE 201	3:1:0	4	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Solve Economic Problems related to Multivariable Optimization.
CLO 2	Understand issues involved in Linear Programming and use this mathematical programming method for locating the optimal solution to a set of linear equations.
CLO 3	Demonstrate understanding and proficiency in using mathematical technique of integration to solve various problems in Applied Economics.
CLO 4	Use Matrix Algebra to find solution to various Economic Problems.

B. SYLLABUS

Module I: Multivariable Optimization (with constraint)

Conditions for constrained optimization, optimization method: substitution method, Lagrange multiplier, why the Lagrange multiplier works, additional variables and constraints (more than one constraint case).

Application in economics: firm maximizes output subject to a cost constraint, the ratio of marginal product to price is the same for all inputs, consumer maximizes utility subject to a budgetary constraint, the ratio of marginal utility to price is the same for all goods.

Module II: Linear Programming

Linear Programming Technique as a Tool of optimization – General Formulation of the LP Problem – Applications in Economics – Graphical solution of some standard problems (Maximization and Minimization) – Concepts of Slack Variable, Basic Feasible Solution – Solution of some simple problems by Simplex Method (Maximization case only)- The Dual problem – Economic Interpretation of Duality.

Module III: Integration of Functions

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

Applications in Economics: Finding out total functions (TR, TC, Consumption function, Saving function) when marginal function are given – Consumer's surplus – Producer's surplus.

Module IV: Matrix

Type of Matrices: Diagonal, Triangular, Identity, Null, Symmetric, Idempotent

Matrix operations: Addition, Subtraction and Multiplication of Matrices; Transpose and Inverse of Matrices- Determinants-Minor and Cofactor- Properties of Determinants- Bordered Hessian Determinant – Technique of solving Simultaneous Equations by Cramer's Rule, use of matrix for input-output analysis.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:**Text:**

- Sydsaeter, K., Hammond, P. and A Strom (2012). Essential Mathematics for economic analysis, Pearson Education.
- Ian. Jacques (2006). Mathematics for Economics and Business, Pearson Education.
- Taro Yamane, Mathematics for Economist: An Elementary Survey.

MICRO ECONOMICS-II

Course Name	Course Code	LTP	Credit	Semester
Micro Economics-II	BAE 202	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of different types of costs on production & output.
CLO 2	Examine how firms take decision in a competitive market.
CLO 3	Analyze the effects of monopoly on firms & consumers.
CLO 4	Examine how firms behave in monopolistic & oligopolistic markets to meet their desired objectives.

Course Objective: The objective of the course is to acquaint the students with various market structures within which a firm operates. The Course also deals with long-term decision making and market efficiency.

B. SYLLABUS

Module I:

Production: Fixed and variable inputs, production function, total, average and marginal products, law of variable proportions, returns to scale. Isoquants, marginal rate of technical substitution, Cost of Production: Social and private costs of production, difference between economic and accounting costs, long run and short run costs of production, economies and diseconomies of scale and the shape of the long run and short run average cost, average variable cost and marginal cost and fixed cost. Concept of revenue: Total, Average and Marginal revenue

Module-II:

Perfect Competition: Meaning, revenue of a competitive firm, marginal cost curve and firm's supply decision, firm's short run decision to shut down, firm's long run decision to exit or enter a market, Equilibrium of the firm and the industry in the short and the long run. The supply curve in competitive market: the short run supply curve with fixed number of firms, long run market supply with entry and exit. Difference between accounting and economic profits, producer surplus

Module III:

Monopoly Market: Features, Kinds of monopoly, reasons for monopoly, Monopolist's decision and equilibrium, Shifts in demand curve and the absence of the supply curve, Measurement of monopoly power and the rule of thumb for pricing, Comparison of pure competition and monopoly. The social costs of monopoly power: deadweight loss, Price discrimination

Module IV:

Monopolistic Competition: Features, Price and output decision in short run and long run, Oligopoly: Features, Interdependence - Cournot's duopoly model, kinked demand model, collusive oligopoly: price leadership model and cartels

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

- Pindyck, R and Rubinfeld, D. (2001). Microeconomics, 7th edition, Prentice Hall.

- Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th edition, S. Chand Publication.
- Koutsoyiannis, A. (2005). Modern Microeconomics, 2nd edition, Macmillan Press LTD
- Parkin, M. (2008). Microeconomics, 8th edition, Pearson International.
- Baumol, William J. (2010). Economic Theory and Operations Analysis, 4th edition, Prentice Hall UK & PHI Learning Private Ltd. New Delhi.
- Varian, H.R. (2009). Intermediate Microeconomics: A Modern Approach, 9th edition, Affiliated East-West Press, New Delhi.
- Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition, New Delhi.

MACRO ECONOMICS – II

Course Name	Course Code	LTP	Credit	Semester
Macro Economics – II	BAE 203	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Explain the Classical and Keynesian model of income determination.
CLO 2	Understand the aggregate demand and aggregate supply.
CLO 3	Discuss the wage determination and natural rate of unemployment.
CLO 4	Explain the relationship between inflation and unemployment.

B. SYLLABUS

Course Objective: This is the second module of a three-module sequence on Macroeconomics. This course introduces students to formal modelling of the macro economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces students to various micro-founded theories of macro behaviour, e.g., consumption and investment behaviour of households and the demand for money generated in the household sector.

Module I:

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

Module II:

Aggregate demand and aggregate supply curves: Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply to determine equilibrium output, price level and employment

Module III:

The labour market: Wage determination; wages, prices and employment; natural rate of unemployment; from employment to output.

Inflation, unemployment and expectations Phillips curve; adaptive and rational expectations; policy ineffectiveness debate

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
2. Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
3. Branson, W. (2013). Macroeconomics: Theory and policy, 3rd ed, East West Press.
4. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
5. Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
6. Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.

ENVIRONMENT STUDIES

Course Name	Course Code	LTP	Credit	Semester
Environment Studies	EVS 001	3:1:0	4	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Environment friendly behaviour
CLO 2	Develop environmental skills
CLO 3	Comprehending environmental sensibilities

B. SYLLABUS

Course Objective: The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance
Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

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

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem

- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition, Causes, effects and control measures of:

Air pollution

Water pollution

Soil pollution

Marine pollution

Noise pollution

Thermal pollution

Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

Module VIII: Field Work

Visit to a local 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

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

Text &References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environnemental Management. W.B. Saunders Co. Philadelphia, USA 499

POLITICAL ECONOMY

Course Name	Course Code	LTP	Credit	Semester
Political Economy	BAE 204	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Establishing a cemented platform for students to learn the evolution and basic fundamentals of political economy.
CLO 2	Upgrading analytical abilities to understand how the different concepts and theories of political economy.
CLO 3	Suiting the students with the new approaches which shall make them develop an interest in the subject and make them understand in deeper sense.
CLO 4	Students learn the basic fundamentals of political economy and how to use it for better understanding of other social sciences.

B. SYLLABUS

Module I:

Analysing social change in historical perspective; the method of historical materialism; the transition from feudalism to capitalism; capitalism as a historical process – alternative perspectives, Capitalist development in the pre second World War period, the ‘Golden Age’ and later, Capitalism as an evolving economic system.

Module II:

Changing Dynamics of Capitalist Production, Organisational Form and Labour Process: Fordist and Post-Fordist production; The changing dynamics of the organisation of production, markets and labour process; The evolution of the multinational corporations and their economic logic; The changing nature of employment, job security and labour rights.

Module III:

The State in the Era of Globalisation: Ideology, Theory and Practice: Theoretical foundations and ideological underpinnings of the neoliberal state; The neoliberal state in practice: social contradictions, instability, and the nature of resolutions in a globalized world; The changing role of finance in the dynamics of capital accumulation and the shifts in corporate structure.

Module IV:

The Social Dimension: Globalization and Uneven Development – Growth, inequality and crisis in an uneven geographical spread and its social ramifications; Dimensions of Gender in work, accumulation and globalization; Political economic issues in environment, sustainability and inequality.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References

- Baran, P. (1973). *The political economy of growth*. Chapter 3. Pelican.
- Habib, I. (1995). Capitalism in history. *Social Scientist*, 23, 15-31.
- Harvey, D. (2014). *Seventeen contradictions and the end of capitalism*. Chapter 3. Oxford University Press.
- Arnold, D., Bongiovi, J. (2013). Precarious, in formalising, and flexible work: Transforming concepts and understandings. *American Behavioral Scientist*, 57, 289-308.
- Beaud, M. (2001). *A history of capitalism, 1500-2000*. Chapters 2, 4, Monthly Review Press.

- Boyce, J. (2002). *The political economy of the environment*. Chapter Edward Elgar.

AGRICULTURE ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Agriculture Economics	BAE 205	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Equip the students with knowledge and grasp the characteristics of modern agriculture
CLO 2	Analyze how the agricultural sector contributes to the Indian economy.
CLO 3	Understand Agricultural price policy.

B. SYLLABUS

Course Objective: This course explores the economic foundations for public policy analysis related to agricultural issues in rural areas. The emphasis of this course is on concepts and introduction of various tools required for policy analysis and empirical research in agricultural economics. In particular, the course aims to deepen students' understanding of how economic theory can be applied to analyze policy problems of agricultural sectors.

Module I:

Introduction to agricultural economics; Consumer theory in agricultural economics, Estimation of demands for agricultural commodities and policy implication

Module II:

Producer theory in agricultural economics, Structural form approach (profit function approach) on supply sides: Estimation of profit, supply and factor demand functions

Module III:

Reduced form approach on a supply side: Supply response model, Behavior and welfare under risk in agricultural economics if time permits, Price distortions of policy interventions in agricultural economics if time permits.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

1. Bapna, S., Binswanger, H., and Quizon, J. (1984). Systems of output supply and factor demand equations for semiarid tropical india. Indian journal of agricultural economics, 39(2):179{202.
2. Deaton, A. and Muellbauer, J. (1980). Economics and consumer behavior. Cambridge University Press.
3. Debertin, D. L. (1986). Agricultural production economics. Macmillan.
4. Fulginiti, L. E. and Perrin, R. K. (1990). Argentine agricultural policy in a multiple- input, multiple-output framework. American journal of agricultural economics, 72(2):279{288.
5. Johnson, D. G. (1997). Agriculture and the wealth of nations. American economic review, 87(2):1{12.
6. Nerlove, M. and Bessler, D. A. (2001). Expectations, information and dynamics. In Gardner, B. and Raussier, G., editors, Handbook of agricultural economics, volume 1. Elsevier Science B. V.
7. Norton, R. D. (2004). Agricultural development policy. Wiley.
8. Pinstrip-Andersen, P., Londono, N., and Hoover, E. (1976). The impact of increasing food supply on human nutrition: Implications for commodity priorities in agricultural research and policy. American journal of agricultural economics, 58(2):131{142.
9. Rao, J. (1989). Agricultural supply responses: A survey. Agricultural economics, 3:1{22.
10. Subramanian, S. and Deaton, A. (1996). The demand for food and calories. Journal of political economy, 104(1):133{162.
11. Varian, H. R. (2007). Intermediate microeconomics: A modern approach. W. W. Norton & Company.

ANANDAM-II

Course Name	Course Code	LTP	Credit	Semester
Anandam-II	AND 002	0:0:2	2	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

7. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
8. The group member shall write his/her name at the end of the blog.
9. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
10. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
11. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
12. For the topic chosen by the group, students are recommended to cover the following points:
 - g) Current scenario (Regional, national and international level as applicable)

- h) Future predictions
- i) Duty of the government
- j) Government policies (related to the topic), if any
- k) Duty of public
- l) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

4. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
5. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
6. Conclusion is clearly stated. The underlying logic is explicit.

English -II

Course Name	Course Code	LTP	Credit	Semester
English-II	BCS 201	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage

Shakespeare

To Autumn

Keats

O! Captain, My Captain.

Walt Whitman

Where the Mind is Without Fear

Rabindranath Tagore

Psalm of Life

H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

BEHAVIOURAL SCIENCE - II
(PROBLEM SOLVING AND CREATIVE THINKING)

Course Name	Course Code	LTP	Credit	Semester
Behavioral Science - II	BSS 203	1:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Module VI:End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Kogan Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

FRENCH - II

Course Name	Course Code	LTP	Credit	Semester
French-II	FLN 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. SYLLABUS

Module A: pp.38 – 47: Unité 3: Object if 3, 4, 5. 6

Module B: pp. 47 to 75 Unité 4, 5

Contenu lexical: Unité 3: Organiser son temps

1. donner/demander des informations sur un emploi du temps, un horaire SNCF – Imaginer un dialogue
2. rédiger un message/ une lettre pour ...
 - i) prendre un rendez-vous/ accepter et confirmer/ annuler
 - ii) inviter/accepter/refuser
3. Faire un programme d'activités
 - imaginer une conversation téléphonique/un dialogue
 - Propositions- interroger, répondre

Unité 4:Découvrir son environnement

1. situer un lieu
2. s'orienter, s'informer sur un itinéraire.
3. Chercher, décrire un logement
4. connaître les rythmes de la vie

Unité 5: s'informer

1. demander/donner des informations sur un emploi du temps passé.
2. donner une explication, exprimer le doute ou la certitude.
3. découvrir les relations entre les mots
4. savoir s'informer

Contenu grammatical:

1. Adjectifs démonstratifs
2. Adjectifs possessifs/exprimer la possession à l'aide de :
 - i. « de » ii. A+nom/pronom disjoint
3. Conjugaison pronominale – négative, interrogative -
construction à l'infinitif
faut.... »/ «il ne faut pas... »
4. Impératif/exprimer l'obligation/l'interdiction à l'aide de « il
5. passé composé
6. Questions directes/indirectes

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : **Campus: Tome 1**

GERMAN – II

Course Name	Course Code	LTP	Credit	Semester
German-II	FLG 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. SYLLABUS

Module I: Everything about Time and Time periods

Time and times of the day.

Weekdays, months, seasons.

Adverbs of time and time related prepositions

Module II: Irregular verbs

Introduction to irregular verbs like to be, and others, to learn the conjugations of the same, (fahren, essen, lessen, schlafen, sprechen und ähnliche).

Module III: Separable verbs

To comprehend the change in meaning that the verbs undergo when used as such

Treatment of such verbs with separable prefixes

Module IV: Reading and comprehension

Reading and deciphering railway schedules/school time table

Usage of separable verbs in the above context

Module V: Accusative case

Accusative case with the relevant articles

Introduction to 2 different kinds of sentences – Nominative and Accusative

Module VI: Accusative personal pronouns

Nominative and accusative in comparison

Emphasizing on the universal applicability of the pronouns to both persons and objects

Module VII: Accusative prepositions

Accusative prepositions with their use

Both theoretical and figurative use

Module VIII: Dialogues

Dialogue reading: 'In the market place'

'At the Hotel'

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – II

Course Name	Course Code	LTP	Credit	Semester
Spanish-II	FLS 201	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. SYLLABUS

Module I

Revision of earlier modules.

Module II

Some more AR/ER/IR verbs. Introduction to root changing and irregular AR/ER/IR ending verbs

Module III

More verbal phrases (eg, Dios Mio, Que lastima etc), adverbs (bueno/malo, muy, mucho, bastante, poco).

Simple texts based on grammar and vocabulary done in earlier modules.

Module IV

Possessive pronouns

Module V

Writing/speaking essays like my friend, my house, my school/institution, myself....descriptions of people, objects etc, computer/internet related vocabulary

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE – II

Course Name	Course Code	LTP	Credit	Semester
Chinese-II	FLC 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. SYLLABUS

Module I:

Drills

Practice reading aloud

Observe Picture and answer the question.

Tone practice.

Practice using the language both by speaking and by taking notes.

Introduction of basic sentence patterns.

Measure words.

Glad to meet you.

Module II:

Where do you live?

Learning different colors.

Tones of “bu”

Buying things and how much it costs?

Dialogue on change of Money.

More sentence patterns on Days and Weekdays.

How to tell time. Saying the units of time in Chinese. Learning to say useful phrases like – 8:00, 11:25, 10:30 P.M. everyday, afternoon, evening, night, morning 3:58, one hour, to begin, to end etc.

Morning, Afternoon, Evening, Night.

Module III:

Use of words of location like-li, wai, hang, xia

Furniture – table, chair, bed, bookshelf,..etc.

Description of room, house or hostel room. eg what is placed where and how many things are there in it?

Review Lessons – Preview Lessons.

Expression ‘yao’, ‘xiang’ and ‘yaoshi’ (if).

Days of week, months in a year etc.

I am learning Chinese. Is Chinese difficult?

Module IV:

Counting from 1-1000

Use of “chang-chang”.

Making an Inquiry – What time is it now? Where is the Post Office?

Days of the week. Months in a year.

Use of Preposition – “zai”, “gen”.

Use of interrogative pronoun – “duoshao” and “ji”.

“Whose”??? Sweater etc is it?

Different Games and going out for exercise in the morning.

Module V:

The verb “qu”

- Going to the library issuing a book from the library
- Going to the cinema hall, buying tickets
- Going to the post office, buying stamps
- Going to the market to buy things.. etc
- Going to the buy clothes Etc.

Hobby. I also like swimming.

Comprehension and answer questions based on it.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 11-20

Semester-III

STATISTICS FOR ECONOMICS- I

Course Name	Course Code	LTP	Credit	Semester
Statistics For Economics- I	BAE 301	3:1:0	4	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Produce, evaluate and interpret summary statistics and graphics appropriate to a specific research question and the characteristics of a given data set.
CLO 2	Be familiar with various data types and presentation of data and be able to recognize the appropriate underlying distribution for descriptive analysis.
CLO 3	Demonstrate a working knowledge of the basics of The Research Method and its relationship to statistical inference
CLO 4	Understand the framework of statistical inference (estimation and hypothesis testing) based on random samples
CLO 5	Students will be able to synthesize and communicate the aims, methods, results and interpretation in the format of a statistical report.

B. SYLLABUS

Course Objective: This course introduces students to the econometric methods used to conduct empirical analysis in Economics. The course is designed to provide the students with the basic quantitative techniques needed to undertake applied research projects. It also provides the base for more advanced optional courses in econometrics.

Module I: Introduction:

Basic concepts: Population, Sample, Parameter, Statistic, Frequency distribution, Cumulative frequency distribution; Graphic and diagrammatic representation of data; Techniques of data collection. Sampling vs. Population, primary and secondary data.

Module II: Central Tendency and Dispersion:

Measures of Central Tendency: Mean, Median, Mode, Geometric mean, Harmonic mean; Measures of Dispersion; Range, Quartile deviation Mean deviation, Standard deviation; Skewness and Kurtosis, Moments.

Module III: Correlation and Regression:

Correlation: Simple; Coefficient of correlation; Karl Pearson and Rank correlation; Partial and Multiple Correlation analysis; Regression analysis – Estimation of a regression line in a bivariate distribution, Least squares method; Interpretation of correlation and regression coefficients; Coefficient of determination.

Module IV: Time series analysis, linear and exponential trend, forecasting

Concept and components, determination of trend (Linear, Quadratic and Exponential) and seasonal indices.

Module V: Index Numbers

Concept of an index number: Laspeyres's, Paasche's and Fisher's Index Numbers; Time Reversal, Factor reversal and circular tests; Chain base index; Problems in the Construction of an index number; splicing; base shifting and use of index number for deflating other series.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text:

- Allen Webster, Applied Statistics for Business and Economics, (3rd edition), McGraw Hill, International Edition 1998.

References:

- P.H. Karmel and M. Polasek, Applied Statistics for Economists (4th edition), Pitman, Australia.
- M.R. Spiegel (2nd edition), Theory and Problems of Statistics, Schaum Series.

MICRO ECONOMICS- III

Course Name	Course Code	LTP	Credit	Semester
Micro Economics- III	BAE 302	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze how factors of market work and effect on different types of market conditions.
CLO 2	Examine what are the new challenges for a competitive market like moral hazards and asymmetric information.
CLO 3	Analyze role of externalities in decision making.
CLO 4	Examine how firms behave in monopolistic & oligopolistic markets to meet their desired objectives.

B. SYLLABUS

Course Objective: The objective of the course is to acquaint the students with various factor market structures within which a firm operates. The Course also deals with long-term decision making and market efficiency.

Module I:

Market for Factor Inputs: Marginal productivity theory, Concept of Marginal Revenue Product (MRP) and Value of Marginal Product (VMP), Determination of factor rewards in competitive input market monopsony, monopolistic and monopsonistic under conditions of perfect and imperfect commodity markets. Exploitation of labour, Role of trade unions. General equilibrium and economic efficiency: Concept of general equilibrium, Two interdependent market-moving towards general equilibrium, Efficiency: Efficiency in exchange, efficiency in production and efficiency in product mix (optimum direction of production).

Module II:

Information: Quality uncertainty and the market for lemons, Market Signalling, Moral Hazard, Principle agent problem and Managerial Incentives in an integrated firm. Asymmetric information in labour Markets with Asymmetric market; Inter-temporal Analysis and Choice under Uncertainty: Intertemporal choice – Stocks versus flows, present discounted values, capital investment decisions, investment decisions by consumers, determination of interest rates. Risk and decision making, preferences towards risk and reducing risk

Module III:

Externalities and public goods: Externalities – Negative externalities and inefficiency, positive externalities and inefficiencies. Ways to correcting market failure: An emissions standard, an emission fee, standard vs fees, transfer emission permits, recycling. Public Good: Criterion to define public good, efficiency & public good, public good and market failure.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weightage (%)	5	10	10	10	15	50	100

Text & References:

- Pindyck, R and Rubinfeld, D. (2001). Microeconomics, 7th edition, Prentice Hall.
- Ahuja, H.L. (2006). Modern Microeconomics: Theory and Application, 14th edition, S. Chand Publication.

- Salvatore, D. (1991). Schaum's Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill, International Edition, New Delhi.
- Gould, J. P., & E.P. Lazear. Microeconomic Theory. All India Traveller Bookseller, New Delhi
- Lipsey, R.G., and K.A. Chrystal. Economics. Oxford University Press.

MACRO ECONOMICS- III

Course Name	Course Code	LTP	Credit	Semester
Macro Economics- III	BAE 303	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of domestic economic issues on internal economic situation.
CLO 2	Examine the relationship between income and consumption in short-run and long run.
CLO 3	Examine how macro-economic policies affect economic growth, inflation, interest rates, and expectations.
CLO 4	Analyze the effects of new economic policies (e.g., GST, Demonetization) on domestic economy.
CLO 5	Examine how government's fiscal and monetary policy affects aggregate demand and aggregate supply of any economy.

B. SYLLABUS

Course Objective: This course is a sequel to Intermediate Macroeconomics I. In this course, students are introduced to long run issues like growth, technical progress, and economics of ideas, R&D, innovation and knowledge creation. This course also provides insights into modern business cycle analysis. Finally, it introduces students to open economy macro issues. At the end, it provides a long run perspective to policy-making by framing policies in a dynamic context.

Module I: Microeconomic foundations

Consumption: Keynesian consumption function; Fisher 's theory of optimal intertemporal choice; lifecycle and permanent income hypotheses; rational expectations and random walk of consumption expenditure Investment: determinants of business fixed investment; residential investment and inventory investment Demand for money

Module II: Savings & Consumption

Saving, capital accumulation and output: interactions between output and capital, the implications of alternative saving rates, physical vs human capital, technological progress and growth, technological progress: short, medium, and long run.

Module III: Business cycles

Real business cycle theory; new Keynesian models of sticky prices

Module IV: Open economy models

Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
2. Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
3. Branson, W. (2013). Macroeconomics: Theory and policy, 3rd ed, East West Press.
4. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
5. Jones, C. (2013). Introduction to economic growth, 2nd ed. W. W. Norton.
6. Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
7. Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.

INDIAN ECONOMY – I

Course Name	Course Code	LTP	Credit	Semester
Indian Economy – I	BAE 304	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of domestic saving and investment on domestic economic condition.
CLO 2	Evaluate the impact of global economic position and changes on domestic economic condition.
CLO 3	Examine how economic condition depends on macro-economic policies and how it affected by economic growth, inflation, interest rates, and expectations.
CLO 4	Analyze the Indian planning period and impact of new economic policies (e.g. GST, Demonetization) on domestic economy.
CLO 5	Examine government's policy regarding human development, employment; poverty etc. and its effects on aggregates economy and economic environment.

B. SYLLABUS

Course Objective: Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with emphasis on paradigm shifts and turning points.

Module I: Indian economic growth, distribution and structural change:

Comparative historical perspective, Indian Economy at Independence, Planning and Economic Development, Economic Reforms, Growth and structural change, Fiscal and Budgetary developments.

Module II: Human Capital: Demography, Health, and Education:

Population Growth and Economic Development, Population trends and Demographic Transition Theory, Microeconomic theory of fertility, National Population Policy, Demographic Dividend, Human Resource Development, Disparities and Divides, Health Indicators, Health care as social responsibility, Discussion on NFHS, A Brief Overview on Education and Health Services in India:

Module III: Growth and Distribution: Poverty, inequality, unemployment, and policy interventions:

Poverty, Poverty lines in India, measuring poverty; Inequality meaning and trend, Unemployment, measuring unemployment, unemployment rate, Some characteristics of the Indian Labour market.

Text & References:

Textbooks:

1. Edited by Uma Kapila. (2019). Indian economy since independence. Delhi: Academic Foundation.
2. RaghbendraJha - Facets of India's Economy and Her Society Volume I - Current State and Future Prospects-Palgrave Macmillan UK (2018)

3. Dutt, R., & Sundaram, K. Indian Economy. New Delhi: S. Chand & Co. Ltd (2016).
4. Mishra, & Puri. Indian Economy. Bombay: Himalaya Publishing House (2015).

