

SCHEME OF EXAMINATION

&

SYLLABI

for

Bachelor of Arts
(Liberal Arts)

(5- Year Dual Degree BA-MA Programmes)

Scheme and Syllabus
for

- a. History Major Discipline
- b. Political Science Major Discipline
- c. Sociology Major Discipline

1st Year Common Scheme (Semester 1 & 2) and Scheme Framework for higher semesters)

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka

GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITYGuru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in

Approval History:

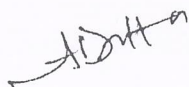
1. Approval of the University School of Liberal Arts by BOM: 77th Meeting vide Agenda Item 77.08, on 14th June 2022.
2. First year Scheme and Syllabus approved by BOS: 9th March 2023
3. First year Scheme and Syllabus approved by AC: 55th Academic Council vide Agenda Item AC 55.18, dated 22nd March 2023.
4. 1st Year Common Scheme (1st&2nd Semesters) approved by online circulation.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focussing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and environment.

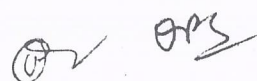
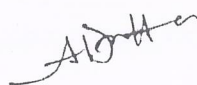
Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.



Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase 'critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills' by bridging the gap between different disciplines. The NEP places on record that 'strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive' is the need of the hour and hence, proposes to bring in cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of the Indian Philosophy and social diversity.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.



Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts at Dwarka campus. In the event of any difficulty of implementation, and / or interpretation of any clause of the document, the same may be brought to the notice of Dean of the University School of Liberal Arts. The decision of the Dean, University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean, of the School and the Board of Studies approval), the decision already taken by the Dean of the school shall stand.

The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is 3 credits for lectures and 2 tutorials will constitute 1 credit.

The intake in the programme shall be 60 with the addition of supernumerary seats as per the policy of the university.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

ADH

@

013

Programme Outcomes

PO1 (Knowledge): Provide a holistic education across disciplines.

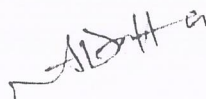
PO2 (Understanding): Enhance cognitive and critical skills of students among different disciplines

PO3 (Synthesis): Synthesise knowledge from multiple disciplines and prepare for entering the teaching profession or engage in welfare and community activities.

PO4 (Application): The courses will offer new employment opportunities in Galleries, Libraries, Archives, Museums(GLAM), along with other conventional fields – teaching, research, administrative jobs and non-state organisations.

PO5 (Research): Students can enter the professional field after graduation or could pursue research.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.



Course / Paper Group Codes:**Definitions:**

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline of Major i.e., History/Sociology/Political Science

Minor specialization shall mean the discipline of Minor in History/Sociology/Political Science/English and any other discipline from USS offered as a minor.

Paper / Course shall be treated as synonyms.

Acronyms:

APC: Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.

BOS: Board of Study of the school

USLA: University School of Liberal Arts.

L: Number of Lecture hours per week

T/P: Number of Tutorial / Practical Hours per week

C: Number of credits assigned to a course / paper

COE: Controller of Examinations of the Examinations Division of the University.

SGPA/CGPA: Semester/Cumulative Grade Point Average.

NUES: No term end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.

DSC: Discipline Specific Core Course

MS: Minor Stream

OE: Open Elective Course

SEC: Skill Enhancement Course

AEC: Ability Enhancement Course

VAC: Value Addition Course

RP: Research Project

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 YEAR SCHEME (9TH AND 10TH SEMESTERS) OF MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT DWARKA CAMPUS.

The new curriculum framework has the following features, as per UGC guidelines:

- i. Flexibility to move from one discipline of study to another;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;
- iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Aditya

OR

OR

Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Minor specialization helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing a History major obtains a minimum of 12 credits from a bunch of courses in Ancient India, then the student will be awarded B.A. degree in History with a Minor Specialization in Ancient India within the same discipline; or if a student of Political Science obtains 12 credits from one theme such as International Relations, the student will be awarded B.A. degree in Political Science with a minor specialization in International Relations, within the same discipline; or if a student of Sociology obtains 12 credits from one theme such as Gender, the student will be awarded B.A. degree in Sociology with a minor specialization in Gender, within the same discipline.

Awarding UG Certificate, UG Diploma, and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing minimum credits and satisfying the minimum credit requirements as given in the table.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with credits and have satisfied the credit requirements as given in table.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

UG Degree Programmes with Single Major: A student has to secure a minimum of 92 credits from DSCs, FCs, and/or Dissertation in 4-year UG degree to be awarded Major in the concerned discipline.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

[Signature]

[Signature]

[Signature]

For example, in a 4-year UG programme, if a student earns 92 credits from History from DSCs, FCs and/or Dissertation, he/she will be awarded Major in History in B.A. (Liberal Arts).

UG Degree Programmes with Minor Stream is the discipline or subject other than the discipline or subject in which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student will be awarded with Minor in the said stream. Minor Stream should be different from Major discipline. For example, if a student who earns 32 credits from Minor Stream Courses of Sociology, he/she will be awarded Minor in Sociology in BA (Liberal Arts).

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1.	Major (Core)	60	80
2.	Minor Stream	24	32
3.	Inter-disciplinary	09	09
4.	Ability Enhancement Courses (AEC)	08	08
5.	Skill Enhancement Courses (SEC)	09	09
6.	Value Added Courses common for all UG Programmes	06 - 08	06 - 08
7.	Summer Internship	02 - 04	02 - 04
8.	Research Project / Dissertation	-	12
	Total	120	160

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

[Handwritten signatures and initials]

15-4

**DETAILED SYLLABUS OF BA-MA (HONS.) IN LIBERAL ARTS (BA IN LIBERAL ARTS) WITH
MAJOR AND MINOR IN HISTORY, SOCIOLOGY AND POLITICAL SCIENCE**

SCHEME OF EVALUATION:

The students will undertake individual assignment which includes assignments and presentation.