Supplementary Readings

1. Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru era. *Economic and Political Weekly*, 42(45-46), 52-66.
2. Bardhan, P. (2012). *Awakening giants, feet of clay: Assessing the economic rise of China and India*. Princeton University Press.
3. Basu, K., Maertens, A. (2007). The pattern and causes of economic growth in India. *Oxford Review of Economic Policy*, 23, 143-167.
4. Bhagwati, J., Panagariya, A. (2012). *India's tryst with destiny*, Collins Business.
5. Centre for Sustainable Employment. (2018). *State of working India 2018*. Azim Premji University.
6. Desai, S. (2015). Demographic deposit, dividend and debt. *The Indian Journal of Labour Economics*, 58, 217-232.
7. Dreze, J., Khera, R. (2017). Recent social security initiatives in India, *World Development*, 98, 555-572.
8. Dreze, J., Sen, A. (2013). *India: An uncertain glory*. Allen Lane.
9. Joshi, V. (2016). *India's long road: The search for prosperity*. Allen Lane.
10. Meenakshi, J. (2016). Trends and patterns in the triple burden of malnutrition in India. *Agricultural Economics*, 47, 115-134.
11. Ministry of Finance. (2016). Universal basic income: A conversation with and within the mahatma. Chapter 9 in *Economic Survey*, 172-212.
12. Panagariya, A., Mukim, M. (2014). A comprehensive analysis of poverty in India. *Asian Development Review*, 31, 1-52.
13. Rangarajan Committee. (2014). *Report of the expert group to review the methodology for measurement of poverty*. Government of India.
14. Rawal, V., Bansal, V., Bansal, P. (2019). Prevalence of undernourishment in Indian states: Explorations based on NSS 68th round data. *Economic and Political Weekly*, 54(15), 35-45.
15. Rodgers, G. (2018). Inequality in the Indian growth regime. *Indian Journal of Human Development*, 12, 134-148.
16. Thomas, J. (2014). India's labour market during the 2000s: An overview. In K. Ramaswamy (ed.): *Labour, employment and economic growth in India*. Cambridge University Press, 21-56.
17. R Nagaraj (2013): "India's Economic Development", in Atul Kohli and Perna Singh edited, *Routledge Handbook of Indian Politics*, Routledge.
18. Montek S Ahluwalia (2012): "Planning", in Kaushik Basu and Annemie Maertens edited, *The New Oxford Companion to Economics in India*, Oxford University Press
19. Michael Lipton and Martin Ravallion (1987): "Poverty and Policy", *HBDE Vol. 3B*

20. Dreze and Deaton (2009): Food and Nutrition in India: Facts and Interpretations”, Economic and Political Weekly, Vol. 44, No. 2, February 14.

21. Pulapre Balakrishnan (edited) (2011): Economic reforms and growth in India: Essays from Economic and Political Weekly, Hyderabad: Orient Blackswan.

22. Kaushik Basu and A. Maertens, eds, 2013, The New Oxford Companion to Economics, Oxford University Press.

23. Edited by: RaghendraJha (2008). The Indian Economy Sixty Years After Independence. London: Palgrave

ECONOMICS OF HEALTH AND EDUCATION

Course Name	Course Code	LTP	Credit	Semester
Economics of Health and Education	BAE 305	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Apply the microeconomic tools and concepts to the topics of health and education, including contemporary policy issues.
CLO 2	To equip you with the skills to be able to understand and critique economic evaluations of health care interventions, and to be able to apply these evaluation skills more generally (i.e., to any economic project appraisal).
CLO 3	To encourage you to develop analytical and decision-making skills, including modest technical and quantitative proficiencies.

B. SYLLABUS

Course Objective: This is a course in applied economics, which will introduce the students to the study of health and education as components of human capital in the framework of economic theory.

Module I:

Role of health and education in human development: health and education outcomes and their relationship with macroeconomic performance

Module II:

Topics in health economic theory: demand for health, Grossman's model of demand for health, information asymmetry in healthcare demand, and the health insurance market, physician induced demand, adverse selection and moral hazard in health insurance

Module III:

Economic evaluation of health care: cost effectiveness and cost-benefit analysis; valuing life

Module IV:

Education: investment in human capital; rate of return to education: private and social; quality of education; signalling of human capital; theories of discrimination; gender and caste discrimination in India.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & Reference:

- Bhattacharya, J., Hyde, T., Tu, P. (2014). *Health economics*, Palgrave Macmillan.
- Ehrenberg, R., Smith, R. (2012). *Modern labor economics: Theory and public policy, 11th ed.* Addison Wesley.
- Gary S. Becker (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education.* Chicago Press.

ANANDAM-III

Course Name	Course Code	LTP	Credit	Semester
Anandam-III	AND 003	0:0:2	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.

5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

FINANCIAL ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Financial Economics	BAE 306	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of domestic economic issues on internal economic situation.
CLO 2	Evaluate the Investment Theory and Its Possible Implementation on Practical Ground.
CLO 3	Examine how industrial and home financial policies works and affect economic growth, employment, trade, inflation and expectations.
CLO 4	Analyze the effects of new industrial financial policies (e.g. FDIs and FIIs) on domestic economy.
CLO 5	Examine how government's fiscal and monetary policy affects financial market, aggregate demand and aggregate supply of any economy.

B. SYLLABUS

Course Description: This course is designed to introduce you to the frontiers of research in financial economics. It focuses on theoretical research and is highly technical. The course should prepare you to understand and critically evaluate research in the area and help you identify potential areas of contribution. While the lectures focus on theory, we will discuss how the theory relates to stylized facts and empirical work.

Module I: Investment Theory and Portfolio Analysis:

Financial Market, Valuation of securities, Investment management.

Module II: Deterministic cash-flow streams:

Basic theory of interest; discounting and present value; internal rate of return; evaluation criteria; fixed-income securities; bond prices and yields; interest rate sensitivity and duration; immunisation; the term structure of interest rates; yield curves; spot rates and forward rates.

Module III: Single-period random cash flows Random asset return:

Portfolios of assets; portfolio mean and variance; feasible combinations of mean and variance; mean-variance portfolio analysis: the Markowitz model and the two-fund theorem; risk-free assets and the one-fund theorem.

Module IV: CAPM The capital market line:

The capital asset pricing model; the beta of an asset and of a portfolio; security market line; use of the CAPM model in investment analysis and as a pricing formula; Options and Derivatives Introduction to derivatives and options; forward and futures contracts; options; other derivatives; forward and future prices; stock index futures; interest rate futures; the use of futures for hedging; duration-based hedging strategies; option markets; call and put options; factors affecting option prices;

Module V: Corporate Finance:

Patterns of corporate financing: common stock; debt; preferences; convertibles; capital structure and the cost of capital; corporate debt and dividend policy; the Modigliani-Miller theorem.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Readings:

1. David G. Luenberger, Investment Science, Oxford University Press, USA, 1997.
2. Hull, John C., Options, Futures and Other Derivatives, Pearson Education, 6th edition, 2005.
3. Thomas E. Copeland, J. Fred Weston and Kuldeep Shastri, Financial Theory and
4. Corporate Policy, Prentice Hall, 4th edition, 2003.
5. Richard A. Brealey and Stewart C. Myers, Principles of Corporate Finance, McGrawHill, 7th edition, 2002.46
6. Stephen A. Ross, Randolph W. Westerfield and Bradford D. Jordan, Fundamentals of
7. Corporate Finance. McGraw-Hill, 7th edition, 2005.
8. Burton G. Malkiel, A Random Walk Down Wall Street, W.W. Norton & Company, 2003.
9. William Sharpe, Gordon Alexander and Jeffery Bailey, Investments, Prentice Hall of India, 6th edition, 2003

Course Name	Course Code	LTP	Credit	Semester
Communication Skills – I	BCS 301	1:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating creative thinking skills
CLO 2	Construct and showcase their communication skills in a creative manner.
CLO 3	Comprehending and demonstrating ways of self-introduction
CLO 4	Outlining and illustrating presentation Skills

B. SYLLABUS

Module I: Introduction to Writing Skills

Effective Writing Skills
Avoiding Common Errors
Paragraph Writing
Note Taking
Writing Assignments

Module II: Letter Writing

Types
Formats

Module III

Memo
Agenda and Minutes
Notice and Circulars

Module IV: Report Writing

Purpose and Scope of a Report
Fundamental Principles of Report Writing
Project Report Writing
Summer Internship Reports

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Working in English, Jones, Cambridge
- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Welcome!, Jones, Cambridge

BEHAVIOURAL SCIENCE – III **(Interpersonal Communication and Relationship Management)**

Course Name	Course Code	LTP	Credit	Semester
Behavioral Science - III	BSS 303	1:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interpersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

FRENCH – III

Course Name	Course Code	LTP	Credit	Semester
French-III	FLN 301	2:0:0	2	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. SYLLABUS

Module B: pp. 76 – 88 Unité 6

Module C: pp. 89 to103 Unité 7

Contenu lexical: Unité 6:se faire plaisir

1. acheter : exprimer ses choix, décrire un objet (forme, dimension, poids et matières) payer
2. parler de la nourriture, deux façons d'exprimer la quantité, commander un repas au restaurant
3. parler des différentes occasions de faire la fête

Unité 7: Cultiver ses relations

1. maîtriser les actes de la communication sociale courante
(Salutations, présentations, invitations, remerciements)
2. annoncer un événement, exprimer un souhait, remercier,
s'excuser par écrit.
3. caractériser une personne (aspect physique et caractère)

Contenu grammatical:

1. accord des adjectifs qualificatifs
2. articles partitifs
3. Négations avec de, ne...rien/personne/plus
4. Questions avec combien, quel...
5. expressions de la quantité
6. ne...plus/toujours - encore
7. pronoms compléments directs et indirects
8. accord du participe passé (auxiliaire « avoir ») avec l'objet direct
9. Impératif avec un pronom complément direct ou indirect
10. construction avec « que » - Je crois que/ Je pense que/ Je sais que

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : **Campus: Tome 1**

GERMAN – III

Course Name	Course Code	LTP	Credit	Semester
German-III	FLG 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Module I: Modal verbs

Modal verbs with conjugations and usage
Imparting the finer nuances of the language

Module II: Information about Germany (ongoing)

Information about Germany in the form of presentations or “Referat”– neighbors, states and capitals, important cities and towns and characteristic features of the same, and also a few other topics related to Germany.

Module III: Dative case

Dative case, comparison with accusative case
Dative case with the relevant articles
Introduction to 3 different kinds of sentences – nominative, accusative and dative

Module IV: Dative personal pronouns

Nominative, accusative and dative pronouns in comparison

Module V: Dative prepositions

Dative preposition with their usage both theoretical and figurative use

Module VI: Dialogues

In the Restaurant,
At the Tourist Information Office,
A telephone conversation

Module VII: Directions

Names of the directions
Asking and telling the directions with the help of a roadmap

Module VIII: Conjunctions

To assimilate the knowledge of the conjunctions learnt indirectly so far

Examination Scheme:

Components	CT1	CT2	C	I	V	A
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Weightage (%)	20	20	20	20	15	5
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C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – III

Course Name	Course Code	LTP	Credit	Semester
Spanish-III	FLS 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Module I:

Revision of earlier semester modules

Set expressions (idiomatic expressions) with the verb Tener, Poner, Ir....

Weather

Module II:

Introduction to Gustar...and all its forms. Revision of Gustar and usage of it

Module III:

Translation of Spanish-English; English-Spanish. Practice sentences.

How to ask for directions (using estar)

Introduction to IR + A + INFINITIVE FORM OF A VERB

Module IV:

Simple conversation with help of texts and vocabulary

En el restaurante

En el instituto

En el aeropuerto

Module V :

Reflexives

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras -Nivel Elemental

CHINESE – III

Course Name	Course Code	LTP	Credit	Semester
Chinese-III	FLC 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. Syllabus

Module I:

Drills
Dialogue practice
Observe picture and answer the question.
Introduction of written characters.
Practice reading aloud
Practice using the language both by speaking and by taking notes.
Character writing and stroke order

Module II:

Measure words
Position words e.g. inside, outside, middle, in front, behind, top, bottom, side, left, right, straight.
Directional words – beibian, xibian, nanbian, dongbian, zhongjian.
Our school and its different building locations.
What game do you like?
Difference between “hii” and “neng”, “keyi”.

Module III:

Changing affirmative sentences to negative ones and vice versa
Human body parts.
Not feeling well words e.g. ; fever, cold, stomach ache, head ache.
Use of the modal particle “le”
Making a telephone call
Use of “jiu” and “cal” (Grammar portion)
Automobiles e.g. Bus, train, boat, car, bike etc.
Traveling, by train, by airplane, by bus, on the bike, by boat..etc.

Module IV:

The ordinal number “di”
“Mei” the demonstrative pronoun e.g. mei tian, mei nian etc.
use of to enter to exit
Structural particle “de” (Compliment of degree).
Going to the Park.
Description about class schedule during a week in school.
Grammar use of “li” and “cong”.
Comprehension reading followed by questions.

Module V:

Persuasion-Please don't smoke.

Please speak slowly

Praise – This pictorial is very beautiful

Opposites e.g. Clean-Dirty, Little-More, Old-New, Young-Old, Easy-Difficult, Boy-Girl, Black-White, Big-Small, Slow-Fast ... etc.

Talking about studies and classmates

Use of “it doesn't matter”

Enquiring about a student, description about study method.

Grammar: Negation of a sentence with a verbal predicate.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I, Part-2” Lesson 21-3

Semester-IV

STATISTICS FOR ECONOMICS- II

Course Name	Course Code	LTP	Credit	Semester
Statistics For Economics- II	BAE 401	3:1:0	4	4

A. Course Learning Outcomes (CLO)

CLO 1	To equip the students with good knowledge of the issues related to the measurement and modelling of economic behaviours.
CLO 2	Have an ability to provide a critical assessment on the quality and reliability of data.
CLO 3	Gain a good understanding of the specification and estimation techniques for a selection of statistical models grounded in economic theory.

B. Syllabus

Course Objective: The course assumes that students have a basic knowledge of statistics, mathematics as well as basic econometric theory. It builds on the compulsory Introductory Econometrics course and teaches students a broad set of commonly used econometric methods. These include estimating models with limited dependent variables and the use of instrumental variables to estimate models with endogenous regressors.

Module I: Probability Theory

Elements of Probability Theory: Sample space Events, meaning of probability, Classical definition of probability, The addition rule, Multiplication Rule, Theorems of total probability, conditional and statistical independence, limitation of classical definition, Bays formula, random variable, expectation and variance of random variable (for random sampling with or without replacement)

Module II: Univariate Probability Distributions

Binomial, Poisson, Normal distribution, The standard normal distribution—Mean, Variance, Skewness, Importance of Normal Distribution in Statistics.

Module III: Introduction to Estimation and Hypothesis Testing

Methods of sampling; sampling distribution of a statistic; distribution of the sample mean; sampling error and standard error of a statistic with special reference to the mean; Point and interval estimation of parameters; properties of an estimator; unbiasedness, relative efficiency, and consistency.

Module IV: Hypothesis Testing

Testing of Hypothesis; type I and type II errors, power of a test; large sample tests, “t”-test for the mean; one tail and two tail tests for difference of means; z-test, f-test, Chi-square test for (i) goodness of fit and (ii) independence of two attributes.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

Text:

- Allen Webster, *Applied Statistics for Business and Economics*, (3rd edition), McGraw Hill, International Edition 1998.

References:

P.H. Karmel and M. Polasek, *Applied Statistics for Economists* (4th edition), Pitman, Australia. M.R. Spiegel (2nd edition), *Theory and Problems of Statistics*, Schaum Series

DEVELOPMENT ECONOMICS-I

Course Name	Course Code	LTP	Credit	Semester
Development Economics-I	BAE 402	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Analyse the relationship between population and economic development.
CLO 2	Understand and evaluate the rural-urban interrelations, structure of markets, how contracts are linked to the problems of enforcement experienced in poor countries in the economy.
CLO 3	Implications on the role of globalization and increased international dependence on the process of development and the link between growth and sustainable development.

B. Syllabus

Course Description: This is the first part of a two-part course on economic development. The course begins with a discussion of economic development and alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored.

Module I: Economic Development: Overview

Income and growth: Measurement issues, Historical experience; Income distribution in developing countries; Alternative measures of development; The many faces of underdevelopment: Human development, An index of human development, Per capita income and human development; Some structural features: Demographic characteristics, Occupational and production structure, Rapid rural-urban migration. International trade.

Module II: Economic Growth

Modern economic growth: Basic features; Theories of economic growth: The Harrod-Domar model, The Solow model; Technical progress; Convergence; Economic Growth and Public Policy; The Importance of Long-Run Growth

Module III: The New Growth Theories

Human capital and growth; Human Capital and Capability; Conditional Convergence; Technical progress, Productivity: Its Role and Determinants; Total factor productivity and the East Asian miracle

Module IV: Economic Inequality

Meaning; Measuring economic inequality: Four criteria for inequality measurement, The Lorenz curve, Complete measures of inequality; Inequality and Development: Interconnections, The inverted-U hypothesis.

Module V: Poverty and Undernutrition

Poverty: First principles - Conceptual issues, Poverty measures; Poverty: Empirical observations - Demographic features, Rural and urban poverty, Assets, Nutrition; The functional impact of poverty - Poverty, credit, and insurance, Poverty, nutrition, and labour markets, Poverty and the household.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Textbook

1. Debraj Ray, Development Economics, Oxford University Press, 2009.

Readings

1. ParthaDasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
2. Abhijit Banerjee, Roland Benabou and DilipMookerjee, Understanding Poverty, Oxford University Press, 2006.
3. Kaushik Basu, The Oxford Companion to Economics in India, OUP, 2007.
4. Amartya Sen, Development as Freedom, OUP, 2000.
5. Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press, 2006.
6. Robert Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1994
7. Todaro, M., Smith, S. (2015). Economic development, 12th ed. Pearson.

GAME THEORY

Course Name	Course Code	LTP	Credit	Semester
Game Theory	BAE 403	4:1:0	4	4

A. Course Learning Outcomes (CLO)

CLO 1	Describe the Normal form games and applications.
CLO 2	Discuss the Extensive form games with complete information.
CLO 3	Appreciate the strategies and Bayesian Nash equilibrium.
CLO 4	Explain the strategies, beliefs and sequential equilibrium.

B. Syllabus

Module I: Normal form games:

The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; symmetric single population games; applications

Module II: Extensive form games with perfect information:

The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications.

Module III: Simultaneous move games with incomplete information:

Strategies; Bayesian Nash equilibrium; applications

Module IV: Extensive form games with imperfect information:

Strategies; beliefs and sequential equilibrium; applications

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Osborne, M. (2004). An Introduction to Game Theory.

INDIAN ECONOMY- II

Course Name	Course Code	LTP	Credit	Semester
Indian Economy- II	BAE 404	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Explain the various macroeconomic policies.
CLO 2	Understand the issues in agriculture sector and evaluate the food security in India.
CLO 3	Examine the role of industry and service sectors in overall development of Indian economy.
CLO 4	Assess India's position of balance of payments.

B. Syllabus

Course Objective: This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence.

Module I: Macroeconomic Policies and Their Impact:

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

Module II: Agriculture:

Indian Agriculture, Developments. Issues, Policies and agendas for reforms; Highlights of reports by National Commission for Farmers, Agricultural price policy, Farm Profitability, Government's initiative on doubling the farmers income and Food Security.

Module III: Industry, Services, and Infrastructure:

Industrial development since independence, Industrial Policy in India, MSMEs in India, Contribution of MSMEs to Indian Economy, the issues related to growth and sustenance of MSMEs, Overall Industrial Performance since Economic Reform, Competition Laws, Strategy of Disinvestment, Unemployment problem in India and the missing links, Growth process of India's Service Sector, Infrastructure and the Economic Development.

Module IV: The External Sector:

India's recent Engagement with the Global Economy: Trade, Investment, Remittances, and the Diaspora; India's Balance of Payments.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Textbooks:

1. Edited by Uma Kapila. (2019). Indian economy since independence. Delhi: Academic Foundation.
2. RaghbendraJha - Facets of India's Economy and Her Society Volume II - Current State and Future Prospects-Palgrave Macmillan UK (2018)
3. Mishra, &Puri. Indian Economy. Bombay: Himalaya Publishing House (2015).
4. Dutt, R., &Sundaram, K. Indian Economy. New Delhi: S. Chand & Co. Ltd (2016).

Supplementary Readings

1. Bardhan, P. (2012). Awakening giants, feet of clay: Assessing the economic rise of China and India. Princeton University Press.
2. Basu, K., Maertens, A. (2007). The pattern and causes of economic growth in India. Oxford Review of Economic Policy, 23, 143-167.
3. Bhagwati, J., Panagariya, A. (2012). India's tryst with destiny, Collins Business.
4. Centre for Sustainable Employment. (2018). State of working India 2018. Azim Premji University.
5. Desai, S. (2015). Demographic deposit, dividend and debt. The Indian Journal of Labour Economics, 58, 217-232.
6. Dreze, J., Khera, R. (2017). Recent social security initiatives in India, World Development, 98, 555-572.
7. Dreze, J., Sen, A. (2013). India: An uncertain glory. Allen Lane.
8. Joshi, V. (2016). India's long road: The search for prosperity. Allen Lane.
9. Meenakshi, J. (2016). Trends and patterns in the triple burden of malnutrition in India. Agricultural Economics, 47, 115-134.
10. Ministry of Finance. (2016). Universal basic income: A conversation with and within the mahatma. Chapter 9 in Economic Survey, 172-212.
11. Rodgers, G. (2018). Inequality in the Indian growth regime. Indian Journal of Human Development, 12, 134-148.
12. Thomas, J. (2014). India's labour market during the 2000s: An overview. In K.Ramaswamy (ed.): Labour, employment and economic growth in India.Cambridge University Press, 21-56.
13. R Nagaraj (2013): "India's Economic Development", in AtulKohli and Prerna Singh edited, Routledge Handbook of Indian Politics, Routledge.
14. Montek S Ahluwalia (2012): "Planning", in Kaushik Basu and AnnemieMaertensedited, The New Oxford Companion to Economics in India, Oxford University Press
15. Michael Lipton and Martin Ravallion (1987): "Poverty and Policy", HBDE Vol. 3B
16. Dreze and Deaton (2009): Food and Nutrition in India: Facts and Interpretations", Economic and Political Weekly, Vol. 44, No. 2, February 14.
17. R Nagaraj: "Industrial Performance, 1991-08: A Review", India Development Report, Oxford University Press, 2011.
18. V N Balasubramanyam (2008): "Foreign Direct Investment", in Amitava Krishna Dutta and Jaime Ros edited, International Handbook of Development Economics, Vol. 2, Edward Elger

19. Partha Ray (2013): Monetary Policy, Oxford India Short Introduction.
20. PulapreBalakrishnan (edited) (2011): Economic reforms and growth in India: Essays from Economic and Political Weekly, Hyderabad: Orient Blackswan.
21. Edited by: RaghendraJha (2008). The Indian Economy Sixty Years After Independence. London: Palgrave Macmillan
22. Kaushik Basu and A. Maertens, eds, 2013, The New Oxford Companion to Economics, Oxford University Press.

PUBLIC ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Public Economics	BAE 405	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Understand and analyse the role of Governments in the modern mixed economies.
CLO 2	Demonstrate knowledge of how public expenditure affects economic development and how is this administered by govt.
CLO 3	Evaluate characteristics of a good tax system, revenue and expenditures of the Government and understand how Tax structure has evolved over years in India.
CLO 4	Appraise Different Budgetary tools & Evaluate Budgetary policies.
CLO 5	Appraise the impact of changes in fiscal policy on the economy, how initiatives and regulations in fiscal planning helps the economy.

B. Syllabus

Course Objective: Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution, and stabilisation. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Module I: Public Economic Theory:

- a. Role of Government in a mixed economy; Market Efficiency and Market Failure; Efficiency and Equity; Basic questions of Public Economics: When should the Government intervene in the economy? How might the Government intervene? What are the effects of alternative interventions?
- b. The Fiscal functions: an overview.
- c. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- d. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- e. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

Module II: Indian Public Finances:

- a. Overview of Indian Public Finances and Public Spending
- b. Tax System in India: Trends and Issues:
 - What ails the Indian Tax System?
 - Regional Inequality and Indirect Tax Reform in India.
- c. Indian Public Finance: Deficits and Debt, The FRBM Act
- d. Fiscal federalism in India

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:**Readings:**

1. J. Hindriks, G. Myles: Intermediate Public Economics, MIT Press, 2006.
2. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, Public Finance, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, Value Added Tax: Experiences of India and Other Countries, 2007.
8. Kaushik Basu and A. Maertens (ed.), The New Oxford Companion to Economics in India, Oxford University Press, 2013.
9. M.M. Sury, Government Budgeting in India, 1990.

HISTORY OF ECONOMIC THOUGHT

Course Name	Course Code	LTP	Credit	Semester
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History of Economic Thought	BAE 406	3:0:0	3	4
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A. Course Learning Outcomes (CLO)

CLO 1	Have the ability to understand the evolutionary course of the development of economic thinking.
CLO 2	Understand the contribution of major economists in the past to building modern economic analysis.
CLO 3	Process and critically evaluate the arguments of each school of economic thought.

B. SYLLABUS

Objective : This course is essential for a student who aspires for advanced training in economics. Contemporary economic science has evolved over many centuries. The evolution of economic ideas in each instance was as much a response to immediate economic problems and policy issues as much as it was a self-conscious attempt to refine earlier analysis by correcting mistakes and filling in the gaps in analysis. Economic ideas did not evolve in isolation, but were an integral and important part of the evolution of modern social thought. Prevailing ideas of science, scientific rigour and measurement played a significant role in the shaping of economic science at each stage of its evolution. This course, tracing the history of economic thought, would enable the student to understand how contemporary economics came to be what it is.

Module I: Early Period

Nature and importance of Economic Thought: Economic thought of Plato and Aristotle Mercantilism: main characteristics; Thomas Mun — Physiocracy: natural order, primacy of agriculture, social classes

Module II: Classical Period

Adam Smith — division of labour, theory of value, capital accumulation, distribution, views on trade, economic progress

David Ricardo — value, theory of rent, distribution, ideas on economic development and international trade; Thomas R. Malthus — theory of population, theory of gluts

Karl Marx — dynamics of social change, theory of value, surplus value, profit, and crisis of capitalism; Economic ideas of J.B. Say, J.S. Mill

Module III: Marginalists

The marginalist revolution

Pigou: Welfare economics; Schumpeter: role of entrepreneur and innovations

Module IV: Keynesian Ideas

An introduction to the thoughts contributed by Lord Keynes: The aggregate economy, Liquidity Preference Theory, Marginal Efficiency of Capital and Marginal Efficiency of Investment, wage rigidities, multiplier principle, cyclical behaviour of the economy, uncertainty and role of expectations

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

Text:

- Hunt E.K, Lautzenheiser Mark(2011) History of Economic Thought,3rd edition, New Arival ME Sharpe

- Blackhouse, R. (1985), A History of Modern Economic Analysis, Basil Blackwell, Oxford.
- Ganguli, B.N. (1977), Indian Economic Thought: A 19th Century Perspective, Tata McGraw Hill, New Delhi.

References:

- Gide, C. and G. Rist (1956), A History of Economic Doctrines, (2nd Edition), George Harrop & Co., London.
- Grey, A. and A.E. Thomson (1980), The Development of Economic Doctrine, (2nd Edition), Longman Group, London.
- Kautilya (1992), The Arthashastra, Edited, Rearranged, Translated and Introduced by L.N. Rangarajan, Penguin Books, New Delhi.
- Roll, E. (1973), A History of Economic Thought, Faber, London. Schumpeter, J.A. (1954), History of Economic Analysis, Oxford University Press, New York. Seshadri, G.B. (1997), Economic Doctrines, B.R. Publishing Corporation, Delhi.
- Blaug, M. (1997), Economic Theory in Retrospect : A History of Economic Thought from Adam Smith to J.M. Keynes, (5th Edition), Cambridge University Press, Cambridge.
- Dasgupta, A.K. (1985), Epochs of Economic Theory, Oxford University Press, New Delhi.
- Gandhi, M.K. (1947), India of My Dreams, Navajivan Publishing House, Ahmedabad.
- Koot, G.M. (1988), English Historical Economics : 1850-1926, Cambridge University Press, Cambridge.
- Rao, M.N. (1964), Memoirs, Allied Publishing House, Bombay.
- Schumpeter, J.A. (1951), Ten Great Economists, Oxford University Press, New York.
- Shionya, Y.

ANANDAM-IV

Course Name	Course Code	LTP	Credit	Semester
Anandam-IV	AND 004	0:0:2	2	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Awareness and empathy regarding community issues
CLO 2	Interaction with the community and impact on society
CLO 3	Interaction with mentor and development of Student teacher relationship
CLO 4	Interaction among students, enlarge social network
CLO 5	Cooperative and Communication skills and leadership qualities
CLO 6	Critical thinking, Confidence and Efficiency

B. SYLLABUS

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

13. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
14. The group member shall write his/her name at the end of the blog.
15. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
16. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.

17. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.

18. For the topic chosen by the group, students are recommended to cover the following points:

- m) Current scenario (Regional, national and international level as applicable)
- n) Future predictions
- o) Duty of the government
- p) Government policies (related to the topic), if any
- q) Duty of public
- r) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

- 7. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
- 8. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
- 9. Conclusion is clearly stated. The underlying logic is explicit.

Course Name	Course Code	LTP	Credit	Semester
Communication Skills-II	BCS 401	1:0:0	1	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Module I: Social Communication Skills

Small Talk
Conversational English
Appropriateness
Building rapport

Module II: Context Based Speaking

In general situations
In specific professional situations
Discussion and associated vocabulary
Simulations/Role Play

Module III: Professional Skills

Presentations
Negotiations
Meetings
Telephony Skills

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Business Communication, Raman –Prakash, Oxford

BEHAVIOURAL SCIENCE - IV (GROUP DYNAMICS AND TEAM BUILDING)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - IV	BSS 403	1:0:0	1	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

To inculcate an elementary level of understanding of group/team functions

To develop team-spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

Definition and Characteristics

Importance of groups

Classification of groups

Stages of group formation

Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.

Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.

Group Cohesiveness and Group Conflict

Adjustment in Groups

Module III: Teams

Meaning and nature of teams

External and Internal factors effecting team

Building Effective Teams

Consensus Building

Collaboration

Module IV: Leadership

Meaning, Nature and Functions

Self leadership

Leadership styles in organization

Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature

Types of power

Relevance in organization and Society

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smith Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

FRENCH – IV

Course Name	Course Code	LTP	Credit	Semester
French-IV	FLN 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students:

- To develop strategies of comprehension of texts of different origin
- To present facts, projects, plans with precision

Course Contents:

Module C: pp. 104 – 139: Unités 8, 9

Contenu lexical: Unité 8: Découvrir le passé

1. parler du passé, des habitudes et des changements.
2. parler de la famille, raconter une suite d'événements/préciser leur date et leur durée.
3. connaître quelques moments de l'histoire

Unité 9: Entreprendre

1. faire un projet de la réalisation: (exprimer un besoin, préciser les étapes d'une réalisation)
2. parler d'une entreprise
3. parler du futur

Contenu grammatical:

1. Imparfait
2. Pronom « en »
3. Futur
4. Discours rapporté au présent
5. Passé récent
6. Présent progressif

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- **le livre à suivre : Campus: Tome 1**

GERMAN – IV

Course Name	Course Code	LTP	Credit	Semester
German-IV	FLG 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany.

Introduction to Advanced Grammar Language and Professional Jargon

Course Contents:

Module I: Present perfect tense

Present perfect tense, usage and applicability

Usage of this tense to indicate near past

Universal applicability of this tense in German

Module II: Letter writing

To acquaint the students with the form of writing informal letters.

Module III: Interchanging prepositions

Usage of prepositions with both accusative and dative cases

Usage of verbs fixed with prepositions

Emphasizing on the action and position factor

Module IV: Past tense

Introduction to simple past tense

Learning the verb forms in past tense

Making a list of all verbs in the past tense and the participle forms

Module V: Reading a Fairy Tale

Comprehension and narration

- Rotkäppchen
- Froschprinzessin
- Die Fremdsprache

Module VI: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

Module VII: Genitive prepositions

Discuss the genitive propositions and their usage: (während, wegen, statt, trotz)

Module VIII: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;
Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant - 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – IV

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules
Introduction to Present Continuous Tense (Gerunds)

Module II

Translation with Present Continuous Tense
Introduction to Gustar, Parecer, Apetecer, doler

Module III

Imperatives (positive and negative commands of regular verbs)

Module IV

Commercial/ business vocabulary

Module V

Simple conversation with help of texts and vocabulary
En la recepcion del hotel
En el restaurante
En la agencia de viajes
En la tienda/supermercado

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras (Nivel – Elemental)

CHINESE – IV

Course Name	Course Code	LTP	Credit	Semester
Chinese-IV	FLC 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

How many characters are there? The early Qing dynasty dictionary included nearly 50,000 characters the vast majority of which were rare accumulated characters over the centuries. An educate person in China can probably recognize around 6000 characters. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Dialogue Practice
Observe picture and answer the question
Pronunciation and intonation
Character writing and stroke order.
Electronic items

Module II

Traveling – The Scenery is very beautiful
Weather and climate
Grammar question with – “bu shi Ma?”
The construction “yao ... le” (Used to indicate that an action is going to take place)
Time words “yiqian”, “yiwai” (Before and after).
The adverb “geng”.

Module III

Going to a friend house for a visit meeting his family and talking about their customs.
Fallen sick and going to the Doctor, the doctor examines, takes temperature and writes prescription.
Aspect particle “guo” shows that an action has happened some time in the past.
Progressive aspect of an actin “zhengzai” Also the use if “zhe” with it.
To welcome someone and to see off someone I cant go the airport to see you off... etc.

Module IV

Shipment. Is this the place to checking luggage?
Basic dialogue on – Where do u work?
Basic dialogue on – This is my address
Basic dialogue on – I understand Chinese

Basic dialogue on – What job do u do?
Basic dialogue on – What time is it now?

Module V

Basic dialogue on – What day (date) is it today?
Basic dialogue on – What is the weather like here.
Basic dialogue on – Do u like Chinese food?
Basic dialogue on – I am planning to go to China.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation
I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader, Part-2” Lesson 31-38

Semester-V

INTERNATIONAL ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
International Economics	BAE 501	4:1:0	4	5

A. Course Learning Outcomes (CLO)

CLO 1	Understand the concept and importance of international economics.
CLO 2	Understand the Implementation and effect of international economic policy.
CLO 3	Better evaluation of domestic and international economic situation as well as trade situation.

B. SYLLABUS

Course Objective: This course focuses on the basic or issues, concepts and theories related to the international economics. It includes different trade policy & welfare, international trading system, WTO, balance of payments, FORE, IMF & other.

Course Contents:

Module I

The subject matter of international economics
Comparative advantage: Ricardian, specific-factors,
Modern Theory: Heckscher-Ohlin models.

Module II

Concept of Net Barter Terms of trade,
Gross Barter Terms of Trade; Factors Affecting Trade
Terms of Trade and Economic Development

Module III

Free Trade Vs. Controlled Trade;
Tariffs and Non-Tariffs Barriers;
Effects of Tariff under Partial Equilibrium (Price Effect, Terms of Trade Effect, Competitive Effect, Income effect, Revenue Effect)
Effects of Tariff under General Equilibrium (Stolper- Samuelson Theorem)

Module IV

The international trading system:
WTO and preferential trading agreements;
IMF; Currency Crises

Module V

Review of national income and balance of payments accounting.
Equilibrium and Disequilibrium in Balance of Payment
Methods of Removing BOP Deficit
The foreign exchange market and exchange rate determination.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

Text:

- Paul Krugman and Maurice Obstfeld, *International Economics: Theory and policy*, latest edition, Pearson Education low-price edition, distributed in India by Addison-Wesley Longman.
- Amitav K. Dutt (1995), "The Open Economy" in Prabhat Patnaik (ed.), *Macro-economics*, OUP, Delhi.

References:

- W.M. Corden (1974), *Trade Policy and Welfare*, Clarendon Oxford, Chapters 1, 2 and 9.
- T.N. Srinivasan (1998), *Developing Countries and the Multilateral Trading System*, OUP, Delhi, Chapters 5-8

ECONOMETRICS—BASIC THEORY & APPLICATION

Course Name	Course Code	LTP	Credit	Semester
Econometrics – I	BAE 502	3:1:0	4	5

A. Course Learning Outcomes (CLO)

CLO 1	Understand basic econometric concepts & appraise econometric methodology.
CLO 2	Comprehend & analyse the issues involved in formation of Simple Linear Regression model.
CLO 3	Comprehend & analyse the issues involved in formation of Multiple Linear Regression model.
CLO 4	Assess the impact of violations of assumptions of OLS & correctly re-specify the model in case of violation.
CLO 5	Critically examine the issues involved in the specification of OLS Model.

B. Syllabus

Course Objective:

This course presents the basic econometrics techniques emphasizing numerical estimation of economic relationships as applied to practical economic and managerial problems. It enables the students to learn the basic econometric techniques relating to the estimation of parameters. On successful completion of the course the students should have understood the estimation techniques, learned the difficulties involved in the estimation process, evaluation of parameters and enable understanding of scientific decision making process.

Course Contents:

Module I: Nature and Scope of Econometrics,

The methodology of econometric research; Specification and estimation of an econometric model; Basic concepts of estimation

Module II: Simple Linear Regression Model: Two Variable Case

Estimation of model by method of ordinary least squares, properties of estimators, goodness of fit; tests of hypotheses, scaling and units of measurement, confidence intervals, Gauss Markov theorem, forecasting.

Module III: Multiple Linear Regression Model.

Estimation of parameters; properties of OLS estimators, goodness of fit, partial regression coefficients, testing hypotheses, functional forms of regression models, qualitative (dummy variables) independent variables

Module IV: Violations of Classical Assumptions and Remedies

Multicollinearity, Heteroscedasticity and Auto-correlation

Module V: Specification Analysis

Omission of a relevant variable; Inclusion of irrelevant variable; Tests of Specification Errors
Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text:

- A Koutsoyiannis, —Theory of Econometrics: An Introduction Exposition of Econometric Methods, Educational Low-Priced Books Scheme, McMillan Education Ltd. (1992).
- Damodar Gujarathi "Basic Econometrics", Tata McGraw Hill Ltd, 2010

References:

- Christopher Dougherty, Introduction to Econometrics, Oxford University Press, 3rd Edition, Indian Edition, 2007.
- Jan Kmenta, Elements of Econometrics, Indian Reprint, Khosla Publishing House, 2nd edition, 2008.A.S. Goldberger (1998), Introductory Econometrics, Harvard University Press, Cambridge.
 - Suresh K.Ghose —Econometrics, Prentice Hall of India private limited, New Delhi

FINANCIAL ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Financial Economics	BAE 503	3:0:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Analyze the impact of domestic economic issues on internal economic situation.
CLO 2	Evaluate the Investment Theory and Its Possible Implementation on Practical Ground.
CLO 3	Examine how industrial and home financial policies works and affect economic growth, employment, trade, inflation and expectations.
CLO 4	Analyze the effects of new industrial financial policies (e.g. FDIs and FIIs) on domestic economy.
CLO 5	Examine how government's fiscal and monetary policy affects financial market, aggregate demand and aggregate supply of any economy.

B. SYLLABUS

Course Objective : All modern, developed economies have a sophisticated financial system which incorporates both the financial institutions and financial markets. Over the period of time, the financial system has undergone revolutionary changes and rapid development. Financial markets are becoming ever more complex, offering new types of financial instruments. This course aims to enable the learners in developing an understanding of the financial system in the era of liberalisation, privatisation and globalisation.

Module I: Credit and Financial System

Meaning, kinds and sources of credit, financial system: Functions and structure. Financial Intermediation and Financial Intermediaries. Financial system and economic development; Indicators of Financial Development Overview of Indian financial system.

Unit-II: Financial Institutions

Financial institutions: meaning and types; NBFIs- Definition, types, growth and their impact on India's economic development; Small savings: Growth and composition; Provident funds, Pension funds; Credit rating agencies.

Module III: Financial Markets

Structure and functions of financial markets; Money market and its constituents-Call money market, Treasury bill market, Commercial bill market, Repo market, commercial paper market; Certificate of deposits market; Capital Market-Government securities market; Primary and secondary market for securities; SEBI-Objectives, functions and working.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

- Bodie, Robert c Merton and David Cleaton (2009), Financial Economics, Pearson
- Elton, Gruber Brown, Goetzmann (2007), Modern Portfolio Theory and Investment Analysis
- Prasanna Chandra (2010), International Analysis and portfolio Management, Tata McGraw Hill
- Avadhani, V.A., Investment and Security markets in India, Himalaya Publishing House, New Delhi.

- Bhole, L.M., Financial Institutions & Markets, Tata McGraw-Hill Publishing Co., New Delhi
- Miskin. F, Economics of Money, Banking and Financial Markets, MIT Press, Cambridge
- Suraj B. Gupts, Monetary Economics–Institutions, Theory and Policy, S.Chand & Company Ltd, New Delhi.
- R.S. Sayers, Modern Banking, Oxford University Press, London.
- Websites for reference <http://financialmanagement-strategy.com>

<http://financialmanagementguide.investmentzone.com> <http://web.info.comt> <http://www.global-investment-institute.com>

INDUSTRIAL ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Industrial Economics	BAE 504	3:1:0	4	5

A. Course Learning Outcomes (CLO)

CLO 1	To understand the comparative advantage and competitiveness among Indian industries.
CLO 2	To understand the composition of Indian industry and its growth and sickness.
CLO 3	To learn about the theories of industrial location and financing of industry.

B. SYLLABUS

Course Objective: The core idea behind the inclusion of this subject is to introduce the students on the industrial developmental side of India, its different facts different arena, policies & future prospect.

Course Contents:

Module I: Overview of the Industrial Scene in India

Trends in growth and productivity; Difference between comparative advantage and competitiveness; Measures of competitiveness-Quantitative and Qualitative; Impact of various Policies on Industrial Competitiveness

Module II: Issues relating to the Composition of Indian Industry

Small vs. Large Industry, Public vs. Private Sector, with emphasis on Performance of the public sector, Privatisation; Dynamics of the Industrial Sector: Growth and Sickness

Module III: Trends in Industrial Regulation and Control

Pricing in the public and private sectors; Employment growth in the industrial sector; Infrastructure and Technology; FDIs and FIIs; Limiting market abuses;

Module IV: Theories of Industrial location

Weber's deductive theory; Sargent Florence's inductive analysis; Factors affecting Industrial location;

Module V: Financing of Industry

Ownership and Efficiency; Equity markets;

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

Text:

- Dilip Mookherjee, ed. (1995), *Indian Industry*, Oxford University Press, New Delhi.

References:

- J. Bhagwati (1993), *India in Transition: Freeing the Economy*, Clarendon Oxford 1993
- Mrinal Datta Chaudhri (1990), Market Failure and Government Failure: *Journal of Economic Perspectives*

- NCAER *The India Infrastructure Report* (Rakesh Mohan Committee)
- Department of Disinvestment, White Paper, 2000

SUMMER TRAINING (EVALUATION)

Course Name	Course Code	LTP	Credit	Semester
Summer Training (Evaluation)	BAE 505	0:0:5	5	5

A. Course Learning Outcomes (CLO)

CLO 1	Construct the company profile by compiling the brief history, management structure, products / services offered, key achievements and market performance for his / her organization of internship.
CLO 2	Assess its Strengths, Weaknesses, Opportunities and Threats (SWOT) for his / her organization of internship.
CLO 3	Determine the challenges and future potential for his / her internship organization in particular and the sector in general.

B. SYLLABUS

GUIDELINES FOR INTERNSHIP FILE AND INTERNSHIP REPORT

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a company/organisation)

There are certain phases of every Intern's professional development that cannot be effectively taught in the academic environment. These facets can only be learned through direct, on-the-job experience working with successful professionals and experts in the field. The internship programme can best be described as an attempt to institutionalize efforts to bridge the gap between the professional world and the academic institutions. Entire effort in internship is in terms of extending the program of education and evaluation beyond the classroom of a university or institution. The educational process in the internship course seeks out and focuses attention on many latent attributes, which do not surface in the normal class room situations. These attributes are intellectual ability, professional judgment and decision making ability, inter-disciplinary approach, skills for data handling, ability in written and oral presentation, sense of responsibility etc.

In order to achieve these objectives, each student will maintain and submit a file (**Internship File**) and a report (**Internship Report**).

INTERNSHIP FILE

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. ***Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.***

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of **continuous evaluation** of the project.

The File will include **five sections** in the order described below.

1. **The Title Page** – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. **Table of Content** – An outline of the contents of the file by topics and subtopics with the page number and location of each section.

3. **Introduction** – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. **Main Body** – Should include a brief summary/ executive summary of the **Internship Project Report** that the student has worked on, an **analysis of the company/organization** in which the student is working, a **personal review** of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.
5. **Appendices** – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

INTERNSHIP REPORT

The **Internship Report** is the research report that the student has to prepare on the project assigned by the organization. (Incase a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

➤ **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

➤ **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

➤ **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

➤ **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

➤ **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

➤ **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

➤ **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in "point" form.

While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

➤ **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly.

Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?

➤ **Implications for Future Research**

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

➤ **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

➤ **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Evaluation: (based on Internship File and the observations of the faculty guide/ supervisor)	30%
Feedback from Company/ Organization:	10%
Final Evaluation: (Based on Internship Report, Viva/ Presentation)	60%

ECONOMICS OF INFRASTRUCTURE

Course Name	Course Code	LTP	Credit	Semester
Economics of Infrastructure	BAE 506	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	Have a thorough grounding in the key concepts of Infrastructure economics.
CLO 2	Illustrate how the concepts and standard economic tools can be used to analyse Infrastructure-related Theory and policy issues.
CLO 3	Apply this knowledge to the analysis of specific infrastructure economics issues in India.

B. SYLLABUS

Course Objective:

To enable the student to understand the importance of infrastructure in an economy and the provision and management of it.

Course Content:

Module I: Importance of Infrastructure

Infrastructure – meaning, importance and role in economic development - Infrastructure as a public good- Social and physical infrastructure- Special characteristics of infrastructure- Pricing of infrastructure.

Module II Transport and Communication

Demand for transport- cost functions in the transport sector – Principle of pricing- Special problems of individual modes of transport- Telephone utilities- cost in telephone industry- Characteristics of postal services- Criteria for fixation of postal rates- measurement of standards of service in telephone and postal utilities.

Module III: Energy, Electricity and Water Supply

Primacy of energy in the process of economic development- factors determining demand for energy- Effects of energy shortages- Energy conservation- Renewable and non-conventional sources of energy- Relative economics of thermal, hydel and nuclear power plants.

Module IV: Education and Economic Growth

Education and economic growth- the case for universal, free, primary education- structure of higher education- Financing of Higher Education in India- Health dimensions - Determinants of health – Poverty, Malnutrition, Illiteracy and lack of health information.

Module V Organisation and Financing of Infrastructure

Organization and financing of infrastructure - Private Vs Public sector financing - PPP in infrastructure.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text:

- Dash. L. N, Economics of Infrastructure: Growth and Development, Regal, New Delhi, 2007
- References:\Ashok V. Desai, Energy Demand, Analysis, Management and Conservation, Wiley Eastern, 1990.
- Choudhuri. R.K. Economics of Public Utility, Himalaya Mumbai, 1986.
- Raghuram .G, & Rekha Jain, Infrastructure Development and Financing, Macmillan New Delhi Reddy. K.C, Economics and Public Policy, Himalaya Mumbai, 2000.

LABOUR ECONOMICS

Course Name	Course Code	LTP	Credit	Semester
Labour Economics	BAE 507	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	Understand the structure of labour markets and its frictions.
CLO 2	Analyze the interactions between aggregate economic forces and identify the role of firms, workers and government in the economy.
CLO 3	Understanding integral concepts of labour market & its issues (such as unemployment, taxation, educational choice, wage differentials, discrimination, etc.)

B. SYLLABUS

Course Objective: This course aims to acquaint students with traditional and contemporary topics in labour economics and to encourage the development of independent research interests. The course provides systematic development of the theory of labour supply, labour demand and human capital.

Module I: Labour Markets:

Nature and characteristics of labour markets in developing countries; Paradigms of Labour Market Analysis- Classical, New Classical and dualistic economy; demand for labour in relation to size and pattern of investments; Supply of labour in relation to growth of labour force; Segmented labour markets –Discrimination in Labour market, Labour flexibility, Informal sector

Module II: Theories of Wage determination:

Classical, Neo-Classical, Marginal Productivity and modern theories; Collective bargaining and wage determination- Basic Postulates, Nature of bargaining process, Strategies and tactics, Model of Zeuthen, Dunlop, Ross, Pen and Hicks; Systems of Wage Payment, incentive wage payment, minimum wage, living wage and fair wage; wage differentials and wage regulation; Bonus systems and profit sharing; economy to high wages; wage policy; Salient features of trade union movements in India

Module III: Concept of Decent Work:

Concept, Measurement and Policy Response, Guy Standing idea of decent work, Conditions of work

Module IV: Introduction to Labour Statistics:

Labour Commissions in India: Recommendations of NCEUS, Employment mobility, labour migration and other emerging issues in labour sector in India.

Evaluation Scheme:

Components	P0 (Attendance)	C1	C2	C3	Mid Term	ET	Total
Weight-age (%)	5	10	10	10	15	50	100

Text & References:

T. N. Bagoliwal: *Economics of Labour and Industrial relations*

A.M. Carter and F. Ray Marshal: *Labour Economics, Wages, Employment & Trade Unionism*

COMPARATIVE ECONOMIC DEVELOPMENT

Course Name	Course Code	LTP	Credit	Semester
Comparative Economic Development	BAE 508	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	Develop the understanding of key comparative economic theories- Kuznets's, Lewis and Gerschenkron's.
CLO 2	Elaborate the key factors of the agricultural revolution experienced by Great Britain and the rise of Industries.
CLO 3	Clearly illustrate the development process of US economy- the great depression, Marshall plan.
CLO 4	Assess how development of Japanese economy was different in terms of: Role of state, Agricultural Development and Industrial growth.

B. SYLLABUS

Course Objective:

The objective of this course is to make a comparative study of the economic development among the developed countries- Britain, German, USA, Japan & USSR. The student will also get to know about the role of the state in economic development.

Course Contents:

Module I:

Perspectives on Comparative Economic Development: (a)Features of and trends in Modern Economic Growth -- a brief discussion of Kuznets' findings (b) Gerschenkron's hypothesis of Economic Development in Historical Perspective.

Module II

An overview of economic development of the countries selected for case studies -- Britain, U.S.A., Japan and USSR. Major features of structural changes and their interrelations- labour, productivity, capital formation, output, consumption, income and distribution of income.

Module III

Changes in the structure of agriculture and economic development -- Britain, Japan and U.S.S.R. Role and pattern of industrialisation in Britain, Japan and U.S.S.R

Module IV

Labour markets and processes - Britain and Japan Financial institutions and economic development in U.S.A and Japan

Module V

Foreign trade and economic development -- Britain, Japan and USA. Role of the State in economic development (regulatory and developmental role) -- Japan, USA and USSR

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
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Weightage (%)	5	5	5	15	70
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Text:

- Richard A. Easterlin, Davis and Parker (1972) American Economic Growth: An economist's History of the United States. Harper & Row Chs. 1, 9, 14 and 17.
- Maurice Dobb (1977), Soviet Economic Development since 1917 ed.6, Routledge & Kegan Paul, Chs. 9, 10
- Paul R Gregory and Robert C. Stuart (1986), Soviet Economic Structure and Performance, Harper & Row (3rd ed) Chs. 1, 4, 5 & 7.
- E.J. Hobsbawm (1968), Industry and Empire: An Economic History of Britain since 1750. Weidenfeld & Nicholson, Chs.1, 2, 3, 5, 6.
- Richard Tilly, "German Banking" in Journal of European Economic History, 1986, Vol. 15. No.1. S. Kuznets(1966) Modern Economic Growth: Rate Structure and Spread

References:

- W.W. Lockwood (1966), Economic Development of Japan, Expanded edition, Princeton University Press, Chs.6,7 & 10
- Peter Mathias (1983), The First Industrial Nation, An Economic History of Britain, 1700- 1914. 2nd edn, Methuen Chs.1, 3, 8 and 15.
- Roderick Floud and D. McCloskey (ed) (1981), Economic History of Britain Since 1700, Cambridge University Press, (2nd ed) Ch. 12.
- T. Nakamura (1983) Economic Growth in Pre-War Japan, Tr. by Robert A Feldman, Yale University Press, Chs. 1, 2, 3, 5 and 6.
- Alec Nove (1969) An Economic History of USSR, Penguin, 1969, Chs.5,6,7,8

ECONOMIC ANALYTICS –I

Course Name	Course Code	LTP	Credit	Semester
Economic Analytics-I	BAE 509	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	Understand basic econometric concepts & appraise econometric methodology.
CLO 2	Comprehend & analyze the use of econometric tools with data.
CLO 3	Analyze the data issues involved in formation of Multiple Linear Regression model.
CLO 4	Assess the impact of various information on economic through econometric analysis.
CLO 5	Critically examine the issues involved in the specification of OLS Model.