Internal Assessment: A student will be evaluated on the basis of his/her performance through continuous assessment. The marks assigned for internal evaluation are 40. The break-up is given as follows:

- Minor test -10
- Project work -10
- Field work/Audio-visual clips, discussion and participation -10
- Assignments/Term or Seminar Paper -10

Instructions for the End-term Examination

- The marks prescribed for the external examination is 60.
- It will be based on the course content. There will be 5 questions in total each carrying 12 marks. There shall be one question from each unit with internal choice. The last question shall be comprehensive testing students' understanding of the entire course.
- COs and POs to be kept in mind while setting the questions.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

Nature of the Course	Course ID	First Semester					
		Course Code	Course Title	Mode of Exam	L	T/P	Credits
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR	UES	2	1	3
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107	English Language and Grammar - I	UES	1	1	2
		BAENG109	Punjabi-I				
		BAENG111	French-I				
		BAENG113	German-I				
		BAENG115	Japanese-I				
		BAENG117	Spanish - I (Any one)****				
			OR				
			Any AEC from other USS****				
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
		Total					24

*All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA.

**NUES: Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a

AD

Dr. Anurag Prasad

(Signature)

committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

*** To be borrowed from USEM

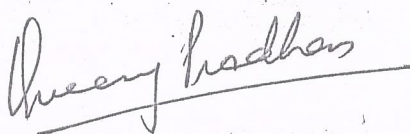
**** Languages to be borrowed from USHSS or to be borrowed from other USS.

Note: Entrepreneurship Mindset is SEC Compulsory. Students can take this in any odd semester, if not taken in first semester.

Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

***NUES**: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.





1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

Nature of the Course	Course ID	First Semester					
		Course Code	Course Title	Mode of Exam	L	T/P	Credits
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR				
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107	English Language and Grammar - I	UES	1	1	2
		BAENG109	Punjabi-I				
		BAENG111	French-I				
		BAENG113	German-I				
		BAENG115	Japanese-I				
		BAENG117	Spanish - I (Any one)****				
			OR Any AEC from other USS****				
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						24

*All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA.

**NUES: Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a

ADH

Deepak Chakras

Or

committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

*** To be borrowed from USEM

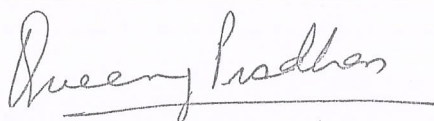
****Languages to be borrowed from USHSS or to be borrowed from other USS.

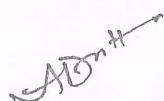
Note: Entrepreneurship Mindset is SEC Compulsory. Students can take this in any odd semester, if not taken in first semester.

Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

***NUES:** Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.







Detailed Syllabus for Common Courses in History, Political Science and Sociology

Semester One Foundation Course

Nature of the Course: Foundation Course (FC)

Course Code: Culture and Civilisations

Course Code: BALA101

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: To understand how the human life emerged and interacted with the habitat.

Course Outcome:

CO1 (KNOWLEDGE): Understand how Human species evolved over the centuries.

CO2 (UNDERSTANDING):: Understand the development of civilizations in different regions of the world.

CO3: Find out the similarities, differences and patterns of civilizations.

CO4: Engage with artefacts and other primary sources used in History and Archaeology.

Course Content

UNIT-I:: From Footprints to Genetics: Evolution of of Homo Sapiens

(Lectures-12)

- a. Palaeolithic Era
- b. Mesolithic Age
- c. Neolithic Age
- d. Agricultural Revolution

UNIT-II: Sumerian and Mesopotamian Civilisation

(Lectures-12)

- a. Geographical location in modern times and
- b. Features of Advanced civilisation
- c. Akkadian and Babylonian Empires
- d. Writing, Culture and Literature

UNIT-III: Egyptian Civilisation

(Lectures-12)

- a. Centrality of River Nile in the emergence of the Civilization
- b. Technology - papyrus and Stonework
- c. Pyramids, material remains, and Historical Representations
- d. Old and New Kingdom

UNIT-IV: Indus Valley City-States

(Lectures-12)

- a. Urbanism
- b. Trade and Workshops
- c. City states and planning
- d. Art, architecture and Culture

Pedagogy:

- Classroom Lectures/Map and Geography /Project Work/Archeology
- Examining and analysing the civilisational patterns/How an ancillary Field to Geology
- Screening documentaries on the layout and archaeological finds of the civilisations

Text Books:

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017
3. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013

4. Leakey, Mary. *Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
5. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.
6. McIntosh, Jane R., *Ancient Mesopotamia: New Perspectives*, ABC-CLIO, USA and England, 2005.
7. Mitchell, Timothy, *Colonising Egypt*, University of California Press, 1991.

Recommended Readings:

1. Bauer, Susan Wise, *The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.

Adrian

Queen's

Or

**First Semester
Foundation Course (FC)**

Nature of the Course: Foundation Course (FC)
Course: Indian Constitution and Governance
Course Code: BALA103
Credits:4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objectives

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights and the Directive Principles of State Policy enshrined in the constitution form its core.

Course Outcomes

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution making process and the debates associated with it.

CO3: (Synthesis): In studying this paper, knowledge about fundamental rights, duties and directive principles will be imparted to students.

CO4: (Application and Research): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Contents:

Unit I - Evolution of Indian Constitution (12 lectures)

- i. Nationalist Movement, Philosophical Foundations of Constitution.
- ii. Salient Features of Indian Constitution.
- iii. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II- Indian Federal System (10 lectures)

- i. Centre-State Relationship
- ii. Decentralisation -Local and Grassroots Politics
- iii. Contemporary Trends- Asymmetrical Features of Federalism

Unit III- State Government (10 lectures)

- i. State Legislature: Composition and Functions
- ii. State Executive :Governor, Chief Minister and Council of Ministers

Unit IV-Party System and Social Movements: (12 lectures)

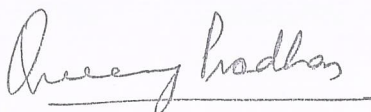
- i. National and Regional Parties; Coalition Politics
- ii. Workers and Peasants Movements
- iii. Environmental and Women's Movements

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work
- Minor Test

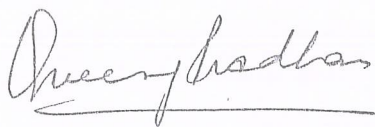
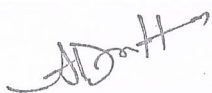
Text Books

1. Chakrabarty, Bidyut, & Rajendra Kumar Pandey, *Indian Government and Politics*, New Delhi: Sage India, 2008.
2. Chandoke, Neera, & Praveen Priyadarshi, *Contemporary India: Economy, Society, Politics*, New Delhi: Pearson, 2010.
3. Mehta, Pratap Bhanu, & Niraja Gopal Jayal, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, 2011.