B. SYLLABUS

Course Objective: This course introduces students to the field of Analytics and enables them to learn how to perform economic analysis using various softwares available. It also introduces students to the basics of softwares: Excel and Eviews. The course is applied in nature and aims at helping a student to learn the complexities involved in solving real world economic problems. The course will limit itself to Descriptive Statistics, Modeling of Simple Linear Regression, Hypothesis Testing and Introductory Multiple Linear Regression. The methodology of teaching will involve taking a real world dataset and conducting analysis of the same using software. The interpretation of the output will be discussed and explained to the students, Students will also be taught how to handle the issues emerged while solving the problem and how to improve the solution.

Course Contents:

Module 1- Introduction to Analytics: Introduction to Analytics, Importance of Analytics in Economics, Data & Types of Economic Data, Data Levels & Measurement, Appropriate Descriptive Statistics, Graphs and Tests according to different level of data.

Module 2- Basic Introduction to Statistical Softwares: Introduction to Excel and Eviews; Creating a file using, Graphing data and calculation of Descriptive Statistics.

Module 3- Simple Linear Regression Model, Interval Estimation & Hypothesis Testing: Plotting the Data, Estimation of Simple Regression, Plotting the Least Squares Residuals and Interpretation & Prediction Using Excel, Interval Estimation: Automatic interval estimates, & constructing interval estimates, Hypothesis Testing: Right-Tail tests, Left-Tail tests, Two-Tail tests.

Module 4- Goodness-of-Fit and Modelling Issues: Measuring Goodness-of-Fit: Calculating R^2 , Covariance and correlation Analysis, Residual Diagnostics: Testing Normality. Modeling Issues: Scaling the data, The log-linear model, The linear-log model, The log-log model.

Module 5- Multiple Linear Regressions: Calculation of Basic MLR Statistics, Interpretation, & Prediction, Confidence Intervals, Hypothesis Testing and Goodness-of-Fit.

Text & References:

- Damodar Gujarati (2011), Econometrics by Example, Palgrave Macmillan, U.K.
- Asli K. Ogunc & R. Carter Hill, Using Excel For Principles of Econometrics, Third Edition, John Wiley & Sons, Inc.

COMMUNICATION SKILLS – III

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS501	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Course Objective:

To equip the participant with linguistic skills required in the field of science and technology while guiding them to excel in their academic field.

Course Contents:

Module I:

Reading Comprehension
Summarising
Paraphrasing

Module II:

Essay Writing
Dialogue Report

Module III:

Writing Emails
Brochure
Leaflets

Module IV:

Vowels
Consonants
Accent and Rhythm
Accent Neutralization
Spoken English and Listening Practice

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Effective English for Engineering Students, B Cauveri, Macmillan India
- Creative English for Communication, Krishnaswamy N, Macmillan
- A Textbook of English Phonetics, Balasubramanian T, Macmillan

BEHAVIOURAL SCIENCE - V (INDIVIDUAL, SOCIETY AND NATION)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - V	BSS 503	1:0:0	1	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences& Personality

Personality: Definition& Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:

- Identifying Long-term choices and goals
- Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour

FRENCH – V

Course Name	Course Code	LTP	Credit	Semester
French-V	FLN 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To furnish some basic knowledge of French culture and civilization for understanding an authentic document and information relating to political and administrative life

Course Contents:

Module D: pp. 131 – 156 Unités 10, 11

Contenu lexical:

Unité 10: Prendre des décisions

1. Faire des comparaisons
2. décrire un lieu, le temps, les gens, l'ambiance
3. rédiger une carte postale

Unité 11: faire face aux problèmes

1. Exposer un problème.
2. parler de la santé, de la maladie
3. interdire/demander/donner une autorisation
4. connaître la vie politique française

Contenu grammatical:

1. comparatif - comparer des qualités/ quantités/actions
2. supposition : Si + présent, futur
3. adverbe - caractériser une action
4. pronom "Y"

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- **le livre à suivre: Campus: Tome 1**

GERMAN - V

Course Name	Course Code	LTP	Credit	Semester
German-V	FLG 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

- To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.
- To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany
- Introduction to Advanced Grammar and Business Language and Professional Jargon

Course Contents:

Module I: Genitive case

Genitive case – Explain the concept of possession in genitive
Mentioning the structure of weak nouns

Module II: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

Module III: Reflexive verbs

Verbs with accusative case
Verbs with dative case
Difference in usage in the two cases

Module IV: Verbs with fixed prepositions

Verbs with accusative case
Verbs with dative case
Difference in the usage of the two cases

Module V: Texts

A poem 'Maxi'
A text Rocko

Module VI: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;
Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – V

Course Name	Course Code	LTP	Credit	Semester
Spanish-V	FLS 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students, acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I:

Revision of earlier semester modules

Module II:

Future Tense

Module III:

Presentations in English on
Spanish speaking countries'
Culture
Sports
Food
People
Politics
Society
Geography

Module IV:

Situations:
En el hospital
En la comisaria
En la estacion de autobus/tren
En el banco/cambio

Module V:

General revision of Spanish language learnt so far.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation
I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras, Greenfield

CHINESE – V

Course Name	Course Code	LTP	Credit	Semester
Chinese-V	FLC 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

What English words come from Chinese? Some of the more common English words with Chinese roots are ginseng, silk, dim sum, fengshui, typhoon, yin and yang, T'ai chi, kung-fu. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I:

Drills
Dialogue practice
Observe picture and answer the question.
Pronunciation and intonation.
Character writing and stroke order

Module II:

Intonation
Chinese foods and tastes – tofu, chowmian, noodle, Beijing duck, rice, sweet, sour....etc. Learning to say phrases like – Chinese food, Western food, delicious, hot and spicy, sour, salty, tasteless, tender, nutritious, good for health, fish, shrimps, vegetables, cholesterol is not high, pizza, milk, vitamins, to be able to cook, to be used to, cook well, once a week, once a month, once a year, twice a week.....
Repetition of the grammar and verbs taught in the previous module and making dialogues using it.
Compliment of degree “de”.

Module III:

Grammar the complex sentence “suiran ... danshi....”
Comparison – It is colder today than it was yesterday.....etc.
The Expression “chule....yiwai”. (Besides)
Names of different animals.
Talking about Great Wall of China
Short stories

Module IV:

Use of “huozhe” and “haishi”
Is he/she married?
Going for a film with a friend.

Having a meal at the restaurant and ordering a meal.

Module V:

Shopping – Talking about a thing you have bought, how much money you spent on it? How many kinds were there? What did you think of others?

Talking about a day in your life using compliment of degree “de”. When you get up? When do you go for class? Do you sleep early or late? How is Chinese? Do you enjoy your life in the hostel?

Making up a dialogue by asking question on the year, month, day and the days of the week and answer them.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader ” Part-II Lesson 39-46

Semester-VI

PUBLIC FINANCE

Course Name	Course Code	LTP	Credit	Semester
Public Finance	BAE 601	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	Understand and analyse the role of Governments in the modern mixed economies.
CLO 2	Demonstrate knowledge of how public expenditure affects economic development and how is this administered by govt.
CLO 3	Evaluate characteristics of a good tax system, revenue and expenditures of the Government and understand how Tax structure has evolved over years in India.
CLO 4	Appraise Different Budgetary tools & Evaluate Budgetary policies.
CLO 5	Appraise the impact of changes in fiscal policy on the economy, how initiatives and regulations in fiscal planning helps the economy.

B. Syllabus

Course Objective:

This subject is primarily aimed at introducing principles of public finance, role of different governments, public expenditure, taxation, budget and fiscal policy in India. The government plays different roles and performs varied functions which are different from earlier societies. In this context the public financial functions of the government need to be understood by a student, by studying the relevant theory and empirical analysis.

Course Contents:

Module I: Introduction

Nature, Scope and Importance, Theory of Maximum Social Advantage, Private goods, Public goods and Merit goods; Role of government in managing the economy under different economic systems – Social Welfare Function; Theory of Public goods - Market failure - Externalities - problems in allocation of resources - theoretical developments in Demand revelation for social goods -Public choice.

Module II: Public Expenditure

Theories of Public Expenditure -Structure and growth of public expenditure - Criteria for public investment - Income Redistribution – Expenditure Programmes for the poor - Social Insurance: Unemployment Insurance, Health Care, and Education - Social cost-benefit analysis - benefit estimation and evaluation.

Module III: Taxation

Theory of Taxation - Benefit and ability-to-pay approaches - Indian Direct and Indirect Taxes - Effects of taxation - Requirements of a sound tax system - Canons of taxation - Tax reforms - Evaluation of Tax Reforms -Taxation Incidence and alternative concepts of Incidence.

Module IV Budgeting and Debt

Budget - Concept of PPB - Zero-based Budgeting - Cash budgeting : Cash management and Treasury functions in Government - Deficit Budgeting - Types of Deficits - Public Debt: Trends and composition of Indian Public Debt: Instruments - Treasury bills, bonds and other securities, Debt management - Methods of debt redemption.

Module V: Fiscal Policy

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

Text:

- Musgrave, R.A. and P.B. Musgrave (1976), Public Finance in Theory and Practice, 3rd edition, McGraw-Hill Kogakusha, Tokyo.
- Raghbendra Jha : (1998), Modern Public Economics
- Rosen, Harway, S. - Public Finance, IVth Edn. Irwin.

References:

- Mueller, D.C. (1979), Public Choice, Cambridge University Press, Cambridge
- Brown, C.V. and Jackson - Public Sector Economics
- Raja J. Chellia et al. - Trends in Federal Finance
- D.N. Dwivedi, Readings in India Public finance
- Government of India, Report of the 13th Finance Commission
- Economic Survey, Government of India (latest).
- State Finances: A Study of Budgets, Reserve Bank of India (latest)

STRATEGIC MANAGEMENT

Course Name	Course Code	LTP	Credit	Semester
Strategic Management	BAE 602	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	Compare and contrast different perspectives that characterize strategy making;
CLO 2	Identify strategic issues and relevant external and internal factors that need to be addressed by the company;
CLO 3	Apply theories of strategic fit to the formulation of effective strategy for the dynamic environment; and
CLO 4	Analyze futuristic challenges that firms face in maintaining future strategic plans.

B. Syllabus

Course Objective:

The objective of this course is to develop an understanding of:

- The integrative role of all areas of management in business.
- The prescriptive and descriptive ideas of theorist's practitioners and researchers in the field.
- The principles of management and their relevance in business.
- The methods and techniques of strategic choice and strategic implementation over different industries
- Measurement of performance in various business and effect of strategies
- Difference between traditional and contemporary business management

Course Contents:

Module I: Introduction

Concept of Planning, Evolution of Strategic Management, Corporate Strategy, Patterns of Strategy Development, Levels of Strategy, Competitive scope and value chain

Module II: Strategic Analysis

Mission, Vision and Business Definition, Environmental Threat and Opportunity Profile (ETOP), Industry Analysis, Strategic Advantage Profile (SAP), Competitor analysis, market analysis, environmental analysis and dealing with uncertainty, scenario analysis and SWOT Analysis.

Module III: Strategic Choice

Traditional Approach - Strategic Alternatives, Various models like BCG, GE Nine Cell Matrix, Hofer's Model, Strickland's Grand Strategy Selection Matrix, Basis of Choice; Michael Porter's Approach - Generic competitive strategies, Cost advantage, differentiation, technology and competitive advantage, substitution, competitor, complementary products and competitive advantage, strategic vision vs. strategic opportunism, Coevolving and patching.

Module IV: Offensive and Defensive Competitive Strategies

Industry scenarios, advantages and disadvantages of defensive strategies, advantages and disadvantages of offensive strategies.

Module V: Strategic Implementation

Operationalizing Strategy, Institutionalizing Strategy, Strategic Control, Balanced Scorecard – Concepts and applications in strategy implementation

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:**Text:**

- Azhar Kazmi, Business Policy and Strategic Management, 2nd Edition, Tata McGraw Hill.
- Kaplan Robert & Norton David P., 2001, Strategic Focused Organization, 1st Ed., Harvard Business School Press.

References:

- Pearce John A & Robinson R B, 1977, Strategic Management: Strategy Formulation and Implementation, 3rd Ed., A.I.T.B.S. Publishers & Distributors.
- Aaker David, Strategic Market Management, 8th Ed., John Wiley and Sons
- Regular reading of all latest Business Journals: HBR, Strategist, Business World, Business India, Business Today.
- Porter Michael, Competitive Advantage: Creating and sustaining superior performance, Free press.
- Thomson & Strickland, Business Policy and Strategic Management, 14th Ed., Tata Mc Graw Hil

BUSINESS INFORMATION & DATA BASE SYSTEM

Course Name	Course Code	LTP	Credit	Semester
Business Information & Data Base System	BAE 603	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	Explain key concepts, need and typology of management information system.
CLO 2	Understand the database management system
CLO 3	Explain the customer relationship management, data warehousing and data mining.
CLO 4	Explain the concepts of database system architecture and database security.

B. Syllabus

Course Objective:

The aim of this course is to introduce the students to the managerial issues relating to information systems, its role in organization and how information technology can be leveraged to provide business value.

Course Contents:

Module I

MIS need and concepts, characteristics, Typology of MIS, Structure of MIS. Planning for MIS, System Development Methodologies, Conceptual and detailed designs of MIS, System Implementation strategies and process, System Evaluation and Maintenance

Module II

Introduction to data base management system- Data versus information, record, file; data dictionary, database administrator, functions and responsibilities, file-oriented system versus databases system

Module III

Advanced Concepts in Information Systems: Enterprise Resource Planning, Supply Chain Management, Customer Relationship Management, Data, Warehousing and Data Mining

Module IV

Database system architecture- Introduction, schemas, sub schemas and instances; data base architecture, data independence, mapping, data models, types of database systems

Module V

Data base security- Threats and security issues, firewalls and database recovery; techniques of data base security; distributed data base.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text:

- James, A. O'Brien, Introduction to Information Systems, Tata McGraw-Hill Publishing Co. Ltd., New Delhi, 2005.
- Kenneth C. Laudon and Jane P. Laudon, Management Information Systems, Prentice-Hall of India, New Delhi, 9th Edition, 2006.

References:

- Navathe, Data Base System Concepts 3rd, McGraw Hill.
- Date, C.J., An Introduction to Data Base System 7ed, Addison Wesley.
- Singh, C.S., Data Base System, New Age Publications, New Delhi.

DISSERTATION

Course Name	Course Code	LTP	Credit	Semester
Dissertation	BAE 604	0:0:7	6	6

A. Course Learning Outcomes (CLO)

CLO 1	Understand characteristics of quantitative and qualitative research.
CLO 2	Identify and define a research problem.
CLO 3	Solve a research problem by independently undertaking a research study.

B. SYLLABUS

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Work out various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.

- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

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Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary**.
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?

10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: (Based on Abstract, Regularity, Adherence to initial plan, Records etc.)	40%
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Final Evaluation: Based on,	60%
Contents & Layout of the Report,	25
Conceptual Framework,	10
Objectives & Methodology and	10
Implications & Conclusions	15

BUSINESS ETHICS & CORPORATE GOVERNANCE

Course Name	Course Code	LTP	Credit	Semester
Business Ethics & Corporate Governance	BAE 605	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	Demonstrate an understanding of business ethics.
CLO 2	Develop various corporate social Responsibilities and practice the same in their professional life.
CLO 3	Demonstrate various ethical codes while working in a professional environment.

B. SYLLABUS

Course Objective:

The objective of the course is to help the students understand the nature of business ethics and issues in corporate governance and its application to the Indian corporate scene.

Course Contents:

Module I

Introduction to Business Ethics, ethics, Morals and values, Concepts of Utilitarianism and Universalism- Theory of rights, Theory of justice- Virtue ethics- ethics of care- Law and Ethics- the Nature of Ethics in Management- Business Standards and Values- Value Orientation of the firm.

Module II: Typical Problem in Business Ethics

Environmental Pollution & Society- marketing Ethics (in Products, Pricing, Promotion and Place) and Consumer protection- Ethics in Human Resources Management (Recruitment and promotion policies, Working Conditions, Down Sizing Workforce).

Module III: Complexity of Ethical Issues

Conflicts in decision making from ethical and economic point of view- Ethical Dilemma- Solving ethical dilemma Managerial integrity and decision making.

Module IV: Corporate Governance

History of Corporate form and models- Corporate Objectives and goals, ownership pattern- Issues in Managing public limited firms- Agency problems.

Module V: Internal Corporate Governance Mechanism

Board of Directors- Functional Committees of Board; Code of Conduct, whistle blowers.

Module VI: External Corporate Governance Mechanism

Regulators, Gate keepers, Institutional Investors, Corporate raiders & Corporate Governance in India.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text & References:

Text:

- Business Ethics: Concepts & Cases, Velasques, M.G., PHI
- Corporate Governance, Eric Banks, John Wiley

References:

Corporate Governance, Fernando Pearson Education

ECONOMICS OF HEALTH AND EDUCATION

Course Name	Course Code	LTP	Credit	Semester
Economics of Health and Education	BAE 606	3:0:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Apply the microeconomic tools and concepts to the topics of health and education, including contemporary policy issues.
CLO 2	To equip you with the skills to be able to understand and critique economic evaluations of health care interventions, and to be able to apply these evaluation skills more generally (i.e., to any economic project appraisal).
CLO 3	To encourage you to develop analytical and decision-making skills, including modest technical and quantitative proficiencies.

B. SYLLABUS

Course Objective:

The importance of education and health in improving well being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyse, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Contents:

Module I: Definition and Scope

Health, good health and quality of life; Determinants of good health; Measurement of health status; Mortality, morbidity and —HALY family of summary measures QUALY

Module II: Demand for Health

Demand for health and demand for medical care. Supplier induced demand; Production of health care, providers- physicians, hospitals and pharmaceuticals; Role of technological change in health care; Sustainability, equity-efficiency trade off

Module III: Economics of Education

Meaning, nature and scope; Education and economic development; Educational indicators; Educational production function. Education planning techniques, Effects of Education on levels of earnings and value based education

Module IV: Education in India

Indian perspective to education, Sarva Shiksha Abhiyan, Right to Education and Legislations relating to Right to Education with special reference to Constitutional provisions/Preamble. Higher Education in India: Issues, Concerns and New Directions

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
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Weightage (%)	5	5	5	15	70
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Text:

William, Jack, Principles of Health Economics for Developing Countries, World Bank Institute Development Studies, 1999.

References:

- World Development Report, Investing in Health, The World Bank, 1993.
- Charles Phelps - Health economics
- Clewer, Ann and David Perkins 1998 – Economics for health care management

HUMAN RESOURCE DEVELOPMENT

Course Name	Course Code	LTP	Credit	Semester
Human Resource Development	BAE 607	3:0:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Explain human resources development (HRD) and its theories, the difference between education, training, learning and the concept of the transfer of learning;
CLO 2	Critique the relationship between organisational development (OD) and HRD contribution to organisational effectiveness;
CLO 3	Apply and evaluate a learning process starting with training needs analysis to assessment and evaluation process;
CLO 4	Evaluate the HRD role dealing with contemporary challenges.

B. SYLLABUS

Course Objective:

The objective of this paper is to equip the students with theoretical concepts, methodology and process of reasoning involved in analysing economic behaviour of individuals, firms and markets. The role of public -private investment in context of human capital, issues of health insurance, financing and functioning of the market for human resources is discussed.

Course Contents:

Module I

Human Resource Development (HRD): Concept; Functions; Traditional and Modern approaches; Human

Resource Development and Manpower Planning. Role of Health and Education in Human Development.

Importance in poverty alleviation

Module II

Human Capital: Concept; Problems of measurement; Role of public and private investment in human capital formation; Economics of education (formal, informal, on the job training and re-training). Rate of return to education: private and social. Education Sector in India: An Overview. Literacy rates, school participation, school quality measures.

Module III

Functioning of Market for Human Resources: Internal allocation and brain drain, Asymmetric Information and Functioning of the Human Resource Market; Migration (Theories and the emerging challenges); Managing Human Resources. Demand and supply forecasting, wages, incentives - productivity relationship, economics of discrimination.

Examination Scheme:

Components	P0 (Attendance)	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

Text:

- Kempton, John : Human Resource Management and Development: Current Issues and Themes. McMillan, London
- Sayeed M.: Human Resource Accounting, D,K.Kulshreshtha, Anmol Publications, New Delhi

- Campbell, R McDonnel: Contemporary Labor Economics, McGraw – Hill Book Company, New York and Brue Stanley, L

References:

- World Development Report : Investing in Health. The World Bank, 1993.
- William, Jack: Principles of Health Economics for Developing Countries, World Bank Institute Development. Studies, 1999
- Venkata Ratnam, C S: Globalization and Labour-Management Relations:Dynamics

ECONOMIC ANALYTICS –II

Course Name	Course Code	LTP	Credit	Semester
Economic Analytics –II	BAE 608	3:0:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Deal with Issues in the Modeling of Multiple Regressions, Simultaneous Equation, Qualitative and Dependent Variables and Time Series Data.
CLO 2	Demonstrate basic knowledge statistical software: Stata & SPSS.
CLO 3	Undertake small projects involving complexities of real-world economic problems.

Course Objective: This course is an extension of Economic Analytics I and deals with Issues in Modelling of Multiple Regressions, Simultaneous Equation, Qualitative and Dependent Variables and Time Series Data. It also introduces students to the basics of software: Stata. Like Economic Analytics I this course too is applied in nature and aims at helping a student to learn the complexities involved in solving real world economic problems. The methodology of teaching will involve taking a real world dataset and conducting analysis of the same using software. The interpretation of the output will be discussed and explained to the students, Students will also be taught how to handle the issues emerged while solving the problem and how to improve the solution.

Course Contents:

Module 1- Multiple Linear Regressions: Review of Multiple Linear Regression, Model Specification: Selection of Variables and Transformation of Variables, Omitted variables, Transformation for Regression & choice of the model, Regression on standardized variables, Multicollinearity: Impact, Detection and Remedial Measures, Heteroscedasticity: Impact, Detection and Handling of Heteroscedasticity, Autocorrelation: Impact, Detection and treatment of Autocorrelation.

Module 2- Basics of R: Introduction to R, Data Management in R, Graphs in R, Regression with R.

Module 3- Simultaneous Equation Models: Introduction, Identification Problem, Recursive Models (SEM), Indirect Least Square (ILS), 2SLS & 3SLS Models with Stata.

Module 4- Qualitative and Limited Dependent Variable Models: Models with Binary Dependent Variables, The linear probability model, Least squares estimation of the linear probability model.

Module 5- Time Series Models: Introduction to Time Series Models, Stationary and Non-stationary time series, UNIT ROOT & Augmented Dickey-Fuller unit-root test, Integration, Co-integration & Error Correction Model, Engle-Granger Test, VEC and VAR Models, Estimating a VEC Model, Estimating VAR.

Text & References:

Damodar Gujarati (2011), Econometrics by Example, Palgrave Macmillan, U.K.

Asli K. Ogunc & R. Carter Hill, Using Excel For Principles of Econometrics, Third Edition, John Wiley & Sons, Inc.

Bachelor of Arts (Honours) - History

Programme Code: BHH (3 Years)

Programme Structure

And

Curriculum & Scheme of Examination

2020-2023

AMITY SCHOOL OF LIBERAL ARTS

**AMITY UNIVERSITY RAJASTHAN
JAIPUR**

PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit MODULEs attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	70

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

July 2019

CBCS PROGRAMME STRUCTURE

Bachelor of Arts (Honours) – History (2020-2023)

Program Learning Outcomes (PLO)

- Explain and analyze a key historical event or process in the area and during the period under study
- Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class
- Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- Think critically about the varieties of experience found in the historical record of the United States, exploring diversity as a critical component of history.

Credits Summary

B.A. History UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non-Teaching Credit Courses (NTCC)	Total
I	12	3	6			21
II	16	3	6	3		28
III	12	3	6	3		24
IV	12	3	6	3	6	30
V	13	4	2	3		21
VI	12	4			3	19
Total	77	20	26	12	9	143

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE
Non - Teaching Credit Courses (NTCC)	NTCC

PROGRAMME STRUCTURE
BA (Hons.) HISTORY

FIRST SEMESTER

Code	Course	Categ	L	T	P/FW	Credit
BHH 101	History of India-I	CC	3	0	0	3
BHH 102	Social Formations and Cultural Patterns of the Ancient World	CC	3	0	0	3
BHH 103	Economic History of India	CC	3	0	0	3
BHH 104	History of Latin America (c. 1500 – 1960)	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 105	Constitutional History	DE	3	0	0	3
BHH 106	World Civilizations	DE	3	0	0	
VALUE ADDED						
BCS 101	English- I	VA	1	0	0	1
BSS 103	Behavioral Science-I Understanding Self for Effectiveness	VA	1	0	0	1
AND 001	Anandam-I	NTCC				2
Foreign Language-I (Select any One)		VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
Total						21

Head of the Institute:

SECOND SEMESTER

Code	Course	Category	L	T	P/F W	Credit
BHH 201	History of India-II	CC	3	0	0	3
BHH 202	Social Formations and Cultural Patterns of the Medieval World	CC	3	0	0	3
BHH 203	History of Contemporary India	CC	3	0	0	3
BHH 204	Social and Political History of Rajasthan	CC	3	0	0	3
EVS 001	Environment Studies	CC	4	0	0	4
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 205	Civil Services in India – History and Scope	DE	3	0	0	3
BHH 206	History of Temple Architecture	DE	3	0	0	
VALUE ADDED						
BCS 201	English-II	VA	1	0	0	1
BSS 203	Behavioral Science-II Problem Solving and Creative Thinking	VA	1	0	0	1
AND 002	Anandam-II	NTCC				2
Foreign Language-II (Select any One)		VA	2	0	0	2
FLN 201	French					
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	Open Elective	OE				3
	Total					28

THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 301	History of India-III (c. 750-1206)	CC	3	0	0	3
BHH 302	History of Southeast Asia – The 19 th Century	CC	3	0	0	3
BHH 303	History of England –1900 to 2000 A.D.	CC	3	0	0	3
BHH 304	Rise of Modern West-I	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 305	History of U.S.A.	DE	3	0	0	3
BHH 306	History of USSR	DE	3	0	0	
VALUE ADDED						
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 303	Behavioral Science-III Interpersonal Communication and Relationship Management	VA	1	0	0	1
AND 003	Anadam-III	NTCC				2
Foreign Language-III (Select any One)		VA	2	0	0	2
FLN 301	French					
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	Open Elective	OE				3
Total						24

FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 401	History of India- IV (c. 1206-1550)	CC	3	0	0	3
BHH 402	Rise of Modern West-II	CC	3	0	0	3
BHH 403	History of Fascism	CC	3	0	0	3
BHH 404	History of southeast Asia- 20 th century.	CC	3	0	0	3
BHH 405	Internship	NTCC	0	0	0	6
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 406	History of Africa	DE	3	0	0	3
BHH 407	History of China and Japan A.D. 1840-1945	DE	3	0	0	
VALUE ADDED						
BCS 401	Communication Skills–II	VA	1	0	0	1
BSS 403	Behavioral Science-IV Group Dynamics and Team Building	VA	1	0	0	1
AND 004	Anandam-IV	NTCC				2
Foreign Language-IV (Select any One)		VA	2	0	0	2
FLN 401	French					
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
	Open Elective					3
Total						30

FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit
BHH 501	History of India-V (c. 1550-1605)	CC	3	0	0	3
BHH 502	Indian Archaeology	CC	3	0	0	3
BHH 503	Outlines of History of South India	CC	3	0	0	4
BHH 504	History of India-VI (c. 1750-1857)	CC	3	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 505	Major Sources of Indian History	DE	3	1	0	4
BHH 506	History of Nazism	DE	3	1	0	
VALUE ADDED						
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 503	Behavioral Science-V Individual, Society and Nation	VA	1	0	0	1
Foreign Language-V (Select any One)		VA	2	0	0	2
FLN 501	French	VA				
FLG 501	German	VA				
FLS 501	Spanish	VA				
FLC 501	Chinese	VA				
Open Elective		OE				3
	Total					21

SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BHH 601	History of India-VII (c. 1605-1750)	CC	3	0	0	3
BHH 602	History of India-VIII (c. 1857-1950)	CC	3	0	0	3
BHH 603	History of Subaltern (1800 A.D to 1947 A.D)	CC	3	0	0	3
BHH 604	Trend in Historical writing	CC	3	0	0	3
BHH 605	Dissertation	NTCC	0	0	0	3
DE Electives: Student has to select 1 course from the list of following DE electives						
BHH 606	Major Revolutions and Revolutionary Thoughts	DE	3	1	0	4
BHH 607	Gender & History	DE	3	1	0	
Total						19

AMITY UNIVERSITY RAJASTHAN

B.A. HISTORY SYLLABUS UNDER CBCS

(With effect from 2021-2024)

FIRST SEMESTER

HISTORY OF INDIA-I

Course Name	Course Code	LTP	Credit	Semester
HISTORY OF INDIA-I	BHH 101	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	Overview of the political conditions and scenario of India in early ancient times.
CLO 2	Understand causes and consequences of various religious revolutions.
CLO 3	Examine the causes and consequences of growth of trade and commerce

B. Syllabus

MODULE I: Reconstructing Ancient Indian History

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction.
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions).