Recommended Readings

1. Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford Univ. Press, 1999.
2. Austin, G., *Working of a Democratic Constitution of India*, New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev & Achin Vanaik, *Understanding Contemporary India – Critical Perspectives*, New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan (ed.), *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*, Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K., *The Changing Face of Parties and Party Systems: A Study of Israel and India*, Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, & Rahul Mukherji, *India Since 1980*, Delhi: Cambridge University Press, 2011.
7. Guha, Ramachandra, *India After Gandhi: The History of World's Largest Democracy*, New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher, *India Since 1950: Society, Politics, Economy and Culture*, Delhi: Cambridge University Press, 2012.
9. Menon, N. and Nigam, A., *Power and Contestation: India since 1989*, London: Zed Book, 2007.
10. Omit, Shani, *How India became Democratic: Citizenship and the making of the Universal Franchise*, Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha (ed.), *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*, New Delhi: Oxford University Press, 2013.
12. Singh, M.P. & Saxena, R., *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
13. Vanaik, A. & Bhargava, R. (eds.), *Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient Blackswan, 2010.



**First Semester
Foundation Course**

Nature of the Course: Foundation Course(FC)

Subject: Society in India

Course Code: BALA105

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: The aim is to make students aware of the various aspects of the Indian society.

Course Outcome:

CO1 (Knowledge): Will enhance knowledge and help students evaluate concepts pertaining to Indian society and its structure

CO2 (Understanding): Demonstrate critical reflection on professional knowledge and skills of students by incorporating broad subject knowledge and perspectives.

CO3 (Synthesis): Help in critically analysing the current undercurrents of Indian social stratification and its implications in day to day life

CO4 (Application and Research): Apply the information on Indian society for better understanding of functioning of society and sensitize them over the related issues

Course Content

UNIT-I: Unity and Diversity

Lectures-10

- a.) Meaning of Unity and Diversity
- b.) Sources of Diversity in India
- c.) Importance of diversity
- d.) Factors Contributing to the Unity of India
- e.) Unity in diversity- models, factors contributing to unity in diversity, merits and demerits

UNIT-II: Social stratification

Lectures-10

- a.) Caste System- theories of origin, salient features, functions and dysfunctions, trends of change
- b.) Class system- concept, class as open entity, factors of class formation, class based inequalities
- c.) Gender- concept, binary and non- binary, gender as basis of stratification, gender inequalities
- d.) Ethnic groups- ethnicity, ethnic boundary and ethnic identity, ethnic and racial stratification
- e.) Meritocracy as basis of ideal stratification

UNIT-III: Family, kinship and marriage in India

Lectures-10

- a.) Meaning and definition of family, types- nuclear and joint
- b.) Features and trends in family system, reasons for changes
- c.) Meaning and definition of Kinship - Functions of Kinship; Kinship in north and south India-comparison
- d.) Meaning and definition of Marriage, Rules of Mate selection in Marriage
- e.) Latest trends- divorce, live- in relations, homosexual relations

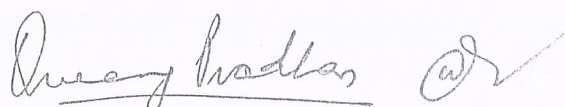
UNIT-IV: Religion

Lectures-10

- a.) Definition, Composition and features of religion
- b.) Religions of India and their components
- c.) Religious pluralism,
- d.) Fundamentalism and communalism
- e.) Secularism

Pedagogy:

- Lectures
- Discussions and Presentations



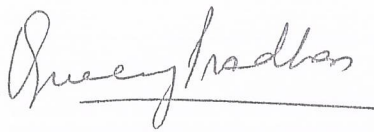
- Project Work

Text books:

1. Hasnain, Nadeem, *Indian Society and Social Issues*, McGraw Hill, 2019.
2. Nagla, B. K., *Indian Sociological Thought*, Rawat Publications, 2015.
3. Sharma, R., *Indian Society, Institutions and Change*, Atlantic Publishers and Dist., 2004.

Recommended Readings:

1. Pandey, V., *Indian Society and Culture*. Rawat Publications, 2016.
2. Ahuja, R., *Society in India: Concepts, Theories and Change*, Rawat Publications, 1999.
3. Dube, S. C., *Indian Society*, National Book Trust, New Delhi, 1990.
4. Uberoi, P., *Family, Kinship and Marriage in India*, Oxford University Press, New Delhi, 1994.
5. Bailey, F G., *Tribe, Caste, Nation*, Manchester University, Manchester, 1957.



Semester One
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course

Course Title: Art Appreciation

Course Code: BALA107

Credits: 3 (L2 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Course Objective: The course aims at providing a comprehensive understanding and appreciation of Art as a holistic sensibility not following a chronological progression but based on stylistic similarities and dissimilarities on a pictorial and conceptual basis.

Course Outcomes:

CO1 (Knowledge): Transformation of nature into principles of Art.

CO2 (Understanding): Provide an understanding of space, line, form, colour and colour theory, volume, depth, rhythm, balance, Symmetrical and asymmetrical, Movement. The synthesis of these as appropriately utilized in the creation of a work of ART.

CO3 (Synthesis): Visual acquaintance with great works of Art on a pictorial basis deriving references and sources from the entire pantheon of art spanning different periods and their representational motivation.

CO4 (Application): Similarities and dissimilarities when reviewed from a pictorial point of view leading to a deeper understanding of conceptual and realistic Art.

Course Content

UNIT-I: Basic Elements of Art

- a. Differentiation between Art and Craft
- b. Purposes of Art
- c. Difference between Visual, Plastic and Performing Arts
- d. Various forms of arts – Painting, Sculpture, Applied Arts, Graphics, and the Interdisciplinary Forms of Arts
- e. Theatre, Music, Dance, Video Performance

UNIT-II: Characteristic and Stylistic Features of Different Periods

- a. Concept of Space and Concept of Line
- b. Concept of Volume and Depth
- c. Concept of Colour
- d. Compare Indian Miniature Paintings and Art in Renaissance in Europe in the light of above

UNIT-III: Understanding Art

- a. Finding meaning through art
- b. Subjective and Objective Perspectives
- c. Perception and Visual Awareness
- d. Representational, Abstract and non-objective styles of art

UNIT-IV: Practical Projects

Practical exercises based on the realistic understanding of the above mentioned elements

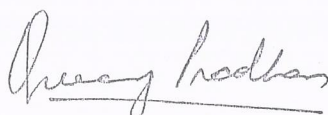
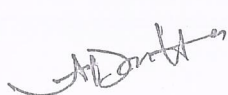
Pedagogy:

Practical exercises

Project Work through Videos

Site visits

Text Books:



1. Arnheim, Rudolph, *Art and Visual Perception: A Psychology of the Creative*, University of California Press, Berkeley, 1974: 2004.
2. Craven, Roy C, *Indian Art: A Concise History*, Thames & Hudson Ltd., 1976.

Recommended Readings

1. Rudolph Arnheim, *Visual Thinking*, University of California Press, Berkeley, 2004.
2. Rudolph Arnheim, *Towards Psychology of Art: Collected Essays*, University of California Press, Berkeley, 1966.

ADH

Queenyhodler

Q

**First Semester
Interdisciplinary Core (IDC)**

Nature of the Course: Interdisciplinary Core (IDC)

Course: Politics and Society

Course Code: BALA109

Credits:3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objectives:

Politics and Society is an inter-disciplinary subject that explores questions through the intersection of political science and sociology, and analyzes various political processes and social transformations both at the macro level of national and international politics and at the micro level.

Course Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.

CO2 (Understanding): It will enable an understanding of state, nation and democracy.

CO3 (Synthesis): The course provides an analysis of the functioning of civil society institutions.

CO4 (Application and Research): The paper explores the relationship between process of globalization with the polity and how it impacts the society.

Course Contents:

Unit I- Polity and Society (10Lectures)

- i. Political Domain- concepts
- ii. Sociological ideas and concepts

Unit II - State, Nation and Society (12 lectures)

- i. Conceptions of State, Nation and Society
- ii. Distinctions between State and Society
- iii. Distinction between State and Nation
- iv. Contemporary perspectives on state and society dynamics

Unit III- Society, Citizenship and Democracy (10 Lectures)

- i. Diverse Understanding of Democracy
- ii. Conceptions of Democracy and Citizenship
- iii. Citizen's Rights and Responsibilities in Changing Society

Unit IV- Civil Society, Globalization& Politics (12 Lectures)

- i. Conceptions of Civil Society
- ii. Civil society and Participatory Development &Processes of Political Action
- iii. Characteristics of Globalization and Civil society
- iv. Role of Global Civil Society

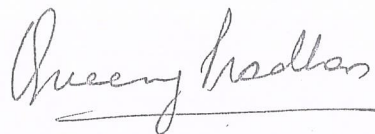
Text Books

1. Chakrabarty, Bidyut, *Indian Politics and Society Since Independence- Events, Processes and Ideology*, Taylor and Francis Ltd. Paperback, 2008.
2. Hasnain, Nadeem, *Indian Society- Themes and Social Issues*, McGraw Hill, 2019.
3. Kohli, Atul (ed.), *The Success of India's Democracy*, Cambridge University Press, 2001.

Recommended Readings

1. Bardhan, P., *The Political Economy of Development in India*, Oxford: Blackwell, 1984.
2. Bottomore, Tom, *Political Sociology*, London: Hutchistan, 1979.
3. Chatterjee, Partha, 'Democracy and Economic Transformation in India', *EPW*, Vpl.43, No. 16 (April 19-25, 2008 pp. 53-62, 2008.
4. Fuller and Benei (eds.), *Everyday State and Society in Modern India*, Social Science Press, Delhi, 2001.

5. Janoski, Thomas, Robert Alfred, Alexander Hicks and Mildred A. Schwartz, *The Handbook of Political Sociology -States, Civil Societies and Globalisation* (ed.),Cambridge University Press, UK, 2005.
6. Kothari, Rajni, *Caste in Indian Politics*, Orient Longman, Hyderabad, 1970.
7. Lipset,S.M.(ed.), *Politics and Social Science*, OUP, New York, 1969.
8. Macpherson, C.B,*The Real World of Democracy*, Oxford: Clarendon Press, 1966.
9. Myrdal, Gunnar,*Asian Drama: An Inquiry into the Poverty of Nations*, Allen Lane : London, 1972.
10. Rudolf, Lloyd and Rudolf Susan,(eds.), *In Pursuit of Lakshmi: The political Economy of the Indian State*, Chicago University Press, 1987.
11. Sanyal, Kalyan, *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post-Colonial Capitalism*, Routledge, New Delhi, 2007.
12. Sen, Amartya,*Development as Freedom*, OUP, New Delhi, 1999.
13. Sharma A. &A.Gupta (ed.),*The Anthropology of State: A Reader*, Oxford: Blackwell, 2006.
14. Weber, Max , *The Theory of Social And Economic Organisation*, The Free Press, New York, 1947.


**First Semester
INTERDISCIPLINARY COURSE**

Nature of the Course: Interdisciplinary Course (IDC)
Subject: Society and Culture
Course Code: BALA111
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is draw on cross- disciplinary concepts and research methodologies from different social sciences and provide social and cultural literacy to students on basis of which a more just society can be founded.