MODULE II: Pre-historic hunter-gatherers

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

MODULE III: The advent of food production

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

MODULE IV: The Harappan civilization:

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

MODULE V: Cultures in transition-settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

ESSENTIAL READINGS

D. P. Agrawal, *The Archaeology of India*, 1985

Bridget & F. Raymond Allchin, *The Rise of Civilisation in India and Pakistan*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B.

N. Mukherjee, 1996.

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.

Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

SUGGESTED READINGS

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.

Rajan Gurukul, *Social Formations of Early South India*, 2010.

R. Champakalakshmi, *Trade. Ideology and urbanisation: South India 300 BC- AD 1300*, 1996.

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Course Name	Course Code	LTP	Credit	Semester
Social Formations and Cultural Patterns of the Ancient World	BHH 102	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	Identify the process of human social formation
CLO 2	Analyse and critically evaluate the early settlements and their growth
CLO 3	Evaluate the causes of the rise and fall of various ancient civilizations
CLO 4	Study the impact of the various ancient civilizations on human and his story

B. Syllabus

MODULE I: Evolution of humankind; Palaeolithic and Mesolithic cultures.

MODULE II: Food production: beginnings of agriculture and animal husbandry.

MODULE III: Bronze Age Civilisations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); iv) Eastern Mediterranean (Minoan)—Economy, social stratification, state structure, religion.

MODULE IV: Nomadic groups in Central and West Asia; ‘Debate’ on the advent of iron and its implications

MODULE V: Slave society in ancient Greece: agrarian economy, urbanisation, trade.

MODULE VI: *Polis* in ancient Greece: Athens and Sparta; Greek Culture.

ESSENTIAL READINGS

Burns and Ralph. *World Civilisations*.

Cambridge History of Africa, Vol. I.

V. Gordon Childe, *What Happened in History*.

G. Clark, *World Prehistory : A New Perspective*.

B. Fagan, *People of the Earth*.

Amar Farooqui, *Early Social Formations*.

M. I. Finley, *The Ancient Economy*.

Jacquetta Hawkes, *First Civilisations*.

G. Roux, *Ancient Iraq*.

Bai Shaoyi, *An Outline History of China*.

H. W. F. Saggs, *The Greatness that was Babylon*.

B. Trigger, *Ancient Egypt : A Social History*.

UNESCO Series : *History of Mankind*, Vols. I – III./ or New ed.
History of Humanity.

R. J. Wenke, *Patterns in Prehistory*.

SUGGESTED READINGS

G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World*.

J. D. Bernal, *Science in History*, Vol. I.

V. Gordon Childe, *Social Evolution*.

Glyn Daniel, *First Civilisations*.

A. Hauser, *A Social History of Art*, Vol. I.

ECONOMIC HISTORY OF INDIA (1757 to 1947)

Course Name	Course Code	LTP	Credit	Semester
ECONOMIC HISTORY OF INDIA (1757 to 1947)	BHH 103	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	The learner will be able to understand the economic changes that determined the course of Indian history in the modern period.
CLO 2	Analyze how these changes had a major impact on other parts of the world.
CLO 3	Examine the significant problems, ideologies and events and explain their consequences.
CLO 4	Formulate ideas and interpretations through assignments and presentations.

B. Syllabus

MODULE I: Introduction: Colonial India: Background and Introduction Overview of colonial economy, Macro Trends National Income; population; occupational structure.

MODULE II: Agriculture Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.

MODULE III: Railways and Industry Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.

MODULE IV: Economy and State in the Imperial Context, The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Selected Readings:

1. Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in Early 20th Century India, Indian Economic and Social History Review (IESHR), pp. 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914: A People's History of India, Vol.28, Tulika
6. Dharma Kumar, Cambridge Economic History of India: Vol. II C.1757,-1970, CUP, 1983

HISTORY OF LATIN AMERICA (C. 1500 – 1960s)

Course Name	Course Code	LTP	Credit	Semester
History of Latin America (C. 1500 – 1960s)	BHH 104	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	Identify the process of colonisation of Latin America
CLO 2	Analyse and critically evaluate the African slave trade
CLO 3	Evaluate the causes of the rise of Latin American Nationalism in the 19 th Century
CLO 4	Study the impact of the US hegemony

B. Syllabus

Module I: Conquest of America and its Repercussions, with special reference to Mexico and Peru.

Module II: Economic Transformations: [a] Mining. [b] Trade [c] Agriculture and forests,
Social Transformation: [a] Decimation of indigenous peoples, b] Demographic changes, [c] Emergence of new social classes.

Module III: Bolivar's Vision and the Emergence of New States in the first half of the 19th Century, Protests and Rebellions: [a] Peasants, [b] Labour, [c] Indigenous communities

Module IV: Assertion of the U.S. Hegemony in the Twentieth Century.

ESSENTIAL READINGS

F. Ade Ajayi (ed.), *UNESCO General History of Africa*, Vol. VI, 1989, relevant sections only.

Ralph Austen, *African Economic History*.

Leslie Bethell, ed., *Cambridge History of Latin America*, 10Vols., 1984-95, relevant chapters.

A.A. Boahen, ed., *Cambridge History of Latin America*, 10 Vol. VII, 1985, relevant sections only.

Michael Crowder, ed., *Cambridge History of Africa*, Vol. VIII, 1984

Basil Davidson, *Africa in Modern History* (1978)

E. Flint (ed.), *Cambridge History of Africa*, Vol. V, 1976, relevant sections only.

Charles Gibson, *The Aztecs under Spanish Rule*, 1964.

Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America*, 19690.

A.G. Hopkins, *An Economic History of West Africa*.

A. Mazrui (ed.), *UNESCO General History of Africa*, Vol. VIII, 1993, relevant sections only.

Rudolfo Stavenhagen, *Agrarian Problems and Peasant Movements in Latin America*, 1970.

Bob Sutcliffe and Roger Owen, eds., *Studies in the Theory of Imperialism*, 1972.

Rene Tana and Nicolas Spadacini, ed., *Amerindian Images and the Legacy of Columbus* (1992).

A.J. Temu and B. Swai, eds., *Historians and Africanist History: A Critique*, 1981.

Jan Vansina, *Paths in the Rainforest – Toward a History of Political Tradition in*

Equatorial Africa, 1990.

Nathan Wachtel, *The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes*, 1977.

John Womack, *Zapata and the Mexican Revolution*, 1972.

DOMAIN ELECTIVES

CONSTITUTIONAL HISTORY

Course Name	Course Code	LTP	Credit	Semester
Constitutional History	BHH 105	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	Identify the various early laws in English colonies.
CLO 2	Analyse and critically evaluate the legal reforms of Cornwallis and Warren Hastings.
CLO 3	Evaluate the causes of the legal reforms of the 19th century.
CLO 4	Study the development of the 20th century legal system in India.

B. Syllabus

Module I: Emergence of East India Company: Colonialism and its nature in India; Administration of Justice in Presidency Towns (Settlements: Surat, Madras, Bombay and Calcutta) (1639 to 1726); Mayor's Court under charter 1726 and 1753; Regulating Act, 1773; Pitts India Act, 1784;

Module II: Warren Hastings: Judicial Plans of 1772, 1774 and 1780; Lord Cornwallis: Judicial Plans of 1787, 1790 and 1793; Lord William Bentinck (With special focus on Appraisal of Criminal law) .

Module III: Codification of Laws: Charter of 1833, The First Law Commission, the Charter of 1853, The Second Law Commission; Establishment of High Courts, 1861; Privy Council : Appeals and working, Appraisal of Privy Council; Federal Court: Under the Government of India Act 1935,

Module IV: The Indian Councils Act, 1861; The Indian Councils Act, 1892; The Indian Councils Act, 1909; The Government of India Act 1919; The Government of India Act, 1935, The Constituent assembly, framing of the constitution

Suggested Readings

- M.P. Jain – Outlines of Indian Legal & Constitutional History
- M.P. Singh – Outlines of Indian Legal & Constitutional History
- N.V.Paranjape – Indian Legal & Constitutional History
- V.D. Kulshreshtha – Landmarks of Indian Legal and Constitutional History

DOMAIN ELECTIVES

WORLD CIVILIZATIONS

Course Name	Course Code	LTP	Credit	Semester
World Civilizations	BHH 106	3:0:0	3	1

A. Course Learning Outcomes (CLO)

CLO 1	Identify the process of human social formation.
CLO 2	Analyse and critically evaluate the early settlements and their growth.
CLO 3	Evaluate the causes of the rise and fall of various ancient civilizations.
CLO 4	Study the impact of the various ancient civilizations on human and his story.

B. Syllabus

MODULE I: Meaning of Civilisation – Factors responsible for the origin of Civilisations. Indus Valley Civilisation – Mohenjodaro – Harappa – Town Planning - Art – Indus seal. Mesopotamian Civilisation – Sumerian Civilization: Invention of Wheel – Lunar Calender – Development of Cunneiform Writing – Religion – Babylonian Civilization: Code of Hammurabi – Nebuchadnezzar and Hanging Gardens of Babylon.

MODULE II: Egyptian Civilisation: Pharaoh – Pyramids – Script – Intellectual Achievements. Hebrew Civilisation: Religion – Law and Literature – Influence. Chinese Civilisation: Confucianism and Laoism – Principle and Practices.

MODULE III: Persian Civilisation: Darius, the Great – Zoroastrianism – Battle of Maraton. Greek Civilisation: Growth of City States: Athens: Democracy – Sparta Philosophy: Socrates, Plato and Aristotle – Literature and Art.

MODULE IV: Hellenistic Civilisation: Alexander the Great – Philosophy – Literature and Art – Science. Roman Civilisation: The Roman Republic and Empire – Political Institutions – Law and Legal systems – Scientific and Cultural Contributions – Decline. Christianity: The Holy Bible – Rise of Islam: The Holy Koran – Hinduism: Bhagavat Gita – Sikhism: Adigranth

Readings List

1. Wallbank and Taylor: History of World Civilisation, Vols. I& II.
2. Brinton & Others: History of World Civilisation.
3. J.M.Roberts : Hutchinson's History of the World
4. Edward MacNall Burn : Western Civilisation vols. A.B.C. & others
5. Davis W.H.: An outlines of World History
6. Swain: World Civilisations
7. Davis, H.A : An Outline History of the World

ANANDAM-I

Type: Compulsory

Semester I

Course Name	Course Code	LTP	Credit	Semester
Anandam-I	AND001	0:0:2	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date

- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.

3. Conclusion is clearly stated. The underlying logic is explicit.

ENGLISH-I

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 101	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Course Objective:

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

Course Contents:

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar - II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

*** 30 hrs Programme to be continued for Full year**

BEHAVIOURAL SCIENCE - I

(UNDERSTANDING SELF FOR EFFECTIVENESS)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - I	BSS 103	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

MODULEs:01

Course Objective:

This course aims at imparting an understanding of:
Self and the process of self exploration
Learning strategies for development of a healthy self esteem
Importance of attitudes and its effect on personality
Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self
Components of Self – Self identity
Self concept
Self confidence
Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window
Mapping the key characteristics of self
Framing a charter for self
Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance
Components of self esteem
High and low self esteem
Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude
Components and Types of Attitudes
Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance
Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

FRENCH - I

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLN 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To familiarize the students with the French language

- with the phonetic system
- with the syntax
- with the manners
- with the cultural aspects

Course Contents:

Module A: pp. 01 to 37: MODULEÉs 1, 2, MODULEÉ 3 Object if 1, 2

Only grammar of MODULEÉ 3: object if 3, 4 and 5

Contenu lexical: MODULEÉ 1: Découvrir la langue française: (oral et écrit)

1. se présenter, présenter quelqu'un, faire la connaissance des autres, formules de politesse, rencontres
2. dire/interroger si on comprend
3. Nommer les choses

MODULEÉ 2: Faire connaissance

1. donner/demander des informations sur une personne, premiers contacts, exprimer ses goûts et ses préférences
2. Parler de soi: parler du travail, de ses activités, de son pays, de sa ville.

MODULEÉ 3: Organiser son temps

1. dire la date et l'heure

Contenu grammatical:

1. organisation générale de la grammaire
2. article indéfini, défini, contracté
3. nom, adjectif, masculin, féminin, singulier et pluriel
4. négation avec « de », "moi aussi", "moi non plus"
5. interrogation: Inversion, est-ce que, qui, que, quoi, qu'est-ce que, où, quand, comment, quel(s), quelle(s)
Interro-négatif: réponses: oui, si, non
6. pronom tonique/disjoint- pour insister après une préposition
7. futur proche

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN-I

Course Name	Course Code	LTP	Credit	Semester
German	FLG 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Course Contents:

Module I: Introduction

Self introduction: heissen, kommen, wohnen, lernen, arbeiten, trinken, etc.

All personal pronouns in relation to the verbs taught so far.

Greetings: Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht!, Danke sehr!, Danke!, Vielen Dank!, (es tut mir Leid!),

Hallo, wie geht's?: Danke gut!, sehr gut!, prima!, ausgezeichnet!,
Es geht!, nicht so gut!, so la la!, miserabel!

Module II: Interviewspiel

To assimilate the vocabulary learnt so far and to apply the words and phrases in short dialogues in an interview – game for self introduction.

Module III: Phonetics

Sound system of the language with special stress on Diphthongs

Module IV: Countries, nationalities and their languages

To make the students acquainted with the most widely used country names, their nationalities and the language spoken in that country.

Module V: Articles

The definite and indefinite articles in masculine, feminine and neuter gender. All Vegetables, Fruits, Animals, Furniture, Eatables, modes of Transport

Module VI: Professions

To acquaint the students with professions in both the genders with the help of the verb “sein”.

Module VII: Pronouns

Simple possessive pronouns, the use of my, your, etc.

The family members, family Tree with the help of the verb “to have”

Module VIII: Colours

All the color and color related vocabulary – colored, colorful, colorless, pale, light, dark, etc.

Module IX: Numbers and calculations – verb “kosten”

The counting, plural structures and simple calculation like addition, subtraction, multiplication and division to test the knowledge of numbers.

“Wie viel kostet das?”

Module X: Revision list of Question pronouns

W – Questions like who, what, where, when, which, how, how many, how much, etc.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH-I

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire the relevance of the Spanish language in today's global context, how to greet each other. How to present / introduce each other using basic verbs and vocabulary

Course Contents:

Module I

A brief history of Spain, Latin America, the language, the culture...and the relevance of Spanish language in today's global context.

Introduction to alphabets

Module II

Introduction to '*Saludos*' (How to greet each other. How to present / introduce each other).

Goodbyes (*despedidas*)

The verb *llamarse* and practice of it.

Module III

Concept of Gender and Number

Months of the years, days of the week, seasons. Introduction to numbers 1-100, Colors, Revision of numbers and introduction to ordinal numbers.

Module IV

Introduction to *SER* and *ESTAR* (both of which mean To Be). Revision of '*Saludos*' and '*Llamarse*'. Some adjectives, nationalities, professions, physical/geographical location, the fact that Spanish adjectives have to agree with gender and number of their nouns. Exercises highlighting usage of *Ser* and *Estar*.

Module V

Time, demonstrative pronoun (*Este/esta, Aquel/aquella* etc)

Module VI

Introduction to some key AR /ER/IR ending regular verbs.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE-I

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLC 101	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. Syllabus

Course Objective:

There are many dialects spoken in China, but the language which will help you through wherever you go is Mandarin, or Putonghua, as it is called in Chinese. The most widely spoken forms of Chinese are Mandarin, Cantonese, Gan, Hakka, Min, Wu and Xiang. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Show pictures, dialogue and retell.

Getting to know each other.

Practicing chart with Initials and Finals. (CHART – The Chinese Phonetic Alphabet Called “Hanyu Pinyin” in Mandarin Chinese.)

Practicing of Tones as it is a tonal language.

Changes in 3rd tone and Neutral Tone.

Module II

Greetings

Let me Introduce

The modal particle “ne”.

Use of Please ‘qing’ – sit, have tea etc.

A brief self introduction – Ni hao ma? Zaijian!

Use of “bu” negative.

Module III

Attributives showing possession

How is your Health? Thank you

Where are you from?

A few Professions like – Engineer, Businessman, Doctor, Teacher, Worker.

Are you busy with your work?

May I know your name?

Module IV

Use of “How many” – People in your family?

Use of “zhe” and “na”.

Use of interrogative particle “shenme”, “shui”, “ma” and “nar”.

How to make interrogative sentences ending with “ma”.

Structural particle “de”.

Use of “Nin” when and where to use and with whom. Use of guixing.
Use of verb “zuo” and how to make sentences with it.

Module V

Family structure and Relations.

Use of “you” – “mei you”.

Measure words

Days and Weekdays.

Numbers.

Maps, different languages and Countries.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 1-10

SECOND SEMESTER

HISTORY OF INDIA-II

Course Name	Course Code	LTP	Credit	Semester
History of India-II	BHH 201	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	Overview of the political conditions and scenario of India in early ancient times.
CLO 2	Understand causes and consequences of various religious revolutions.
CLO 3	Examine the causes and consequences of growth of trade and commerce.

B. Syllabus

MODULE I: Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan; craft production: trade and trade routes; coinage.
- [c] Social stratification: class, *varna*, *jati*, untouchability; gender; marriage and property relations.

MODULE II: Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

MODULE III: Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban settlements.
- [c] *Varna*, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities – Pallavas, Chalukyas, and Vardhanas.

MODULE IV: Religion, philosophy and society (circa 300 BCE- CE 750):

- (a) Consoloidation of the brahmanical tradition: *dharma*, *Varnashram*, *purusharthas*, *samskaras*.
- (b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- (c) The beginnings of Tantricism

MODULE V: Cultural developments (circa 300 BCE – CE 750):

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

ESSENTIAL READINGS

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

SUGGESTED READINGS

- N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed. , 1996.
- J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.
- P. L. Gupta, *Coins*, 4th ed., 1996.
- Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009 H. P. Ray, *Winds of Change*, 1994.
- Romila Thapar, *Early India : From the Origins to 1300*, 2002.

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Course Name	Course Code	LTP	Credit	Semester
Social Formations and Cultural Patterns of the Medieval World	BHH 202	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	Identify Medieval World from 5 th century onwards in Europe.
CLO 2	Identify Social and Cultural Formations in Europe in medieval period.
CLO 3	Identify Historical developments in the Middle East.
CLO 4	Examine the rise of Islam in the Middle East.

B. Syllabus

MODULE I: Roman Republic, Principate and Empire—slave society in ancient Rome: agrarian economy, urbanisation, trade.

MODULE II: Religion and culture in ancient Rome.

MODULE III: Crises of the Roman Empire.

MODULE IV: Economic developments in Europe from the 7th to the 14th centuries: organisation of production, towns and trade, technological developments. Crisis of feudalism.

MODULE V: Religion and culture in medieval Europe:

MODULE VI: Societies in Central Islamic Lands:

- [a] The tribal background, *ummah*, Caliphal state; rise of Sultanates
- [b] Religious developments: the origins of *shariah*, *Mihna*, Sufism
- [c] Urbanisation and trade

ESSENTIAL READINGS

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols.

Cambridge History of Islam, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*.

Fontana, *Economic History of Europe*, Vol. I (relevant chapters).

P. K. Hitti, *History of the Arabs*.

P. Garnsey and Saller, *The Roman Empire*.

SUGGESTED READINGS

S. Ameer Ali, *The Spirit of Islam*.

J. Barraclough, *The Medieval Papacy*.

Encyclopaedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, *The Venture of Islam*

HISTORY OF CONTEMPORARY INDIA

Course Name	Course Code	LTP	Credit	Semester
History of Contemporary India	BHH 203	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contemporary History of India
CLO 2	Develop a critical appreciation of evolution history writing
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past

B. Syllabus

MODULE I: Legacy of freedom struggle- Socio-Cultural values of Non- Violence, National integration, Social Equality, Women participation. Problems and process of integration of Princely States into Indian Dominion (1947-1949) and their re-organization in 1956, Problems of displaced persons and rehabilitation Process. Framing of Indian Constitution – Main features and major amendments

MODULE II: Agrarian reforms and Bhudan Movement, Planned economy. Industrialization- Policy, Programme and Progress. Mixed economy, Green revolution, Nationalisation of Banks and abolition of Privy Purses, Liberalization.

MODULE III: Major Political parties and their role in democracy, From one party dominance to Coalition. Elements of foreign policy: relations with neighbors, Non-Alignment and SAARC.

MODULE IV: Changing social structure: Challenges and problems- population growth, unemployment, poverty, communalism. Social movements-woman, dalits and other Backward Classes. Role of middle class. Progress and achievements in Science and technology, Changing trends in dance, music painting, Literature and Mass Media.

Books Recommended:

1. Guha, Ramchandra: India after Gandhi
2. Verma, Pawan: The Great Indian Middle Class (also in Hindi)
3. Khilnani, Sunil: The Idea of India (also in Hindi)
4. Sen, Amartya: Class in India
5. Dixit, J.N.: Indian Foreign Policy

SOCIAL AND POLITICAL HISTORY OF RAJASTHAN

Course Name	Course Code	LTP	Credit	Semester
Social and Political History of Rajasthan	BHH 204	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	Overview of the History of Rajasthan
CLO 2	Understanding the reforms and revision in the political system
CLO 3	Studying the Social reforms during Rajput Era
CLO 4	Understanding the Economic Development of Modern Rajasthan

B. Syllabus

MODULE I: Main sources of Social and Economic History of Rajasthan; Main Social Institutions: Tribes, Clan and Caste, Family organization; Main Samskaras, Marriage, Slavery and Education; Social customs and Rituals their ramification: Purdah; Removal of Untouchability. Cultures of Ahar and Kalibanga, Origin of Rajputs, Rise and Expansion of Guhil, Gurjar Pratihars and Chahmans.

MODULE II: Village society and Stratification; Character of Feudalism, Forced Labour, social discrimination; Panchayats; Fairs and Festivals and their contribution to society. Rajput resistance to Muslim invasion, Mewar under Rana Kumbha and Rana Sanga, Rana Pratap's struggle for self-rule, Contribution of Sawai Jai Singh

MODULE III: Temple grants; Socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Ramsnehis, Jasnathi, NathCult, Western Cultural and Educational Impact; Social Work of Christian Missionaries. Arya Samaj, Bhil Reform movement; Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkarini Sabha; Proclamation and legislation for reforms: Modernization.

MODULE IV: Nature and Structure of Economy during the period of Study Rural and Urban. Nature of Land Grants; Agrarian and Non-agrarian production; Artisan class; Trade and Trade routes; Markets and Indigenous Banking; Taxation system. Famines, Urbanization and Main urban centers; Growth of Railways and Its Impact.