Course Outcome:

CO1 (Knowledge): Acquaint students with basic concepts of society and culture.
CO2 (Understanding): Understand the pattern of human response to different social situations.
CO3 (Synthesis): Identify basic elements of society and culture and the emerging issues.
CO4 (Application and Research): Explain how society and culture mold individual identities and behavior.

Course Content

Unit I. Basic concept of society and culture

- a) Society: Definition, quintessential features, comparison between human and non- human society
- b) Essential elements of society, Types of society
- c) Concept of culture- Material and non- material culture, Elements of culture.
- d) Multiculturalism, Cultural relativism and Ethnocentrism
- e) Development of personal and social identity in various socio- cultural settings

Unit II: Intercultural communication

- a. Behavior of people in different social, cultural and environmental
- b. Nature of communication- verbal and non- verbal communication
- c. Role of communication in maintaining social relationships and social control
- d. Impact of changing communication technologies
- e. Social exclusion and inclusion

Unit III: Belief system and Ideologies

- a. Similarities and differences
- b. Nature and role of shared values and understanding within belief systems and ideologies,
- c. Belief systems and ideologies as basis of group and individual identity
- d. Nature and role of hierarchy and internal power structures within belief systems


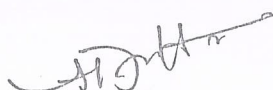
Unit IV: Popular culture

- a. What is popular culture- features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspective
- b. Interaction between popular culture, society and individual
- c. Consumers and nature of consumption of popular culture
- d. Continuity and change – interface between society and culture, contribution of popular culture to social change

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:



1. Turner, B. S. and Rojek, C., *Society and Culture: Scarcity and Solidarity*, SAGE Publications Ltd, 2001.
2. Raymond, W., *Society and Culture*, Vintage Publishing, 2017.
3. Kottak, C. P., *Anthropology: The Exploration of Human Diversity*, McGraw hill, Boston, 2002.

Recommended Books:

1. Ferraro, G. P., *Cultural Anthropology: An Applied Perspective*, West Publishing company, New York, 1994.
2. Klyukanov. I. G., *Principles of Intercultural Communication*, Taylor and Francis Ltd. 2020.
3. Ojha, N., *Intercultural Communication*, Peridot Literary Books, 2019.
4. Rutjens, B., and Brandt, M., *Belief Systems and the Perception of Reality*, Routledge, 2019.
5. Sartori, G., 'Politics, Ideology and Belief Systems' , *The American Political Science Review*, Vol. 63, no. 2, June 1969.
6. Guins, R. and Cruz, O. Z. (ed.), *Popular Culture: A Reader*, Sage Publications Ltd., 2005.
7. Storey, J. , *Cultural Theory and Popular Culture: An Introduction*, Pearson Education, 2013.

Queeny Hadhan

AD

OR

**First Semester
INTERDISCIPLINARY COURSE**

Nature of the Course: IDC
Subject: Story of Science
Course Code: BALA113
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

To be Offered by USBAS*

**First Semester
INTERDISCIPLINARY COURSE**

Nature of the Course: IDC
Subject: Introduction to Literary Studies
Course Code: BAENG103
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To prepare the foundation for the study of literature; to help understand basic methods of literary studies; to introduce them to forms of English literatures.

Course Outcome: (Cos): After the completion of the programme, students will

CO1 (Knowledge): Gain knowledge of the basic forms of literature, and artistic nuances;

CO2 (Understanding): Have an understanding of all basic forms of literature-Poetry, drama and Novel and major literary movements;

CO3 (Research): The capability to prepare himself/herself to carry out the analysis of literary texts;

CO4 (Synthesis): The capability to use the knowledge of literary studies while studying different courses of the programme.

Course Content

Unit I: What is Literature; Functions of Literature; Literature and Society; Literature and Author; Literature and Reader;

Unit II: Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Poetic Devices-Personification; Metaphor; Simile; Paradox; Metonymy; Synecdoche

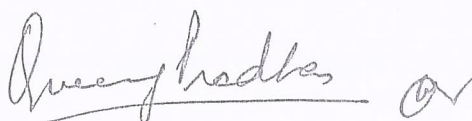
Unit III: Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View;

Unit IV: Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

Note: The concerned teacher will propose a list of works for teaching the course before the commencement of the semester. The list would be duly approved by the APC.

Recommended Readings:

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015
2. Boulton, Marjorie. *The Anatomy of the Drama* (Routledge Revivals). Taylor & Francis, 2014.
3. --*The Anatomy of the Literary Studies* (Routledge Revivals). Taylor & Francis, 2014.
4. --*The Anatomy of the Novel* (Routledge Revivals). Taylor & Francis, 2014.
5. --*The Anatomy of the Poetry* (Routledge Revivals). Taylor & Francis, 2014.
6. Forster, E.M. *Aspects of the Novel*. Penguin, 1927.



Examination Scheme:

1. There will be five questions in total with internal choice. Each question will carry 12 marks.
2. Question no. 1 will have 4 short notes on Literary Terms. Students will be required to attempt any 3. Each short note will carry 4 marks.
3. Question no. 2 to 5 will be essay type questions testing students understanding of the concepts; or else, it can have two sub-sections of short answer type questions.
4. In question no. 2 to 5 there will be one question form each unit with internal choice.

OR

Any IDC from other USS**

**Semester One
Skill Enhancement Course (SEC)***

Nature of the Course: Skill Enhancement Course
Course Title: Communication Skills
Course Code: BAENG105
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Skill Enhancement Course
Course Title: Entrepreneurship Mindset
Course Code: BALA115
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective:

1. To provide a fundamental for basic enrprrenerual skills and to acquaint them with the world of entrepreneuruship and inspire them to set up and manage their businesses.
2. To acquiant students with the process of creativity and innovation.
3. To expose students to various aspects of entrepreneurship and business.
4. To expose students to case studies on successful entrepreneurs.

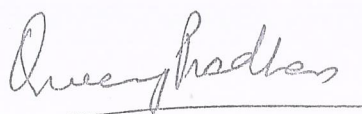
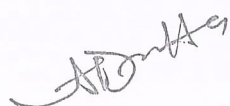
Course Outcome:

Upon completion of the course, the student will be able to demonstrate knowledge of the following topics:

- CO1 (KNOWLEDGE): Form a strong foundations for basic entrepreneurial skills
CO2 (UNDERSTANDING): Understand creativity and innoation for opportunity recognition.
CO3: Learn about opportunity analysis and writing of business plans.
CO4: Students will be inspired by examples of successful entrepreneurs.

Course Content

1. Indroduction: The Entrepreneur, theories of Entrepreneuruship; Characteristics of sucessful entrepreneurs, myths of entrepreneuruship;
2. Entrepreneurial mindset-creatiity (steps to generate creative ideas, developing creativity) and innovation (types of innnovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Busines plan- What is buiness plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of Governement in organizing EDPs.
5. Instituions supporting small business entreise: Central level, state level, other agencies, industry associations.
6. Practicals:
 - i. Presenting a business plan
 - ii. Project on Strt up India any other Governement policy on entreopreneruship
7. Discussion on why Start up fails, role of MSME etc.



- Discussion on role of entrepreneur in economic growth
Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

Text Books:

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8th Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1st Ed, 2015.
3. Entrepreneurship by Asrich, McGraw Hill Education, 2013.
4. Entrepreneurship Development: An analysis Study by Balaraju, Theduri, Akansha Publishing House, 2012.
5. A Guide to Entrepreneurship by David, Otic, Jaico Books Publishing House, Delhi, 2014.
6. Entrepreneurship Management by Kaulgud, Aruna, Vikas Publishing House, Delhi, 2012.
7. Entrepreneurship Development by Chhabra, TN, Sun India, 2014.

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course

Course Title: Introduction to Computers Skills

Course Code:ICTLA113T

Credit: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Introduction for Paper Setter:

1. There should be 9 questions in the term end examinations question paper.
2. The first (1st) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 12 marks.
3. Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, the student shall be asked contain upto 5 sub-parts/ sub-questions. Each Unit shall have a marks weightage of 12.
4. The questions are to be framed keeping in view the learning outcomes of the course / paper. The standard / level of the questions to be asked should be at the level of the prescribed textbook.
5. The requirement of (Scientific) calculators / log-tables / data-tables may be specified if required.

Course Outcome:

CO1: Understand the evolution of computers and their capability.

CO2: Ability to use a word-processor software to create documents.

CO3: Ability to use a spreadsheet program for elementary data analysis.

CO4: Ability to use a presentation software to make presentations.

Unit – I

Hardware & software- Opening systems – Directories and File properties. Definition, characteristics, history, computer terminology, computer organization, Computer Fundamentals: Input & Output devices, storage devices (including latest devices), classifications of computers (including current computer systems).

Unit - II

Word – Processor: Documents: Creating, Editing, Saving, Fonts, Tables: creating and formatting, Image insertion, Margins of pages, Paragraph setting, Equation Editing, Headers and Footers, Bullets, Headings, Table of contents, Table of figures, Referencing, Multiple Columns, Mail-Merge.

Unit - III

Spreadsheets: Structure, Editing, Copying cells, Calculations in cells, Using inbuilt formulas, Creation of chart. Formatting, Printing, page formatting. Copying content from spreadsheet to wordprocessor.

Unit -IV

Presentation software: Creating presentations, Formatting Presentation, Adding / Modifying Text, Tables, Images. Headers and footers.

Text Book(s)/ References(s):

1. Peter Norton, Introduction to Computers, TMH, 2008
2. Brian K. Williams and Stacey C. Sawyer, Using Information Technology, McGraw –Hill, 2021
3. Andy Channelle, Beginning Open office 3: From Novice to professional, Apress, 2009
4. Linda Foulkes, Learn Microsoft Office 2021, Packt, 2022.

OR

To be Offered by other USS***

**Semester One
Ability Enhancement Course***

Nature of the Course: Ability Enhancemnt Course
Subject: English Language and Grammar-I
Course Code: BAENG107
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancemnt Course
Subject: Punjabi - I
Course Code: BAENG109
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancemnt Course
Course Title: French - I
Course Code: BAENG111
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancemnt Course
Course Title: German - I
Course Code: BAENG113
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancemnt Course
Course Title: Japanese - I
Course Code: BAENG115
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancemnt Course
Course Title: Spanish - I
Course Code: BAENG117
Credits: 2 (L1 T1)

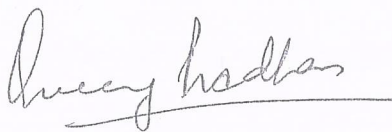
Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

***To be offered by USHSS**

OR

Any AEC from other USS***



Semester One
Value Addition Course I (VAC)

Nature of the Course: VAC (For Under-graduate Programme)
Course Title: Environment Studies
Course Code: EMES111
Credits-04 (L-4/ T/P-00)

Mode of Exam: NUES

Course ID:
Marks: 100

Course Objective: Make students familiar with the environmental challenges, issues and concerns.

Course Outcomes:

CO1: Environmental Studies course will provide necessary information and knowledge about the various aspects of environment, ecosystems and related biodiversity.

CO2: Students will be able to learn and understand about the availability and sustainable use of resources, environmental problems and their short term and long term impacts to humans.

CO3: Course will help them to learn about various social issues and role of human in conservation and protection.