Recommended Books:

1. N.S. Bhati (Ed.): Sources of Social and Economic History of Rajasthan
2. G.N.Sharma: Social Life in Medieval Rajasthan (1500-1800 AD),
3. G.N.Sharma: A Bibliography of Medieval Rajasthan (Social and Cultural),
4. Dasrath Sharma: Rajasthan Through the Ages: Vols I Rajasthan State Archives, Bikaner.
5. G.N.Sharma: Rajasthan Through the Ages : Vols II Rajasthan State Archives, Bikaner

6. B.L. Bhadani: Peasants, Artisans and Entrepreneurs - Economy of Marwar in the Seventeenth Century,
7. R.S. Darda: From Feudalism to Democracy
8. Dilbagh Singh: The State, Landlords and the Peasants, Rajasthan in the 18th Century, Manohar,
9. Dr.Kamla Malu: Famines in Rajasthan K.S.Saxena : Political Movements and Awakening in Rajasthan
10. Rima Hooja: A History of Rajasthan

ENVIRONMENT STUDIES

Course Name	Course Code	LTP	Credit	Semester
Environment Studies	EVS 001	3:1:0	4	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Environment friendly behaviour
CLO 2	Develop environmental skills
CLO 3	Comprehending environmental sensibilities

B. SYLLABUS

Course Objective:

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance
Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

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

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India
 Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values
 Biodiversity at global, national and local levels
 India as a mega-diversity nation
 Hot-spots of biodiversity
 Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts
 Endangered and endemic species of India
 Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition

□ □ □ Causes, effects and control measures of:

Air pollution
 Water pollution
 Soil pollution
 Marine pollution
 Noise pollution
 Thermal pollution
 Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

Module VIII: Field Work

Visit to a local 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

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
Wanger K.D., 1998 Environnemental Management. W.B. Saunders Co. Philadelphia, USA 499

Domain Elective

CIVIL SERVICES IN INDIA - HISTORY AND SCOPE

Course Name	Course Code	LTP	Credit	Semester
Civil Services in India - History and Scope	BHH 205	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	Identify the need of Civil Services under the British
CLO 2	Identify the expansion of Civil services under British rule
CLO 3	Identify the development of Civil Services in 20 th century British India
CLO 4	Examine the developments in post-colonial 20th century Indian Civil Service

B. Syllabus

MODULE I: Definition, Nature and Scope of Bureaucracy – Bureaucratic developments in England & France. English East India Company - Diwani Rights and Recruitment of East India company servants - Writers- Factors, etc. (1765-1786)

MODULE II: Cornwallis and Lord Wellesly's System of Administration - Fort William College (Calcutta), Haileybury College (England) – patronage of Civil Servants - 1786-1813- Covenanted and Un-covenanted Civil Services.

MODULE III: Rationalisation of the Civil Services -1858-1919 – Statutory Civil Service - Provincialisation of Civil Service – Indianisation of Civil Services, Merits and Demerits – Social, Educational background of the Candidates & Training Methods. Indian Civil service 1919 to 1947.

MODULE IV: All India Services after Independence - Recommendations of Kothari (1976) and Sathish Chandra (1989) Commissions – Functions of Union Public Service Commission (UPSC), Staff Selection Commission (SSC), State/ Provincial Public service Commission (PPSC)

MODULE V: Scope for youth in various services – Ethics in Civil service – Red-tapism and Nepotism in All India Services. Popular civil servants –K.P.S. Menon, T.N.Seshan, Shantha Sheela Nair, J.N. Dixit, Kiran Bedi, Dr. J. Radhakrishnan

Readings List:

Misra,B.B: The Bureaucracy in India , An Historical Analysis of Development up to 1947.

Misra,B.B: Government and Bureaucracy in India: 1947-1976.

Prasad,B: The Indian Administrative Service.

Sikka, R.P.: The Civil service in India.

Dharma Vira: Memoirs of a Civil Servant.

Mutalib,M.A : The Union Public Service Commission.

Bharghava.G.S.: A study of Political Corruption in India.

Roy.N.C.: The Civil Services in India.

HISTORY OF TEMPLE ARCHITECTURE

Course Name	Course Code	LTP	Credit	Semester
History of Temple Architecture	BHH 206	3:0:0	3	2

A. Course Learning Outcomes (CLO)

CLO 1	Overview of the political conditions and scenario of India in early ancient times.
CLO 2	Understand causes and consequences of various religious revolutions.
CLO 3	Examine the causes and consequences of growth of trade and commerce.

B. Syllabus

MODULE I: Origin of Temple; Nagara, Dravida and Vesara Types and their textual bases;

MODULE II: Gupta Temple Architecture (evolution and features); Orissa (Bhubaneshwar and Konark); Central India, Gujarat and Rajasthan (Pratihara, Chandella, Paramara and Solanki–Modhera and Dilwara);

MODULE III: Deccan (Chalukya – Badami, Upper Shivalaya, Aihole, Pattadakal – Papanatha, Virupaksha);

MODULE IV: Hoyasala – Halebid, Belur; Rashtrakuta – Kailash temple at Ellora; South (Pallava Rock-cut and Structural architecture; Chola–Tanjore, Gangaikondacholapuram, Darasuram, Chidambaram); Kashmir (Martand Temple).

Reading List

Brown, Percy: Indian Architecture (Buddhist and Hindu)
Saraswati, S. K.: History and Culture of the Indian people, Bharatiya Vidya Bhawan, (Volume 2 and 3 - Relevant chapters)
Fergusson, J.: History of Indian and Eastern Architecture (Revised by Burgess and Spiers, 2 Volumes)
Agrawala, V. S.: Evolution of Hindu Temple and Other Essays
Balasubramaniam, S. R.: Four Chola Temples.
Krishna Deva: Temples of North India.
Srinivasan, K.R.: Temples of South India
Chandra, Pramod (ed.): Studies in Temple Architecture
Kramrisch, Stella: Hindu Temple (Volumes I and II)
Meister, M. and Dhaky, M. A.: Encyclopaedia of Indian Architecture -3 Volumes
Singh, Harihar: Jain Temples of Western India
Agrawala, P. K.: Gupta Temple Architecture
Grover, Satish: The Architecture of India (Buddhist and Hindu)
Michell, George: Monuments of India (Buddhist, Jain and Hindu)
Christopher, Todgell: The History of Architecture in India
Kak, R. C.: Ancient Monuments of Kashmir
Trivedi, R. D.: Gurjara- Pratihara Temples of Central India

Tripathi, L. K.: The Temples of Badoli

Kalia, Asha: Art of Osian Temples

Lobo, Wibke: Sun Temple of Modhera

Journals: Relevant Nos. of Lalit Kala, J.I.S.O.A., Marg and Chhavi

ANANDAM-II

Type: Compulsory

Semester II

Course Name	Course Code	LTP	Credit	Semester
Anandam-II	AND 002	0:0:2	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date

- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

- Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
- The group member shall write his/her name at the end of the blog.
- The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
- Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
- In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
- For the topic chosen by the group, students are recommended to cover the following points:
 - Current scenario (Regional, national and international level as applicable)
 - Future predictions
 - Duty of the government
 - Government policies (related to the topic), if any
 - Duty of public
 - Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

- Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
- The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.

Conclusion is clearly stated. The underlying logic is explicit.

ENGLISH-II

Course Name	Course Code	LTP	Credit	Semester
General English	BCS 201	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Participate in conversation and in small- and whole-group discussion
CLO 2	Explore and use English as medium of communication in real life situation
CLO 3	Discuss topics and themes of a reading, using the vocabulary and grammar of the lesson
CLO 4	Identify features of a reading textbook and utilize them as needed
CLO 5	Prepare and deliver organized presentations in small groups and to whole class
CLO 6	Apply sentence mechanics and master spelling of high frequency words

B. SYLLABUS

Course Objective:

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

Course Contents:

Module I: Vocabulary

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

Module II: Essentials of Grammar - I

Articles

Parts of Speech

Tenses

Module III: Essentials of Grammar – II

Sentence Structure

Subject -Verb agreement

Punctuation

Module IV: Communication

The process and importance

Principles & benefits of Effective Communication

Module V: Spoken English Communication

Speech Drills

Pronunciation and accent

Stress and Intonation

Module VI: Communication Skills-I

Developing listening skills

Developing speaking skills

Module VII: Communication Skills-II

Developing Reading Skills

Developing writing Skills

Module VIII: Written English communication

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

Module IX: Short Stories

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

Module X: Poems

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

Examination Scheme:

Components	A	CT	HA	EE
Weightage (%)	05	15	10	70

Text & References:

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

BEHAVIOURAL SCIENCE - II (PROBLEM SOLVING AND CREATIVE THINKING)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - II	BSS 203	1:0:0	1	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

To enable the students:

Understand the process of problem solving and creative thinking.

Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Module VI: End-of-Semester Appraisal

Viva based on personal journal
Assessment of Behavioural change as a result of training
Exit Level Rating by Self and Observer

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Kogan Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

FRENCH - II

Course Name	Course Code	LTP	Credit	Semester
French	FLN 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French.

To make them learn the basic rules of French Grammar.

Course Contents:

Module A: pp.38 – 47: MODULEÉ 3: Object if 3, 4, 5. 6

Module B: pp. 47 to 75 MODULEÉ 4, 5

Contenu lexical: MODULEÉ 3: Organiser son temps

1. donner/demander des informations sur un emploi du temps, un horaire SNCF – Imaginer un dialogue
2. rédiger un message/ une lettre pour ...
 - i) prendre un rendez-vous/ accepter et confirmer/ annuler
 - ii) inviter/accepter/refuser
3. Faire un programme d'activités
 - imaginer une conversation téléphonique/un dialogue
 - Propositions- interroger, répondre

MODULEÉ 4: Découvrir son environnement

1. situer un lieu
2. s'orienter, s'informer sur un itinéraire.
3. Chercher, décrire un logement
4. connaître les rythmes de la vie

MODULEÉ 5: s'informer

1. demander/donner des informations sur un emploi du temps passé.
2. donner une explication, exprimer le doute ou la certitude.
 3. découvrir les relations entre les mots
 4. savoir s'informer

Contenu grammatical:

1. Adjectifs démonstratifs
2. Adjectifs possessifs/exprimer la possession à l'aide de :
 - i. « de » ii. A+nom/pronom disjoint
3. Conjugaison pronominale – négative, interrogative - construction à l'infinitif
4. Impératif/exprimer l'obligation/l'interdiction à l'aide de « il faut... »/ «il ne faut pas... »
5. passé composé
6. Questions directes/indirectes

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN – II

Course Name	Course Code	LTP	Credit	Semester
German	FLG 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Grammar to consolidate the language base learnt in Semester I

Course Contents:

Module I: Everything about Time and Time periods

Time and times of the day.

Weekdays, months, seasons.

Adverbs of time and time related prepositions

Module II: Irregular verbs

Introduction to irregular verbs like to be, and others, to learn the conjugations of the same, (fahren, essen, lessen, schlafen, sprechen und ähnliche).

Module III: Separable verbs

To comprehend the change in meaning that the verbs undergo when used as such

Treatment of such verbs with separable prefixes

Module IV: Reading and comprehension

Reading and deciphering railway schedules/school time table

Usage of separable verbs in the above context

Module V: Accusative case

Accusative case with the relevant articles

Introduction to 2 different kinds of sentences – Nominative and Accusative

Module VI: Accusative personal pronouns

Nominative and accusative in comparison

Emphasizing on the universal applicability of the pronouns to both persons and objects

Module VII: Accusative prepositions

Accusative prepositions with their use

Both theoretical and figurative use

Module VIII: Dialogues

Dialogue reading: 'In the market place'

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – II

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 201	2:0:0	2	1

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire more vocabulary, grammar, Verbal Phrases to understand simple texts and start describing any person or object in Simple Present Tense.

Course Contents:

Module I

Revision of earlier modules.

Module II

Some more AR/ER/IR verbs. Introduction to root changing and irregular AR/ER/IR ending verbs

Module III

More verbal phrases (eg, Dios Mio, Que lastima etc), adverbs (*bueno/malo, muy, mucho, bastante, poco*). Simple texts based on grammar and vocabulary done in earlier modules.

Module IV

Possessive pronouns

Module V

Writing/speaking essays like my friend, my house, my school/institution, myself....descriptions of people, objects etc, computer/internet related vocabulary

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras

CHINESE – II

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLC 201	2:0:0	2	2

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. Syllabus

Course Objective:

Chinese is a tonal language where each syllable in isolation has its definite tone (flat, falling, rising and rising/falling), and same syllables with different tones mean different things. When you say, “ma” with a third tone, it mean horse and “ma” with the first tone is Mother. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills

Practice reading aloud

Observe Picture and answer the question.

Tone practice.

Practice using the language both by speaking and by taking notes.

Introduction of basic sentence patterns.

Measure words.

Glad to meet you.

Module II

Where do you live?

Learning different colors.

Tones of “bu”

Buying things and how muchit costs?

Dialogue on change of Money.

More sentence patterns on Days and Weekdays.

How to tell time. Saying the MODULEs of time in Chinese. Learning to say useful phrases like – 8:00, 11:25, 10:30 P.M. everyday, afternoon, evening, night, morning 3:58, one hour, to begin, to end etc.

Morning, Afternoon, Evening, Night.

Module III

Use of words of location like-li, wais hang, xia

Furniture – table, chair, bed, bookshelf,.. etc.

Description of room, house or hostel room.. eg what is placed where and how many things are there in it?

Review Lessons – Preview Lessons.

Expression ‘yao’, ‘xiang’ and ‘yaoshi’ (if).

Days of week, months in a year etc.

I am learning Chinese. Is Chinese difficult?

Module IV

Counting from 1-1000

Use of “chang-chang”.

Making an Inquiry – What time is it now? Where is the Post Office?

Days of the week. Months in a year.

Use of Preposition – “zai”, “gen”.

Use of interrogative pronoun – “duoshao” and “ji”.
“Whose”??? Sweater etc is it?
Different Games and going out for exercise in the morning.

Module V

The verb “qu”

- Going to the library issuing a book from the library
- Going to the cinema hall, buying tickets
- Going to the post office, buying stamps
- Going to the market to buy things.. etc
- Going to the buy clothes Etc.

Hobby. I also like swimming.

Comprehension and answer questions based on it.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I” Lesson 11-20

THIRD SEMESTER

HISTORY OF INDIA-III (C. 750-1206)

Course Name	Course Code	LTP	Credit	Semester
History of India-III	BHH 301	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	Overview of the political conditions and scenario of India in early medieval times.
CLO 2	Understand causes and consequences of various revolutions.
CLO 3	Examine the causes and consequences of growth of trade and commerce.

B. Syllabus

MODULE I: Studying Early Medieval India:

Historical geography

Sources: texts, epigraphic and numismatic data

Debates on Indian feudalism, rise of the Rajputs and the nature of the state

MODULE II: Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili *dawah*
- (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

MODULE III: Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the *varna* order

MODULE IV: Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Forms of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

MODULE V: Religious and Cultural Developments:

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature
- (d) Art and architecture: Evolution of regional styles

ESSENTIAL READINGS

R.S. Sharma, *Indian Feudalism (circa 300 – 1200)*.

B.D. Chattopadhyaya, *The Making of Early Medieval India*.

R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India, Vol. IV (A & B)*. Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanat*.

Hermann Kulke, ed., *The State in India (AD 1000 – AD 1700)*.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 – 1800)*.

Derryl N. Maclean, *Religion and Society in Arab Sindh*.

Irfan Habib, *Medieval India: The Study of a Civilization*.

SUGGESTED READINGS

Richard Davis, *Lives of Indian Images*.

Romila Thapar, *Somanatha: The Many Voices of a History*.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India*.

Burton Stein, *Peasant State and Society in Medieval South India*.

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*.

Al. Beruni's *India*, NBT edition.

Ali Hujwiri, *Kashful Mahjoob*, tr. R. Nicholson.

S C Mishra, *Rise of Muslim Communities in Gujrat*.

J. Schwartzberg, *Historical Atlas of South Asia*.

HISTORY OF SOUTHEAST ASIA – THE 19th CENTURY

Course Name	Course Code	LTP	Credit	Semester
History of Southeast Asia – The 19 th Century	BHH 302	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different th socio-economic and cultural fabric southeast Asia.
CLO 2	Develop a critical appreciation of evolution of east Asia diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: Pre-Colonial Structures of Power and authority c. 1800.

MODULE II: II. Economy and Society in early 19th century: Patterns of Production in agriculture and the crafts. Organization of trade and banking. Cultural expressions: Folk and Classical. Islam and popular culture.

MODULE III: Colonization and Colonial Transformations: Processes of colonial control and the Informal Empire in Thailand. Peasant society and agrarian transformations, plantations, forests, mining.

MODULE IV: Urbanization: Colonial cities in Plural Societies. Culture: Colonial Discourses and the Creation of National Culture. Oral traditions, literacy and the case of Malay Hikayats. Creation of Perfect Natives. Education.

ESSENTIAL READING:

B. Anderson: Imagined Communities.

H. Benda: The Crescent and the Rising Sun. Furnivall: Colonialism and the Plural Society.

G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- east Asia.

J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.

Milton Osborne, South East Asia: An Introductory History
Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II

SUGGESTED READINGS:

B. Anderson: Mythology and the Tolerance of the Javanese.

C. Van Dijk, Trousers, Sarongs and Jubbahs.

C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).

Charles F. Keys, *The Golden Peninsula*.

Daniel S. Lev and Ruth T. McVey, eds., *Making Indonesia: Essays on Modern Indonesia*.

Victor Purcell, *The Chinese in Southeast Asia*.

Tongchai Winichakul, *Siam Mapped*

HISTORY OF ENGLAND –1900 TO 2000 A.D.

Course Name	Course Code	LTP	Credit	Semester
History of England –1900 TO 2000 A.D.	BHH 303	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	Identify English history during World War I
CLO 2	Analyse the development of English history during World War II
CLO 3	Evaluate the Irish Independence movement
CLO 4	Study the cold war period of English history

B. Syllabus

MODULE I: Events leading to World War I – Lloyd George, Britain and the First World War, Alliances and Treaties, New Weapons, Causes for the World War, Versailles Peace Treaty and After. England and World War II – Role of National Governments, Post War England – Clement Attlee – Churchill, Britain and the Suez Crisis – Britain and the EEC.

MODULE II: Britain as an imperialist power – Australia, New Zealand, Canada and Africa – Founding of the colonies, Early History of Brief, Colonisation, Self Government and Dominion Status – Relations with Britain – the Commonwealth.

MODULE III: Britain and Ireland – Reasons for Conflict, Ulster Unionists, Formation of Northern and Southern Ireland – IRA

MODULE IV: Important Prime Ministers: Harold Mac Millan, Harold Wilson, Edward Heath, Margret Thatcher, Tony Blair.

MODULE V: Economy of Britain in the twentieth century, Unemployment, Trade Unions, Labour party, Public Health in Britain – Town planning – Growth of Science and technology.

Readings List:

C.P. Hill and J. C. Wright: British History 1815-1918

George W. South Gate: The Hanoverian Period and After

George W South Gate: English Economic History

Carter E.H and R.A.F. Mears: History of Britain

Antony C Wood: Great Britain 1900-1965

H.L. Peacock: A History of Modern Britain

RISE OF MODERN WEST-I

Course Name	Course Code	LTP	Credit	Semester
Rise of Modern West-I	BHH 304	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different socio-economic and cultural fabric Middle Ages Europe.
CLO 2	Develop a critical appreciation of evolution of European diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: Transition from feudalism to capitalism: problems and theories.

MODULE II: Early colonial expansion motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

MODULE III: Renaissance: its social roots, city states of Italy; spread of humanism in Europe; Art.

MODULE IV: Origins, course and results of the European Reformation in the 16th century.

MODULE V: Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

MODULE VI: Emergence of European state system: Spain; France; England; Russia.

ESSENTIAL READINGS

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate* H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy*. 1000 – 1700. 3rd ed. (1993)

Economy. 1000-1700. 3rd ed. (1993).

D. C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J. R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.
H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
Stephen J. Lee, *Aspects of European History*, 1494 – 1789.
G. Parker, *Europe in Crisis*. 1598- 1648.
G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
J. H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
V. Poliselky, *War and Society in Europe*, 1618 – 48.
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
V. Scammell, *The First Imperial "Age: European Overseas Expansion*, 1400 – 1715.
Jan de Vries, *Economy of Europe in an Age of Crisis 1600 – 1750*.

SUGGESTED READINGS

M. S. Anderson, *Europe in the Eighteenth Century*.
Perry Anderson, *The Lineages of the Absolutist State*.
Stuart Andrews, *Eighteenth Century Europe*.
B. H. Slicher von Bath, *The Agrarian History of Western Europe*. AD. 500 – 1850.
The Cambridge Economic History of Europe. Vol. I – VI.
James B. Collins, *The State in Early Modern France: New Approaches to European History*.
G. R. Elton, *Reformation Europe*, 1517 – 1559.
M. P. Gilmore, *The World of Humanism*. 1453 – 1517.
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
J. Lynch, *Spain under the Hapsburgs*.
Peter Mathias, *First Industrial revolution*.
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 – 1600*.
Charles A. Nauert, *Humanism and the Culture of the Renaissance* (1996).
The New Cambridge Modern History of Europe, Vols. I – VII.
L. W. Ovie, *Seventeenth Century Europe*.
D. H. Pennington, *Seventeenth Century Europe*.
F. Rice, *The Foundations of Early Modern Europe*.

HISTORY OF THE UNITED STATES OF AMERICA

Course Name	Course Code	LTP	Credit	Semester
History of the United States of America	BHH 305	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	Evaluate the early colonisation of United States.
CLO 2	Analyse and critically evaluate the course of the American War of Independence.
CLO 3	Identify the political and cultural changes in the USA during the 19 th century.
CLO 4	Study the political developments during the 20 th century and USA's rise to global prominence.

B. Syllabus

Course Content: This course emphasis is placed on the understanding of American social, intellectual, political, economic, and diplomatic institutions. The emergence of the United States as a superpower is analyzed against the background of world history.

MODULE I: Colonization - The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black. The American War of Independence, George Washington Map: Identifying the first thirteen colonies and places related to Westward Expansion

MODULE II: The War of 1812 - Monroe Doctrine – Westward Expansion, Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840-1960; judiciary-role of the Supreme Court

MODULE III: The Question of Slavery - Abraham Lincoln - Civil War - The Era of Reconstruction – Causes and Results of Big Business, Spanish-American War, Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet.

MODULE IV: Theodore Roosevelt - U.S.A. and World War I – (Fourteen Points) Woodrow Wilson - Great Depression of 1929. **MODULE-V** F.D. Roosevelt - U.S.A. and World War II – Cold War- J. F. Kennedy

TEXT BOOKS:

1. Rajayyan, R. History of the U.S.A, Madurai Publishing House, Madurai 1978.
2. Krishnamurthy, History of MODULEed States of America, Ennes Publication, Madurai, 1980.
3. Khurana, K.L. History of USA, Laskhmi Narayan Agarwal, Agra 2004.

Reading Lists:

1. Adams J.T., Frontiers of American Culture, Madsworth Publishing, USA, 1981.
2. Parkes,I.B., A History of the U.S.A., Scientific Book Agency, New Delhi, 1976.
3. Hill,C.P., A History of the U.S.A, Arnold, Heineman, Publication USA, 1948.
4. Aiden & Magenis, A History of the MODULEed States of America, New York 1960.

HISTORY OF USSR

Course Name	Course Code	LTP	Credit	Semester
History of USSR	BHH 306	3:0:0	3	3

A. Course Learning Outcomes (CLO)

CLO 1	Analyze and define the most important events, peoples, and historical processes of the Soviet Union.
CLO 2	Evaluate the establishment, rise and decline of the Soviet Union between 1917-1991.
CLO 3	Evaluate critically the writing, interpretation and importance of Soviet history.

B. Syllabus

MODULE I: Social, Economic and Political Conditions of Russia on the Eve of the Revolutions of 1917 Peasant Movement Working Class Movement Rise of Marxism: Bolsheviks and Mensheviks the February Revolution: Causes and Consequences

MODULE II: The October Revolution: Causes, Course and Significance War Communism and Emergence of the U.S.S.R. New Economic Policy under Lenin Land Collectivization under Stalin 22

MODULE III: U.S.S.R. and World War-II Process of De-Stalinization under Khrushchev U.S.S.R. and the Cold War Emerging Stagnancy in Soviet State under Brezhnev Reforms of Gorbachev and Disintegration of the U.S.S.R.

MODULE IV: Maps - (Russia): Political Conditions on the Eve of Revolution of 1917 Important Places Connected with the Bolshevik Revolution Emergence of the U.S.S.R. and its Constituent States Newly Emerged Countries after Disintegration of the U.S.S.R.

Suggested Readings:

E.H.Carr History of Soviet Russia, 4 Volumes, 1952

Stephen F. Cohen Bukhrin and the Bolshevik Revolution: A Political Biography

Isaac Deutscher- Stalin, 1949

Maurice Dobb- Soviet Economic Development Since 1917

Marc Ferro- The Russian Revolution of 1917 Sheila Fitzpatrick Cultural Revolution in Soviet Russia, 1978

Arch Getty -The Origins of the Great Purges, 1985 Graeme Gill Peasants in the Russian Revolution, 1979

John Keep -The Last Empire: A History of the Soviet Union 1945-1991, 1995

John Keep -The Russian Revolution: A Study in Mass Mobilization, 1976

Moshe Levin -The Making of Soviet System, 1985

Roy & Zhores -Medvedev Khrushchev: The Years in Power, 1977

Alec Nove -An Economic History of the U.S.S.R., 1993

Richard Pipes Russia of the Old Regime

L. Szamuely- First Model of Socialist Economic System

L. Trotsky- The History of the Russian Revolution (Translated by Max Eastman), 1959
A.B.Ulam- Expansion and Coexistence : A History of Soviet Foreign Policy 1917-1967
K. Vaidyanathan- The Formation of the Soviet Central Asian Nationalities

ANANDAM-III

Type: Compulsory

Semester III

Course Name	Course Code	LTP	Credit	Semester
Anandam-III	AND 003	0:0:2	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- **Details of the Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- **Location / community where the work was carried out**
- **Details of Activities performed are to be given with date**

- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

13. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
14. The group member shall write his/her name at the end of the blog.
15. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
16. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
17. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
18. For the topic chosen by the group, students are recommended to cover the following points:
 - m) Current scenario (Regional, national and international level as applicable)
 - n) Future predictions
 - o) Duty of the government
 - p) Government policies (related to the topic), if any
 - q) Duty of public
 - r) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

6. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
7. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.

Conclusion is clearly stated. The underlying logic is explicit.

COMMUNICATION SKILLS – I

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 301	1:0:0	1	1

C. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating creative thinking skills
CLO 2	Construct and showcase their communication skills in a creative manner.
CLO 3	Comprehending and demonstrating ways of self-introduction
CLO 4	Outlining and illustrating presentation Skills

D. SYLLABUS

Module I: Introduction to Writing Skills

Effective Writing Skills
Avoiding Common Errors
Paragraph Writing
Note Taking
Writing Assignments

Module II: Letter Writing

Types
Formats

Module III

Memo
Agenda and Minutes
Notice and Circulars

Module IV: Report Writing

Purpose and Scope of a Report
Fundamental Principles of Report Writing
Project Report Writing
Summer Internship Reports

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Working in English, Jones, Cambridge
- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Welcome!, Jones, Cambridge

BEHAVIOURAL SCIENCE – III
(Interpersonal Communication and Relationship Management)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - I	BSS 303	1:0:0	1	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interpersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

FRENCH - III

Course Name	Course Code	LTP	Credit	Semester
French	FLN 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To provide the students with the know-how

- To master the current social communication skills in oral and in written.
- To enrich the formulations, the linguistic tools and vary the sentence construction without repetition.