Unit I: Fundamentals:

(16 hours)

The Multidisciplinary nature of environmental studies:

Definition, scope and importance, need for public awareness;

Ecosystems: Concept, Structure and function of an ecosystem, energy flow in ecosystems, food chain, food web, ecological pyramids, ecological succession; Introduction to types, characteristics features, structure and function of different ecosystems including forest, grassland, desert and aquatic ecosystem

Biodiversity: Introduction to biodiversity-definition, genetics, species, ecosystem diversity, biogeographically classification of India, value of biodiversity-consumptive uses, productive, social, ethical, aesthetic and option values, biodiversity at global, national and local level, India as a mega diversity nation, endangered and endemic species of India, hot spots of biodiversity, threats to biodiversity – habitat loss, poaching of wild life, man wildlife conflicts and conservation of biodiversity- in-situ and ex-situ conservation.

Unit II: Renewable and Non-renewable resources:

(8 hours)

Energy Resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.

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

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

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 over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of individual in conservation of natural resources, Resource Management-Sustainable development.

Unit III: Environment Pollution:

(8 hours)

Air Pollution: Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SOx and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO2 Sequestration.

Water Pollution: Classification of Pollutants, their sources, waste water treatment (domestic and industrial).

Soil Pollution: Composition of soil, classification and effects of solid pollutants and their control.

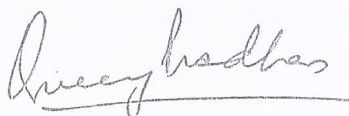
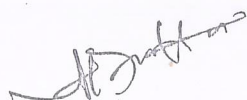
Solid Waste Management: Classification, waste treatment and disposal methods; composting, sanitary land filling, thermal processes, recycling and reuse methods.

Hazardous wastes -Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.

Marine Pollution: Causes, effects and control of marine pollution, coastal zone management

Thermal pollution: Causes, effects and control of marine pollution, coastal zone management

Disaster Management: Floods, earth quake, cyclone and landslides



Unit IV: Social Issues, Human Population and Environment

(13 hours)

Water conservation- rain water harvesting, watershed management; Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation; Environmental Impact Assessment; Some important Environmental laws, Green bench; population growth and variation among nations, population explosion-family welfare program, environment and human health, human right, value education, women and child welfare, HIV/AIDS; case studies and public awareness, Role of government and non-government organizations in public awareness and environment improvement.

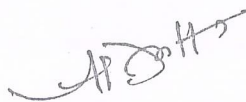
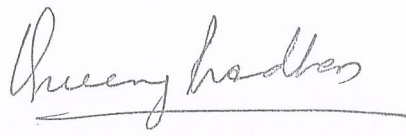

Field work

Text Book:

1. Barucha, E. *Textbook of Environmental Studies*. UGC, 2005.
2. Mishra, D.D. (2008). *Fundamental concepts in Environmental Studies*. S Chand & Co. Ltd.
3. Gadu, R, S Rattan, & S Mohapatra. (2014). *A textbook of Environmental Studies*. Kataria Publication.

References:

1. P Meenakshi. (2014). *Elements of Environmental Sciences and Engineering*. PHI Learning Pvt Ltd.
2. Joseph, B. (2005). *Environmental studies*. Tata McGraw-Hill Publishing Company Ltd..
3. Sharma & Kaur, *Environmental Chemistry*, Goel Publishing House.
4. Franky Varah, Mahongnao P., Khashimwo P. and T. Shimrah. (2020). *Environmental Studies*. Heritage Publishers, New Delhi.

Nature of the Course: Open Elective
Course Title: Science and Practice of Happiness
Course Code: BALA151
Credits: 2 (L2)

Mode of Examination: NUES

Course ID:
Marks: 100

Course Objective: The course aims to instill a sense of positivity and happiness through various workshops and activities.

Course Outcomes:

CO1 (Knowledge): Exploring various aspects of human consciousness, with focus on happiness in every day lives.

CO2 (Understanding): Create an understanding of harmonising the human creativity with the challenges of modernity.

CO3 (Synthesis): Providing work-life balance.

CO4 (Application): Holding workshops to provide experiential learning.

Course Content

UNIT- I : Understanding Emotions

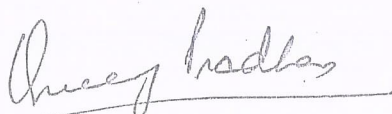
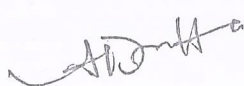
- i. The importance of different emotions
- ii. Why stay happy
- iii. Emotion contagion
- iv. Introducing the different perspectives of happiness

UNIT- II: Science of Happiness and Wellbeing

- i. Understanding the neuroscience of happiness
- ii. Brain- behavior relationship in happiness
- iii. Why do we need to measure happiness
- iv. Role of Technology
- v. Importance of empathy, gratitude, kindness
- vi. Understanding employee happiness
- vii. Designing happy workplace
- viii. Role of humour in workplace

UNIT- III: Practice of Happiness

- i. Introduction to different practices that help calm the mind and foster happiness
- ii. Self awareness
- iii. Self motivation
- iv. Sharing examples, cases, practices that have been implemented and which have yielded result in spreading happiness



- v. The emotional impact of a team leader on its members
- vi. Sensitivity training
- vii. Creativity Vs Routine
- viii. Importance of intuition
- ix. Nurturing relationship
- x. Importance of networking

UNIT- IV: Career, Life and Happiness

- i. Understanding the importance of career and it's limits
- ii. Work Life balance
- iii. Achieving personal and professional success
- iv. Engaging the senses to keep oneself and others happy
- v. Resilience in times of uncertainty and stress
- vi. Nurturing skills, values, perception and mindset for resilience

Practical Exercise for Evaluation

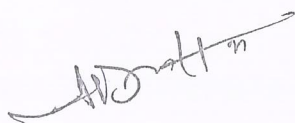
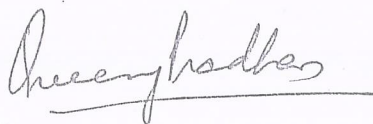
1. Projects
2. Workshop, Experimental Learning

Text Books

1. *A Compass towards Just and Harmonious Society: 2015 GNH Survey Report* (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan. (can be downloaded online).
2. *Happiness : Transforming the landscape*. Center for Bhutan Studies and GNH, Thimpu, 2017.
3. Helliwell, J.F. Huang, H.& Wang. S.(2017). *The Social Foundations of World Happiness*. World Happiness Report 2018.
4. Lama, Dalai & Howard C, Cutler (2020) . *The Art of Happiness: A handbook for living*. Riverhead Books.
5. Lyle, Lesley (2014). *Laugh your Way to Happiness: The Science of Laughter for Total Well-being*. Watkins Publishing.
6. O'Brien, C. (2008). 'Sustainable happiness: How happiness studies can contribute to a more sustainable future'. *Canadian Psychology/Psychologie Canadienne*, 49(4),289.