Course Contents:

Module B: pp. 76 – 88 MODULEé 6

Module C: pp. 89 to103 MODULEé 7

Contenu lexical: **MODULEé 6: se faire plaisir**

1. acheter : exprimer ses choix, décrire un objet (forme, dimension, poids et matières) payer
2. parler de la nourriture, deux façons d'exprimer la quantité, commander un repas au restaurant
3. parler des différentes occasions de faire la fête

MODULEé 7: Cultiver ses relations

1. maîtriser les actes de la communication sociale courante
(Salutations, présentations, invitations, remerciements)
2. annoncer un événement, exprimer un souhait, remercier,
s'excuser par écrit.
3. caractériser une personne (aspect physique et caractère)

Contenu grammatical:

1. accord des adjectifs qualificatifs
2. articles partitifs
3. Négations avec de, ne...rien/personne/plus
4. Questions avec combien, quel...
5. expressions de la quantité
6. ne...plus/toujours - encore
7. pronoms compléments directs et indirects
8. accord du participe passé (auxiliaire « avoir ») avec l'objet direct
9. Impératif avec un pronom complément direct ou indirect
10. construction avec « que » - Je crois que/ Je pense que/ Je sais que

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN – III

Course Name	Course Code	LTP	Credit	Semester
German	FLG 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Course Contents:

Module I: Modal verbs

Modal verbs with conjugations and usage

Imparting the finer nuances of the language

Module II: Information about Germany (ongoing)

Information about Germany in the form of presentations or “Referat”– neighbors, states and capitals, important cities and towns and characteristic features of the same, and also a few other topics related to Germany.

Module III: Dative case

Dative case, comparison with accusative case

Dative case with the relevant articles

Introduction to 3 different kinds of sentences – nominative, accusative and dative

Module IV: Dative personal pronouns

Nominative, accusative and dative pronouns in comparison

Module V: Dative prepositions

Dative preposition with their usage both theoretical and figurative use

Module VI: Dialogues

In the Restaurant,

At the Tourist Information Office,

A telephone conversation

Module VII: Directions

Names of the directions

Asking and telling the directions with the help of a roadmap

Module VIII: Conjunctions

To assimilate the knowledge of the conjunctions learnt indirectly so far

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – III

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire knowledge of the Set/definite expressions (idiomatic expressions) in Spanish language and to handle some Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules

Set expressions (idiomatic expressions) with the verb *Tener, Poner, Ir...*

Weather

Module II

Introduction to *Gustar...* and all its forms. Revision of *Gustar* and usage of it

Module III

Translation of Spanish-English; English-Spanish. Practice sentences.

How to ask for directions (using *estar*)

Introduction to IR + A + INFINITIVE FORM OF A VERB

Module IV

Simple conversation with help of texts and vocabulary

En el restaurante

En el instituto

En el aeropuerto

Module V

Reflexives

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español, En Directo I A
- Español Sin Fronteras -Nivel Elemental

CHINESE – III

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLC 301	2:0:0	2	3

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of advance level.
CLO 3	Students will be able to communicate with complex sentences.

B. Syllabus

Course Objective:

Foreign words are usually imported by translating the concept into Chinese, the emphasis is on the meaning rather than the sound. But the system runs into a problem because the underlying name of personal name is often obscure so they are almost always transcribed according to their pronunciation alone. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills

Dialogue practice

Observe picture and answer the question.

Introduction of written characters.

Practice reading aloud

Practice using the language both by speaking and by taking notes.

Character writing and stroke order

Module II

Measure words

Position words e.g. inside, outside, middle, in front, behind, top, bottom, side, left, right, straight.

Directional words – beibian, xibian, nanbian, dongbian, zhongjian.

Our school and its different building locations.

What game do you like?

Difference between “hii” and “neng”, “keyi”.

Module III

Changing affirmative sentences to negative ones and vice versa

Human body parts.

Not feeling well words e.g. ; fever, cold, stomach ache, head ache.

Use of the modal particle “le”

Making a telephone call

Use of “jiu” and “cal” (Grammar portion)

Automobiles e.g. Bus, train, boat, car, bike etc.

Traveling, by train, by airplane, by bus, on the bike, by boat.. etc.

Module IV

The ordinal number “di”

“Mei” the demonstrative pronoun e.g. mei tian, mei nian etc.

use of to enter to exit

Structural particle “de” (Compliment of degree).

Going to the Park.

Description about class schedule during a week in school.

Grammar use of “li” and “cong”.

Comprehension reading followed by questions.

Module V

Persuasion-Please don't smoke.

Please speak slowly

Praise – This pictorial is very beautiful

Opposites e.g. Clean-Dirty, Little-More, Old-New, Young-Old, Easy-Difficult, Boy-Girl, Black-White, Big-Small, Slow-Fast ... etc.

Talking about studies and classmates

Use of "it doesn't matter"

Enquiring about a student, description about study method.

Grammar: Negation of a sentence with a verbal predicate.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader Part I, Part-2” Lesson 21-3

FOURTH SEMESTER

HISTORY OF INDIA- IV (C. 1206-1550)

Course Name	Course Code	LTP	Credit	Semester
History of India-IV (C. 1206-1550)	BHH 401	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	It is expected that after doing this course, the student will become sufficiently curious about the current social and political developments and will also be equipped conceptually to attempt a rational scrutiny of the world around us.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: Interpreting the Delhi Sultanate:

Survey of sources: Persian *tarikh* tradition; vernacular histories; epigraphy

MODULE II: Sultanate Political Structures:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (b) Theories of kingship; ruling elites; Sufis, *ulama* and the political authority; imperial monuments and coinage
- (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- (d) Consolidation of regional identities; regional art, architecture and literature

MODULE III: Society and Economy:

- (a) *Iqta* and the revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetisation; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

MODULE IV: Religion, Society and Culture:

- (a) Sufi *silsilas*: Chishtis and Suhrawardis; doctrines and practices; social roles
- (b) Bhakti movements and monotheistic traditions in South and North India; Women *Bhaktas*; Nathpanthis; Kabir, Nanak and the Sant tradition
- (c) Sufi literature: *malfuzat*; *premakhayans*

ESSENTIAL READINGS

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanat*.

Satish Chandra, *Medieval India I*.

Peter Jackson, *The Delhi Sultanate*.

Catherine Asher and Cynthia Talbot, *India Before Europe*.

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.

K.A. Nizami, *Religion and Politics in the Thirteenth Century*.

W.H. McLeod, Karine Schomer, et al, eds, *The Sants*.

S.A.A. Rizvi, *A History of Sufism in India, Vol. I*.

Mohibul Hasan, *Historians of Medieval India*.

SUGGESTED READINGS

Cynthia Talbot, *Precolonial India in Practice*.

Simon Digby, *War Horses and Elephants in the Delhi Sultanate*.

I.H. Siddiqui, *Afghan Despotism*.

Burton Stein, *New Cambridge History of India: Vijayanagara*.

Richard M. Eaton, ed., *India's Islamic Traditions*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, Spirituality in South India*.

Sheldon Pollock, *Languages of the Gods in the World of Men*.

Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate*.

Andre Wink, *Al-Hind, Vols. I-III*.

RISE OF MODERN WEST-II

Course Name	Course Code	LTP	Credit	Semester
Rise of Modern West-II	BHH 402	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different socio-economic and cultural fabric Middle Ages Europe.
CLO 2	Develop a critical appreciation of evolution of European diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: 17th century European crisis: economic, social and political dimensions.

MODULE II: The English Revolution: major issues; political and intellectual currents.

MODULE III: Rise of modern science in relation to European society from the Renaissance to the 17th century.

MODULE IV: Mercantilism and European economics; 17th and 18th centuries.

MODULE V: European politics in the 18th century – parliamentary monarchy; patterns of Absolutism in Europe.

MODULE VI: Political and economic issues in the American Revolution.

MODULE VII: Preludes to the Industrial Revolution.

ESSENTIAL READINGS

T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 – 1700*. 3rd ed. (1993).

D.C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J.R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.
 Stephen J. Lee, *Aspects of European History, 1494 – 1789*.
 G. Parker, *Europe in Crisis, 1598 – 1648*.
 G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.
 J.H. Parry, *The Age of Reconnaissance*.
 Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
 V. Poliselky, *War and Society in Europe. 1618 – 48*.
 Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
 V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 – 1715*.
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 – 1750*.

SUGGESTED READINGS

M. S. Anderson, *Europe in the Eighteenth Century*.
 Perry Anderson, *The Lineages of the Absolutist State*.
 Stuart Andrews, *Eighteenth Century Europe*.
 B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*.
The Cambridge Economic History of Europe. Vol. I – VI.
 James B. Collins, *The State in Early Modern France, New Approaches to European History*.
 G. R. Elton, *Reformation Europe, 1517 – 1559*.
 M. P. Gilmore, *The World of Humanism. 1453 – 1517*.
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
 J. Lynch, *Spain under the Hapsburgs*.
 Peter Mathias, *First Industrial revolution*.
 Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 – 1600*.
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.
The New Cambridge Modern History of Europe, Vols. I – VII.
 L. W. Ovie, *Seventeenth Century Europe*.
 D. H. Pennington, *Seventeenth Century Europe*.
 F. Rice, *The Foundations of Early Modern Europe*

HISTORY OF FASCISM

Course Name	Course Code	LTP	Credit	Semester
History of Fascism	BHH 403	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Evaluate the rises of Nazism.
CLO 2	Analyse and critically evaluate the ideological characteristics of Nazism.
CLO 3	Identify the various aspect of Nazism in Germany.
CLO 4	Study the scientific developments in science and technology under Nazism.

B. Syllabus

MODULE I: Growth of Fascist and Nazi movements in post-war Europe; social bases and political formations.

MODULE II: Ideological characteristics: myths, race and biology.

MODULE III: Experience of Fascism and Nazism; war and expansion; everyday life; resistance; Auschwitz.

MODULE IV: Japanese Fascism: Ideological roots; the New South East Asian Order; imperialist expansion; the Second World War.

Select Readings:

Roger Eatwell, Fascism: A History., Random House, 2003

F. Neumann, Behemoth: The Structure and Practice of National Socialism.

Ivan R. Dee, 2009 Daniel Guerin, Big Business and Fascism, Parthfinder, 2003 Arthur Schweitzer, Big Business in the Third Reich, Indiana University Press, 1964 F. Knight, The French Resistance, 1940-44.

Max Gallo, Spain Under Franco: A History., Dutton, 1964 Primo Levi, If this is a Man, Orion Press, 1954

G. Brenner, The Spanish Labyrinth, CUP, 1990 Roland Sarti, Fascism and the Industrial Leadership in Italy, 1919-1940, University of California Press, 1971 R. J. Bosworth, Mussolini's Italy, Penguin 2006.

Marius Jansen, ed. & Peter Duus, ed.

The Cambridge History of Japan, Volumes 5 and 6.

Cambridge: Cambridge University Press, 1988 and 1989 Prasanjit Duara Sovereignty and Authenticity: Manchukuo and the East Asian Modern, Rowman & Littlefield; 2004

HISTORY OF SOUTHEAST ASIA- 20TH CENTURY

Course Name	Course Code	LTP	Credit	Semester
History of Southeast Asia- 20 th Century	BHH 404	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Evaluate the process of decolonisation in Southeast Asia.
CLO 2	Analyse and critically evaluate the peasant movements and revolutions in the region.
CLO 3	Identify the rise of various nation states in Southeast Asia.
CLO 4	Study the role of the region during the Cold War.

B. Syllabus

MODULE I: Migration: Indian and Chinese Labour and Capital

MODULE II: Movements of Resistance and the making of new identities

- [a] Peasant resistance.
- [b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946.
- [c] Indonesian Revolution, 1945-1949.

MODULE III: Emergence of Modern Nations and States

- [a] The Union of Burma (Myanmar), 1948-1962.
- [b] Indonesia, the Sukarno Era, 1949-1965.
- [c] Cambodia under Norodom Sihanouk, 1955-1970.

ESSENTIAL READING

B. Anderson, *Imagined Communities*.

H. Benda, *The Crescent and the Rising Sun*.

Furnivall, *Colonialism and the Plural Society*.

G. Hart, ed., *Agrarian Transformations: Local Processes and the State in Southeast Asia*.

J. Kemp ed., *Peasants and Cities, Cities and Peasants: Rethinking South-east Asian Models*.

Milton Osborne, *South east Asia: An Introductory History*. Nicholas Tarling, ed., *Cambridge History of South-east Asia*, Vol. II

SUGGESTED READINGS

B. Anderson, *Mythology and the Tolerance of the Javanese*.

C. van Dijk, *Trousers, Sarongs and Jubbahs*.

C. Dobbin, *Islamic Revivalism in a Changing Peasant Economy, 1784-1847*.

Charles F. Keys: *The Golden Peninsula*.

Daniel S. Lev and Ruth T. McVey eds., *Making Indonesia – Essays on Modern Indonesia*.

Victor Purcell, *The Chinese in Southeast Asia*.

Tongchai Winichakul; *Siam Mapped*.

INTERNSHIP

Course Code BHH 405

CREDIT 3

DOMAIN ELECTIVES

HISTORY OF AFRICA

Course Name	Course Code	LTP	Credit	Semester
History of Africa	BHH 406	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Investigate the History of Africa from 19 th to 20 th Century.
CLO 2	Develop an analytical approach towards issues of Africa from 19 th to 20 th Century.
CLO 3	Analyse the problems arising in sources of this time period.
CLO 4	Create an approach of critical reasoning towards the questions of Africa from 19 th to 20 th Century.

B. Syllabus

MODULE I: Main Issues in the Historiography of Africa.

MODULE II: Commerce and Migration, c. 1500-1900:

- [a] Changing patterns of trade.
- [b] The trans- Atlantic slave trade and its repercussions.
- [c] Migration of capital and labour, with special reference to southern Africa.

MODULE III: Patterns of Colonisation:

- [a] Informal empire in the 19th century.
- [b] European imperialism and the partition of Africa.

MODULE IV: Structures of Colonial Control:

- [a] The French in the Maghreb and West Africa.
- [b] The British in East, West and Southern Africa.
- [c] The Belgians in Congo.

MODULE V: Economic Transformations:

- [a] Agriculture and forests.
- [b] Mining.

MODULE VI: Emergence of New Identities:

- [a] Islam, Christianity and indigenous religious.
- [b] Race and class in colonial South Africa.
- [c] Language, education and cultural forms.

MODULE VII: Popular Protests, Rebellions and National Liberation Movements:

- [a] Peasants.
- [b] Labour.
- [c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

Suggested Readings:

- Martinez Alier, *Haciendas, Plantations and Collective Farms* (1977).
- Hugo Blanco, *Land or Death: The Peasant Struggles in Peru* (1972).
- Donald Crummey (ed.), *Banditry, Rebellion and Social Protest in Africa* (1986).
- Johannes Fabian, *Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 – 1938* (1989).
- Nancy Fariss, *Maya Society under Colonial Rule* (1984).
- Bill Freund, *The Making of Contemporary Africa* (1984).
- Bill Freund, *The African Worker* (1989).
- Celso Furtado, *The Economic Development of Latin America* (1973).
- Andre Gunder Frank, *Lumpen – Bourgeoisie, Lumpen Development* (1972).
- Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984).
- Gerrit Huizer, *Peasant Rebellion in Latin America* (1973).
- Hill (ed.), *Rethinking History and Myth: Indigenous South American Perspectives on the Past* (1998).
- Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979). A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986).
- Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant MODULEs only.
- Endre Sik, *The History of Black Africa, 2 Vols.* (1966), relevant MODULEs only.
- Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant MODULEs only.
- Paul Sweezy and Harry Magdoff, *Revolutions and Counter – Revolution in Chile* (1974).
- E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975).
- Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980).
- Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 – 90* (1989).
- Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth Century Malawi* (1989).
- Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 – 1820* (1981).

ANANDAM-IV

Type: Compulsory

Semester IV

Course Name	Course Code	LTP	Credit	Semester
Anandam-IV	AND 004	0:0:2	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

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

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- **Details of the Mentor and the Participants are to be given** (name of mentor, name of participants, phone number/mobile no, email, and address)
- **Location / community where the work was carried out**
- **Details of Activities performed are to be given with date**

- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

19. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
20. The group member shall write his/her name at the end of the blog.
21. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
22. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
23. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
24. For the topic chosen by the group, students are recommended to cover the following points:
 - s) Current scenario (Regional, national and international level as applicable)
 - t) Future predictions
 - u) Duty of the government
 - v) Government policies (related to the topic), if any
 - w) Duty of public
 - x) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

8. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
9. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.

Conclusion is clearly stated. The underlying logic is explicit.

HISTORY OF CHINA AND JAPAN A.D. 1840-1945

Course Name	Course Code	LTP	Credit	Semester
History of China and Japan A.D. 1840-1945	BHH 407	3:0:0	3	4

A. Course Learning Outcomes (CLO)

CLO 1	Investigate the History of China and Japan from 19 th to 20 th Century.
CLO 2	Develop an analytical approach towards issues of China and Japan from 19 th to 20 th Century.
CLO 3	Analyse the problems arising in sources of this time period.
CLO 4	Create an approach of critical reasoning towards the questions of China and Japan from 19 th to 20 th Century.

B. Syllabus

Module I:

1. China: Invasion and Conquest a. Introduction of History and Culture b. Opium Wars (1840AD -1860AD)
2. Movements against Imperialism a. Taiping Rebellion b. Boxer Rebellion

Module II:

1. China: Emergence of Nationalism a. Revolution of 1911 AD b. Self-Strengthening Movement
2. Communist Movement and Peoples' Republic a. May Fourth Movement b. Rise of Communism and Revolution of 1949 AD

Module III:

1. Japan and the West a. Japan on the Advent of West b. American and European Treaties
2. New Regime a. Meiji Restoration b. Meiji Constitution and Modern State

Module IV:

1. Rise of Japan as a Colonial Power a. Relation with China: Sino- Japanese War - 1895 AD b. Manchuria and Russo-Japanese War - 1905 AD
2. Rise of Militarism a. Background and Failure of Liberal experiments b. Foreign Policy and entry in the Second World War

Suggested Readings:

1. Clide, P.H. Sudoor Poorva, Trans. by Patender Bhatnager, Uresia Pub., Delhi, 1965
2. Fairbank John K.& East Asia: Tradition and Transformation, Albert Craig Worldview Pub., London, 1998 Jones,
3. F.C. The Far East: A Concise History, Pergaman Press, London, 1966 Michal, Frang H. and The Far East in the Modern World, The Dryden Taylor George E. Press, Illinois, 1975
4. H.M. A History of the Far East in Modern Times, Kalyani Publication, Delhi, 1978
5. George Allen A Short Economic History of Japan
6. G.Beasley The Modern History of Japan
7. Jean Chesneaux et al. China From Opium War to 1911 Revolution.
8. Jean Chesnoaux, et.al., China from the 1911 Revolution to Liberation.
9. Tan Chuntg Triton and Studies on the Nineteenth Century China and Imperialism.
10. John K. Faribank, et.al., East Asia: Modern Transformation.
11. Mikiso Hane, Moden Japan: A Historical Survey.
12. Y. Immaneuil Hus., The Rise of Modern China.
13. Chalmers A. Johnson Peasant Nationalism and Communist Power: The Emergence of Red China, 1937-1945
14. John. Livingstone, et.al., The Japan Reader (Imperial Japan: 1800, 1945) Vol. I.
15. F.H. Norman Japan's Emergence as Modern State.
16. Nathaniel Pfeffer, The Far East: A Modern History.
17. Victor Purcell The Boxer Uprising: A Background Study.
18. Kenneth B. Pyle, The Making of Modern Japan.
19. Frauz Schurmann and Orville Schell (ed.) China Readings, 2 Volumes (Imperial China and Republican China)
20. Benjanin I. Schwartz Mao and the Rise of Chinese Communism.
21. Hu Sheng Imperialism and Chinese Politics.
22. Chow Tse Tung The May Fourth Movement: Intellectual Revolution in Modern China.
23. Mao Tso Tung's Selected Writings: National Bank Agency Calcutta.
24. Mary C. Wright China in Revolution: The First Phase (1900-1913)

COMMUNICATION SKILLS – II

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS 401	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify steps to professional communication
CLO 2	Identify the key components of meeting, agendas and meeting minutes
CLO 3	Understand the key skills and behaviors required to facilitate a group discussion/presentation
CLO 4	Polish current affairs & rapport building

B. SYLLABUS

Module I: Social Communication Skills

Small Talk
Conversational English
Appropriateness
Building rapport

Module II: Context Based Speaking

In general situations
In specific professional situations
Discussion and associated vocabulary
Simulations/Role Play

Module III: Professional Skills

Presentations
Negotiations
Meetings
Telephony Skills

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Business Communication, Raman –Prakash, Oxford

BEHAVIOURAL SCIENCE - IV (GROUP DYNAMICS AND TEAM BUILDING)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - IV	BSS 403	1:0:0	1	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

Course Objective:

To inculcate an elementary level of understanding of group/team functions
To develop team-spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

Definition and Characteristics
Importance of groups
Classification of groups
Stages of group formation
Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
Group Cohesiveness and Group Conflict
Adjustment in Groups

Module III: Teams

Meaning and nature of teams
External and Internal factors effecting team
Building Effective Teams
Consensus Building
Collaboration

Module IV: Leadership

Meaning, Nature and Functions
Self leadership
Leadership styles in organization
Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature
Types of power
Relevance in organization and Society

Module VI: End-of-Semester Appraisal

Viva based on personal journal
Assessment of Behavioural change as a result of training
Exit Level Rating by Self and Observer

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smith Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

FRENCH – IV

Course Name	Course Code	LTP	Credit	Semester
French	FLN 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students:

- To develop strategies of comprehension of texts of different origin
- To present facts, projects, plans with precision

Course Contents:

Module C: pp. 104 – 139: MODULEés 8, 9

Contenu lexical: MODULEé 8: Découvrir le passé

1. parler du passé, des habitudes et des changements.
2. parler de la famille, raconter une suite
d'événements/préciser leur date et leur durée.
3. connaître quelques moments de l'histoire

MODULEé 9: Entreprendre

1. faire un projet de la réalisation: (exprimer un besoin, préciser les étapes d'une réalisation)
2. parler d'une entreprise
3. parler du futur

Contenu grammatical:

1. Imparfait
2. Pronom « en »
3. Futur
4. Discours rapporté au présent
5. Passé récent
6. Présent progressif

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre : Campus: Tome 1

GERMAN - IV

Course Name	Course Code	LTP	Credit	Semester
German	FLG 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany.

Introduction to Advanced Grammar Language and Professional Jargon

Course Contents:

Module I: Present perfect tense

Present perfect tense, usage and applicability

Usage of this tense to indicate near past

Universal applicability of this tense in German

Module II: Letter writing

To acquaint the students with the form of writing informal letters.

Module III: Interchanging prepositions

Usage of prepositions with both accusative and dative cases

Usage of verbs fixed with prepositions

Emphasizing on the action and position factor

Module IV: Past tense

Introduction to simple past tense

Learning the verb forms in past tense

Making a list of all verbs in the past tense and the participle forms

Module V: Reading a Fairy Tale

Comprehension and narration

- Rotkäppchen
- Froschprinzessin
- Die Fremdsprache

Module VI: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

Module VII: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

Module VIII: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;
Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant - 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH – IV

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules

Introduction to Present Continuous Tense (Gerunds)

Module II

Translation with Present Continuous Tense

Introduction to Gustar, Parecer, Apetecer, doler

Module III

Imperatives (positive and negative commands of regular verbs)

Module IV

Commercial/ business vocabulary

Module V

Simple conversation with help of texts and vocabulary

En la recepcion del hotel

En el restaurante

En la agencia de viajes

En la tienda/supermercado

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras (Nivel – Elemental)

CHINESE – IV

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLC 401	2:0:0	2	4

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

How many characters are there? The early Qing dynasty dictionary included nearly 50,000 characters the vast majority of which were rare accumulated characters over the centuries. An educate person in China can probably recognize around 6000 characters. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Dialogue Practice
Observe picture and answer the question
Pronunciation and intonation
Character writing and stroke order.
Electronic items

Module II

Traveling – The Scenery is very beautiful
Weather and climate
Grammar question with – “bu shi Ma?”
The construction “yao ... le” (Used to indicate that an action is going to take place)
Time words “yiqian”, “yiwai” (Before and after).
The adverb “geng”.

Module III

Going to a friend house for a visit meeting his family and talking about their customs.
Fallen sick and going to the Doctor, the doctor examines, takes temperature and writes prescription.
Aspect particle “guo” shows that an action has happened some time in the past.
Progressive aspect of an actin “zhengzai” Also the use if “zhe” with it.
To welcome someone and to see off someone I cant go the airport to see you off... etc.

Module IV

Shipment. Is this the place to checking luggage?
Basic dialogue on – Where do u work?
Basic dialogue on – This is my address

Basic dialogue on – I understand Chinese

Basic dialogue on – What job do u do?

Basic dialogue on – What time is it now?

Module V

Basic dialogue on – What day (date) is it today?

Basic dialogue on – What is the weather like here.

Basic dialogue on – Do u like Chinese food?

Basic dialogue on – I am planning to go to China.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader, Part-2” Lesson 31-38

FIFTH SEMESTER

HISTORY OF INDIA-V (C. 1550-1605)

Course Name	Course Code	LTP	Credit	Semester
History of India-V (C. 1550-1605)	BHH 501	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	It is expected that after doing this course, the student will become sufficiently curious about the current social and political developments and will also be equipped conceptually to attempt a rational scrutiny of the world around us.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: Sources and Historiography:

- (a) Persian literary culture; translations; Vernacular literary traditions
- (b) Modern Interpretations

MODULE II: Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah and his administrative and revenue reforms

MODULE III: Consolidation of Mughal rule under Akbar:

- (a) Campaigns and conquests: tactics and technology
- (b) Evolution of administrative institutions: *zabt*, *mansab*, *jagir*, *madad-i-ma'ash*
- (c) Revolts and resistance

MODULE IV: Expansion and Integration:

- (a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal

MODULE V: Rural Society and Economy:

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

MODULE VI: Political and religious ideals:

- (a) Inclusive political ideas: theory and practice
- (b) Religious tolerance and *sulh-i-kul*; Sufi mystical and intellectual interventions
- (c) Pressure from the *ulama*

ESSENTIAL READINGS

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

Muzaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State, 1526 – 1750*.

J.F. Richards, *The Mughal Empire*.

Catherine Asher and Cynthia Talbot, *India Before Europe*.

Irfan Habib, *Agrarian System of Mughal India, 1526 – 1707*.

S.A.A. Rizvi, *Religious and Intellectual History of the Muslims in Akbar's Reign*.

Stephen F. Dale, *Garden of the Eight Paradises: Babur and the Culture of Empire*.

R P Tripathi, *The Rise and the Fall of the Mughal Empire*.

SUGGESTED READINGS

Athar Ali, *Mughal India: Studies in Polity, Ideas, Society, and Culture*.

Douglas Streusand, *The Formation of the Mughal Empire*.

Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*.

A.J. Qaiser, *The Indian Response to European Technology and Culture*.

Richard M. Eaton, *The Rise of Islam and the Bengal Frontier*.

Shireen Moosvi, *Economy of the Mughal Empire*.

K.N. Chaudhuri, *Trade and Civilization in the Indian Ocean*.

Iqtidar Alam Khan, *Gunpowder and Fire Arms: Warfare in Medieval India*.

Jos J.S. Gommans and Dirk H.A. Kolff, eds, *Warfare and Weaponry in South Asia*.

Irfan Habib, *An Atlas of the Mughal Empire*..

INDIAN ARCHAEOLOGY

Course Name	Course Code	LTP	Credit	Semester
Indian Archaeology	BHH 502	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different dynastic in socio- cultural history of India.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

Module I: Definition - Aim - Scope and Function of Archaeology. Archaeology as a source for cultural studies. Archaeology and its Relations with other Disciplines - Social Sciences - Natural Sciences - Physical Sciences.

Module II: Indian Epigraphy - Scope, Use and Function - Origin of Writing in India - Ancient Scripts and Languages - Paleographic Formula - Writing Materials. Indian Numismatics - Scope, Use Function - Origin of Coinage in India - Examination of a Coin.

Module III: A study on Historical values of Ancient sites: Harappa, Mohenohar, Taxila, Kausambi

Module IV: A study on Historical values of Ancient sites: Nalanda, Hastinapur, Brahmgi and Sisupalgarh

Examination Scheme:

Components	CT	P	A	EE
Weightage (%)	15	10	5	70

Text & References:

- Majumdar, R.C : The History and culture of the Indian people
- Pathak V S : Historian of Ancient India
- Bernier J B Travels in the Mughal Empire

OUTLINES OF HISTORY OF SOUTH INDIA

Course Name	Course Code	LTP	Credit	Semester
Outlines of History of South India	BHH 503	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different dynastic in socio- cultural history of India.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

Module I: Geographical & Prehistoric background of South India. The Sangam Age – Political, Social, Economic and cultural conditions.

Module II: The Satvahans – political history and cultural achievements. The Pallavas of Kanchi and their culture.

Module III: The Chalukyas of Vatapi: Political and Cultural achievements. The Rashtrakutas.

Module IV: The Cholas: Political and Cultural achievements. The Local self-government under the Cholas.

Examination Scheme:

Components	CT	P	A	EE
Weightage (%)	15	10	5	70

Text & References:

- Aiyenger S.K: Beginings of South Indian History
- Altekar A S: The Rashtrakutas and their times.
- Gopalan R: The Pallavas
- Shastri K.A.N: A History of South India

HISTORY OF INDIA-VI (C. 1750-1857)

Course Name	Course Code	LTP	Credit	Semester
History of India-VI (C. 1750-1857)	BHH 504	3:0:0	3	5

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different dynastic in socio- cultural history of India.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: India in the mid – 18th Century; Society, Economy, Polity

MODULE II: Expansion and Consolidation of colonial Power:

- [a] Mercantilism, foreign trade and early forms of exactions from Bengal.
- [b] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

MODULE III: Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and ‘modern’.

MODULE IV: Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialisation and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

MODULE V: Trade and Industry

- [a] De – industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

MODULE VI: Popular Resistance:

- [a] Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian leagues (1873); Deccan riots (1875).
- [b] Uprising of 1857

ESSENTIAL READINGS

C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

Subash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989. J.S. Grewal, *The Sikhs of the Punjab*, New Cambridge History of India Ranajit Guha, ed., *A Subaltern Studies Reader*.

Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India*, Vol. II.

P.J. Marshall, *Bengal: The British Bridgehead*, New Cambridge History of India.

R.C. Majumdar, ed., *History and Culture of Indian People*, Vols. IX and X.
British Paramountcy and Indian Renaissance.

Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947*, Oxford In India Readings. Eric Stokes, *English Utilitarians and India*.

Ram Lakhan Shukla, ed., *Adhunik Bharat ka Itihas*.

SUGGESTED READINGS

David Arnold and Ramchandra Guha, eds., *Nature, Culture and Imperialism*.

Amiya Bagchi, *Private Investment in India*.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*. A.R. Desai, *Peasant Struggles in India*.

R.P. Dutt, *India today*.

M.J. Fisher, ed., *Politics of Annexation* (Oxford in India Readings).

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (1983).

P.C. Joshi, *Rebellion 1857: A Symposium*.

J. Krishnamurti, *Women in Colonial India*.

Dadabhai Naroji, *Poverty and Un-British Rule in India*

DOMAIN ELECTIVES

MAJOR SOURCES OF INDIAN HISTORY

Course Name	Course Code	LTP	Credit	Semester
Major Sources of Indian History	BHH 505	3:1:0	4	5

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different intellectual history of India.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

Module I: Major sources, their nature and utility. Varieties of archaeological sources, Epigraphy, Numismatics and Monuments. Religious literature

Module II: Secular literature, Banabhatt, Kalhanam Barni and Abul Fazal

Module III: Traveller's accounts, Megasthenes, Hiuen Tsang, Alberuni, Bernier and Tavemier

Module IV: Autobiography as a source of History (Gandhi & Nehru), Newspapers as source of History (A general discussion), Literature as source of History, Bankim & Prem Chand

Examination Scheme:

Components	CT	P	A	EE
Weightage (%)	15	10	5	70

Text & References:

- Majumdar, R.C : The History and culture of the Indian people
- Pathak V S : Historian of Ancient India
- Bernier J B Travels in the Mughal Empire

HISTORY OF NAZISM

Course Name	Course Code	LTP	Credit	Semester
History of Nazism	BHH 506	3:1:0	4	5

A. Course Learning Outcomes (CLO)

CLO 1	Evaluate the rises of Nazism.
CLO 2	Analyse and critically evaluate the ideological characteristics of Nazism.
CLO 3	Identify the various aspect of Nazism in Germany.
CLO 4	Study the scientific developments in science and technology under Nazism.

B. Syllabus

MODULE I: Growth of Nazi movements in post-war Europe; social bases and political formations.

MODULE II: Ideological characteristics: myths, race and biology.

MODULE III: Experience of Nazism; war and expansion; everyday life; resistance.

MODULE IV: Different Explanation of Nazism; development of science and technology under Nazis; Reasons for Nazis success and failure.

Select Readings:

Roger Eatwell, Fascism: A History., Random House, 2003

F. Neumann, Behemoth: The Structure and Practice of National Socialism.

Ivan R. Dee, 2009 Daniel Guerin, Big Business and Fascism, Parthfider, 2003 Arthur Schweitzer, Big Business in the Third Reich, Indiana University Press, 1964 F. Knight, The French Resistance, 1940-44.

Max Gallo, Spain Under Franco: A History., Dutton, 1964 Primo Levi, If this is a Man, Orion Press, 1954

G. Brenner, The Spanish Labyrinth, CUP, 1990 Roland Sarti, Fascism and the Industrial Leadership in Italy, 1919-1940, University of California Press, 1971 R. J. Bosworth, Mussolini's Italy, Penguin 2006. Marius Jansen, ed. & Peter Duus, ed.

The Cambridge History of Japan, Volumes 5 and 6.

Cambridge: Cambridge University Press, 1988 and 1989 Prasanjit Duara Sovereignty and Authenticity: Manchukuo and the East Asian Modern, Rowman & Littlefield, 2004

COMMUNICATION SKILLS - III

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS501	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Course Contents:

Module I

Reading Comprehension
Summarising
Paraphrasing

Module II

Essay Writing
Dialogue Report

Module III

Writing Emails
Brochure
Leaflets

Module IV: Introduction to Phonetics

Vowels
Consonants
Accent and Rhythm
Accent Neutralization
Spoken English and Listening Practice

Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

Text & References:

- Effective English for Engineering Students, B Cauveri, Macmillan India
- Creative English for Communication, Krishnaswamy N, Macmillan
- A Textbook of English Phonetics, Balasubramanian T, Macmillan

BEHAVIOURAL SCIENCE - V
(INDIVIDUAL, SOCIETY AND NATION)

Course Name	Course Code	LTP	Credit	Semester
Behavioural Science - V	BSS 503	1:0:0	1	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Inculcating Behavioural skills
CLO 2	Construct and showcase their Behavioural in a creative manner.
CLO 3	Comprehending and demonstrating ways of Behaviour.
CLO 4	Outlining and illustrating Behavioural Skills

B. SYLLABUS

MODULEs: 01

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences & Personality

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:
 - Identifying Long-term choices and goals
 - Uncovering talent, strength and style
- Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour

FRENCH – V

Course Name	Course Code	LTP	Credit	Semester
French	FLN 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To furnish some basic knowledge of French culture and civilization for understanding an authentic document and information relating to political and administrative life

Course Contents:

Module D: pp. 131 – 156 MODULEés 10, 11

Contenu lexical:

MODULEé 10: Prendre des décisions

1. Faire des comparaisons
2. décrire un lieu, le temps, les gens, l'ambiance
3. rédiger une carte postale

MODULEé 11: faire face aux problèmes

1. Exposer un problème.
2. parler de la santé, de la maladie
3. interdire/demander/donner une autorisation
4. connaître la vie politique française

Contenu grammatical:

1. comparatif - comparer des qualités/ quantités/actions
2. supposition : Si + présent, futur
3. adverbe - caractériser une action
4. pronom "Y"

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- le livre à suivre: Campus: Tome 1

GERMAN - V

Course Name	Course Code	LTP	Credit	Semester
German	FLG 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Advanced Grammar and Business Language and Professional Jargon

Course Contents:

Module I: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

Module II: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

Module III: Reflexive verbs

Verbs with accusative case

Verbs with dative case

Difference in usage in the two cases

Module IV: Verbs with fixed prepositions

Verbs with accusative case

Verbs with dative case

Difference in the usage of the two cases

Module V: Texts

A poem 'Maxi'

A text Rocko

Module VI: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation
I – Interaction/Conversation Practice

Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmoe, Deutsch als Fremdsprache 1A, Grundkurs

SPANISH - V

Course Name	Course Code	LTP	Credit	Semester
Spanish	FLS 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

Course Contents:

Module I

Revision of earlier semester modules

Module II

Future Tense

Module III

Presentations in English on
Spanish speaking countries'
Culture
Sports
Food
People
Politics
Society
Geography

Module IV

Situations:
En el hospital
En la comisaria
En la estacion de autobus/tren
En el banco/cambio

Module V

General revision of Spanish language learnt so far.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

- Español Sin Fronteras, Greenfield

CHINESE – V

Course Name	Course Code	LTP	Credit	Semester
Chinese	FLC 501	2:0:0	2	5

A. Course Learning Outcomes (CLO)

CLO 1	Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language.
CLO 2	Students will be able to read and interpret small texts of intermediate level.
CLO 3	Students will be able to communicate in small sentences in Simple Future and Past tenses.
CLO 4	Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

B. Syllabus

Course Objective:

What English words come from Chinese? Some of the more common English words with Chinese roots are ginseng, silk, dim sum, fengshui, typhoon, yin and yang, T'ai chi, kung-fu. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

Course Contents:

Module I

Drills

Dialogue practice

Observe picture and answer the question.

Pronunciation and intonation.

Character writing and stroke order

Module II

Intonation

Chinese foods and tastes – tofu, chowmian, noodle, Beijing duck, rice, sweet, sour....etc. Learning to say phrases like – Chinese food, Western food, delicious, hot and spicy, sour, salty, tasteless, tender, nutritious, good for health, fish, shrimps, vegetables, cholesterol is not high, pizza, milk, vitamins, to be able to cook, to be used to, cook well, once a week, once a month, once a year, twice a week.....

Repetition of the grammar and verbs taught in the previous module and making dialogues using it.

Compliment of degree “de”.

Module III

Grammar the complex sentence “suiran ... danshi....”

Comparison – It is colder today than it was yesterday.....etc.

The Expression “chule....yiwai”. (Besides)

Names of different animals.

Talking about Great Wall of China

Short stories

Module IV

Use of “huozhe” and “haishi”

Is he/she married?

Going for a film with a friend.

Having a meal at the restaurant and ordering a meal.

Module V

Shopping – Talking about a thing you have bought, how much money you spent on it? How many kinds were there? What did you think of others?

Talking about a day in your life using compliment of degree “de”. When you get up? When do you go for class? Do you sleep early or late? How is Chinese? Do you enjoy your life in the hostel?

Making up a dialogue by asking question on the year, month, day and the days of the week and answer them.

Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

Text & References:

“Elementary Chinese Reader ” Part-II Lesson 39-46

SIXTH SEMESTER

HISTORY OF INDIA-VII (C. 1605-1750)

Course Name	Course Code	LTP	Credit	Semester
History of India-VII (C. 1605-1750)	BHH 601	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	The learner will be able to understand the economic changes that determined the course of Indian history in the modern period.
CLO 2	Analyze how these changes had a major impact on other parts of the world.
CLO 3	Examine the significant problems, ideologies and events and explain their consequences.
CLO 4	Formulate ideas and interpretations through assignments and presentations.

B. Syllabus

MODULE I: Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

MODULE II: Political Culture under Jahangir and Shah Jahan:

- (a) Extension of Mughal rule; changes in *mansab* and *jagir* systems; imperial culture
- (b) Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

MODULE III: Mughal Empire under Aurangzeb:

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and *jagir* crises; revolts

MODULE IV: Visual Culture: Paintings and Architecture

MODULE V: Patterns of Regional Polities:

- (a) Rajput political culture and state formation
- (b) Deccan kingdoms; emergence of the Marathas; Shivaji; expansion under the Peshwas
- (c) Mughal decline; emergence of 'successor' states
- (d) Interpreting eighteenth century India: recent debates

MODULE VI: Trade and Commerce:

- (a) Crafts and technologies; Monetary system
- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

ESSENTIAL READINGS

M. Athar Ali, *The Mughal Nobility under Aurangzeb*.

Muzaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State, 1526 – 1750*.

J.F. Richards, *The Mughal Empire*.

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 – 1707*.
Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 – 1750*.
Stewart Gordon, *The Marathas 1600 – 1818*.
Ebba Koch, *Mughal Art and Imperial Ideology*.
S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.
K. R. Qanungo, *Dara Shikoh*.

SUGGESTED READINGS

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.
S. Arsaratnam, *Maritime India in the Seventeenth Century*.
Muzaffar Alam, *The Crisis of Empire in Mughal North India*.
Catherine Asher, *Architecture of Mughal India*.
Milo Beach, *Mughal and Rajput Paintings*.
Satish Chandra, *Parties and Politics at the Mughal Court*.
Andre Wink, *Land and Sovereignty in India*.
Harbans Mukhia, *The Mughals of India*.
J.F. Richards, *Mughal Administration in Golconda*.
Z.U. Malik, *The Reign of Muhammad Shah*.
Iqbal Husain, *Ruhela Cheiftancies in 18th Century India*

HISTORY OF INDIA-VIII (C. 1857-1950)

Course Name	Course Code	LTP	Credit	Semester
History of India-VIII (C. 1857-1950)	BHH 602	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	The learner will be able to understand the economic changes that determined the course of Indian history in the modern period.
CLO 2	Analyze how these changes had a major impact on other parts of the world.
CLO 3	Examine the significant problems, ideologies and events and explain their consequences.
CLO 4	Formulate ideas and interpretations through assignments and presentations.

B. Syllabus

MODULE I: Cultures changes and Social and Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha movements
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti – Brahminical trends

MODULE II: Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadesh movement
- [d] Revolutionaries

MODULE III: Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
 - (i) Impact of the First World War
 - (ii) Rowlatt Satyagraha and Jallianwala Bagh
 - (iii) Non – Cooperative and Civil Disobedience Provincial Autonomy
 - (iv) Quit India and INA
- [b] Left – wing movements
- [c] Princely India: States' people's movements
- [d] Nationalism and Culture: literature and art

MODULE IV: Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants
- [c] Tribals
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

MODULE V: Communalism: Ideologies and practices – RSS, Hindu Maha Sabha, Muslim League.

MODULE VI: Independence and Partition

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition riots

MODULE VII: Emergence of a New State:

- [a] Making of the Constitution
- [b] Integration of princely states
- [c] Land reform and beginnings of planning

ESSENTIAL READINGS

Judith Brown, *Gandhi's rise to Power*, 1915-22.

Paul Brass, *The Politics of India Since Independence*, OUP, 1990.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, 1979.

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Peter Hardy, *Muslims of British India*.

Mushirul Hasan, ed., *India's Partition*, Oxford in India Readings.

D.A. Low, ed., *Congress and the Raj*.

John R. McLane, *Indian Nationalism and the Early Congress*.

Jawaharlal Nehru, *An Autobiography*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*.

Sumit Sarkar, *Modern India*, 1885-1947.

Anil Seal, *Emergence of Indian Nationalism*.

Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.

Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

SUGGESTED READINGS

Judith Brown, *Gandhi: (et al) A Prisoner of Hope*.

Bipan Chandra, *Communalism in Modern India*, 2nd ed., 1987.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.

A.R. Desai, *Social Background of Indian Nationalism*.

A.R. Desai, *Peasant Struggles in India*.

Francine Frankel, *India's Political Economy, 1947-77*.

Ranajit Guha, and G.C. Spivak, eds., *Select Subaltern Studies*.

Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.

F. Hutchins, *Illusion of Permanence*. F. Hutchins, *Spontaneous Revolution*.

V.C. Joshi (ed.), *Rammohan Roy and the process of Modernisation in India*.

J.Krishnamurti, *Women in Colonial India*.

HISTORY OF SUBALTERN (1800 A.D TO 1947 A.D)

Course Name	Course Code	LTP	Credit	Semester
History of Subaltern (1800 A.D TO 1947 A.D)	BHH 603	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different dynastic in socio- cultural history of India.
CLO 2	Develop a critical appreciation of evolution of Indian diverse cultural heritage.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

MODULE I: A. Sources for the Subaltern History, Subaltern Historiography B. Introduction of Subalterns in India : Women, Dalit, Adiwasi, Peasants

MODULE II: Adivasi Movements in India A. Birsa Munda Movement (1899-1901) B. Santhal Movement (1855-1856) C. Bhagat Movement of Govind Guru (1905-1931) D. National movement and the Adiwasis (1857-1947) 88

MODULE III: Women's contribution to Indian National Movements

A. Some representative women freedom fighters:

- (i) Rani Lakshmibai
- (ii) Beghum Hazrat Mahal
- (iii) Sarojini Naidu
- (iv) Vijayalakshmi Pandit
- (v) Bhaktiba Desai
- (vi) Pushpaben Mehta

B. Gandhian Grass Root activities for women

MODULE IV:

A. Peasant Movements in India

A1 Indigo Revolution (1860)

A2 Bardoli Satyagrah (1928)

A3 Kisansabha Movements in India (1936-1947)

B. Dalit Movements in India

B1 Jyotiba Phule

B2 Dr. B.R. Ambedkar (1891-1956)

B3 E. Ramaswaminaikar

Reference Books:

1. Chakvarthy Digamber: History of the santhal revolt of 1855
2. Desai A.R. {ed}: Peasant struggle in India
3. Guha Ranjit: Elementary aspects of peasant Insurgency in colonial India
4. Guha Ranjit, Subaltern studies, vol-v and vi
5. Hunter W.: History of Santhal rebellion of 1855

TRENDS IN HISTORICAL WRITING

Course Name	Course Code	LTP	Credit	Semester
Trends in Historical Writing	BHH 604	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to Acknowledge the contribution of the different Trends in history writing.
CLO 2	Develop a critical appreciation of evolution history writing.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

B. Syllabus

Module I: Collection and selection of data, evidence and its transmission. Nature and Scope of History. Use and Misuse of History. Historical objectivity and subject matter of History. Bias in History, Moral Judgement in History. History's relationship with Art and Science.

Module II: Traditions of Historical Writings: A brief survey of Arab, Graeco-Roman and Chinese traditions. Recent trends in ancient, medieval and modern historiography of India, Integral Approach to Indian History.

Module III: Ancient Indian tradition; Medieval Historiography and Modern Historiography. The Influence of Christianity on Historical writing

Module IV: Concept of History: Approaches to History: Theological; Orientalist; Imperialist; Nationalist; Marxist; Classical Marxist, Recent Marxist; Subaltern and Post-Modernist.

Text & References:

- Philips, C.H.(ed.): Historians of India, Pakistan and Ceylon.
- Ghoshal, U.N.: The Beginning of Indian Historiography and other Essays.
- Devahuti, D.(ed.): Problems of Indian Historiography.
- Warder, A.K.: An Introduction to Indian Historiography, 1972.

DISSERTATION

Course Name	Course Code	LTP	Credit	Semester
Dissertation	BHH 605	3:0:0	3	6

A. Course Learning Outcomes (CLO)

CLO 1	Practical knowledge of Research Methodology.
CLO 2	Understanding the reforms and revision in the political system of India.
CLO 3	Studying the Social reforms in History.
CLO 4	Understanding the Economic Development through Ages.

B. Syllabus

GUIDELINES FOR DISSERTATION

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical activity, having an educational value at a level commensurate with the award of your degree.

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between ‘dissertation topic’ and ‘dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to history, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for research.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Work out various stages of dissertation

- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words)
- Next is the 'acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used.
- Standard format of citation must be used
- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?

5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion from the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation: (Based on Abstract, Regularity, Adherence to initial plan, Records etc.)	30%
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Final Evaluation: Based on, Contents & Layout of the Report, Conceptual Framework, Objectives & Methodology and Implications & Conclusions	70%
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DOMAIN ELECTIVES

MAJOR REVOLUTION AND REVOLUTIONARY THOUGHTS

Course Name	Course Code	LTP	Credit	Semester
Major Revolution and Revolutionary Thoughts	BHH 606	3:1:0	4	6

A. Course Learning Outcomes (CLO)

CLO 1	Analyze various revolutions with a critical approach towards the events and consequences.
CLO 2	Appreciate the role of revolutions in contributing to the constitution and reproduction of power relations.
CLO 3	Gain a clear understanding of the theoretical features, history, and political functions of revolution.

B. Syllabus

Module I: The English Revolutions: From the Civil Wars to the “Glorious Revolution”: Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological, The American Revolution: ‘Constitution making’. Despotism and Republicanism. Inalienable right. Democracy and Faction. Slavery.

Module II: The French Revolution: Representation and the Body-Politic. Supreme Reason and General Will. Classical models. Terror and Virtue, The Russian Revolution: Politics and the Vanguard. Class, State and Revolution.

Module III: The Chinese Revolution: New Democracy: “On Practice”, “Cultural Revolution”.

Module IV: Ahimsa and Revolutionary practice: Swaraj, Swadeshi and Satyagraha.

Text & References:

Thomas Hobbes, Behemoth or the Long Parliament Oxford: Clarendon Press; New York: Oxford University Press, 2010.

GENDER & HISTORY

Course Name	Course Code	LTP	Credit	Semester
Gender & History	BHH 607	3:1:0	4	6

A. Course Learning Outcomes (CLO)

CLO 1	At the end of the course the student will be able to acknowledge the contribution of Gender in History.
CLO 2	Develop a critical appreciation of Gender.
CLO 3	Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about Gender in History.

B. Syllabus

Module I: Key Concepts and Terminologies Sex –Sexuality Gender – Gendering – Parenting Patriarchy – Matriarchy – Matriliny – Patriline Domestic Violence – Household management Wife – Widow Rape- Trafficking- Prostitution Third Gender- Cross Dressers- LGBT

Module II: Gender Studies as A Discipline Gerda Lerner – The Creation of patriarchy Simon de Bouver – The Second Sex Problem of Invisibility and Marginalisation Women as property of Men

Module III: Gender Studies – The Indian Scenario Altekarian Paradigm – Critique of Altekarian Paradigm – Brahmanical Patriarchy Uma Chakravarty Seed and Earth- Leela Dube Food and Caste- Leela Dube Ecological Feminism – Women as creators of Life- Green Revolution and destabilizing the life of Women– Contributions of Vandana Shiva The Subaltern Cannot Speak- Gayatri Chakravorty Spivak Rights over Land– Bina Aggarwal Nature of Rape Trials- Pratiksha Baxi

Module IV: Indian Society through Gender Perspective Brahmanical Patriarchy – Widowhood Threefold Oppression of Dalit Women Bhakti and Sainthood Caste and Gender

BOOKS FOR STUDY

- V. Geetha, Gender
- V. Geetha, Patriarchy
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Richard Ekins and Dave King, Blending Genders: Social Aspects of Cross Dressing and Sex Changing
- Gerda Lerner, Creation of Patriarchy
- Simon de Bouver – The Second Sex
- Stephanie Coontz and Peta Henderson (eds.), Women's Work, Men's Property: The Origins of Gender and Class

- A. S. Altekar, The Position of Women in Hindu Civilization: From Pre- Historic Times to the Present Day
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'
- Vandana Shiva, Staying Alive: Women, Ecology and Development
- Vandana Shiva, The Violence of Green Revolution
- M. N. Srinivas (ed.), Caste: Its Twentieth Century Avatar
- Leela Dube, Anthropological Explorations in Gender
- C. Nelson, L. Grossberg (eds.), Marxism and the Interpretation of Culture
- Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia
- Pratiksha Baxi, Public Secrets of Law: Rape Trials in India
- Uma Chakravarti, Gendering Caste through a Feminist Lens
- Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'
- Sharmila Rege, Writing Caste/ Writing Gender: Reading dalit Women's Testimonies
- Sharmila Rege, Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position, Economic and Political Weekly, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46
- Gopal guru, Dalit women Talk Differently, Economic and Political Weekly, Vol. 30, No. 41/42 (Oct. 14-21, 1995), pp. 2548-2550
- Vijaya Ramaswamy, Walking Naked: Women, Society and Spirituality in South India