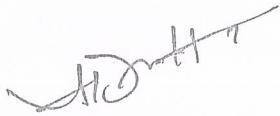
Reference Books

1. Aristotle, (Edited and Translated by R. Crisp)(2000). *Nicomachean Ethics*. Cambridge : Cambridge University Press.
2. Chetri, Saamdu. *Tashi: A GNH Journey (Secrets of Life from Bhutan)* (Amazon Kindle).


3. Covey, Stefan F. (2004). *Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
4. Kaku, Michio. (2018). *The Future of Humanity: Transforming Mars, Interstellar Travel, Immortality, and Our Destiny Beyond*. Allen Lane, India.
5. Hanh, Thich Nhat.(2008). *The Miracles of Mindfulness: The Classic Guide to Meditation*. (Free Kindle)
6. Hanh, Thich Nhat. (2013). *Love letter to the Earth*.Kindle Edition.
7. Tawil, S, &Cougoureux, M. (2013). *Revisiting Learning: The Treasure Within-N 4-Assessing the impact of the 1996 'Delors Report'! A Framework for Learner Well-Being in the Asia Pacific*. Bangkok: UNESCO
8. Zangmo, Tshoki, Karma Wangdi&Jigme Phuntsho. (2017). *Gross National Happiness of Business*, Centre for Bhutan Studies & GNH, Thimpu.

Queen Hadhan





Second Semester:							
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
	Theory						
FC*		BALA102	What is History	UES	3	1	4
FC		BALA104	Introduction to Political Science	UES	3	1	4
FC		BALA106	Introduction to Sociology	UES	3	1	4
IDC		BALA108	History of Science and Technology in India	UES	2	1	3
		BALA110	OR Caves to Cinema Halls: History of Indian Architecture		2	1	3
		BALA112	OR The Idea of Power				
		BAENG104	OR Introduction to Film Studies (USHSS)		2	1	3
SEC		BAENG110	Writing Skills Or Choice from other USS* Or MOOCS	UES	2	1	3
AEC (Any one)		BAENG112 BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	English Language & Grammar - II Punjabi-II French-II German-II Japanese-II Spanish-II* OR Choice from Other USS**	UES	1	1	2
VAC II		HVE201	Human Values and Ethics	NUES	3	1	4
	Total						24

*All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA. Students of BA in Liberal Arts can opt for Foundation Courses of USHSS or other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.

**To be borrowed from the USHSS/other USS

Group	Code	Paper	Mode of Exam	L	P	Credits
		Summer Training/Internship*	NUES**			2

*A student is required to undertake minimum 2 week long summer training or internship to acquire the requisite skills for Certificate after first year.

**At the end of two semesters, those students who wish to exit will be given the Certificate after earning the minimum 40 credits. Such students are required to undertake a workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

Allocation of Major Discipline by the School

Before the end of 2nd semester, every student must submit a request for opting for a major discipline out of the following three disciplines:

1. History
2. Sociology
3. Political Science

A major discipline shall have maximum of 25 seats for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The major disciplines shall be allocated to the student on the basis of the merit of 1st semester SGPA and choice of the student.

**For a student to earn a Minor degree, he/she must compulsorily do Discipline Specific Courses from the specific discipline of the Minor he/she wishes to pursue. In addition, a student should earn credits from Discipline Specific Elective (DSE) or Minor Stream.

Shreey Pradha

SPDH

@

**Second Semester
Foundation Course (FC)**

Nature of the Course: Foundation Course

Course Title: What is History

Course Code: BALA102

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes:

CO1 (Knowledge): Provide an insight into the subject-matter of History.

CO2 (Understanding): Learn to think critically.

CO3 (Synthesis): Understand the nature of History

CO4 (Research): Study history in relation to other disciplines

Course Content:

UNIT-I: Defining History

(Lectures-10)

- a. Meaning of History
- b. Scope of History
- c. Relevance of History

UNIT-II: History, Periodization and Change

(Lectures-14)

- a. Time in History
- b. Space in History
- c. Events in History

UNIT-III: Patterns in History

(Lectures-14)

- a. Pre-history
- b. Proto-history
- c. Oral History
- d. Written History

UNIT-IV: Past and Present

(Lectures-10)

- a. History as Modern Discipline
- b. History and Interdisciplinarity

Pedagogy:

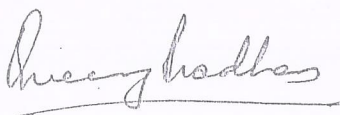
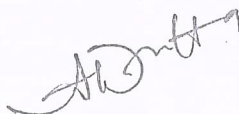
- Classroom Lectures/Experiential Learning/Project Work
- Visit to National Museum, New Delhi/Any Historical Place
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in History

Text Books:

1. Carr, E.H. *What is History*, Penguin, UK, 2008.
2. Jenkins, Keith, *Re-thinking History*, Routledge Classics, 2003 (Paperback).
3. Thapar, Romila, *Time as a Metaphor of History: Early India*, OPU, 1996.

Recommended Readings:

1. Bloch, Marc, *Historian's Craft*, 2017 (Paperback).
2. Hobsbawm, E.J., *On History*, Free Press, 1998 (Paperback).



Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE

Subject: Introduction to Political Science

Course Code: BALA104

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions.

Course Outcomes:

CO1(Knowledge): The students would be able to explain different approaches to politics and build their own understanding of politics.

CO2(Understanding): They will be able to answer why the state plays so much central place in the discourses on politics.

CO3 (Synthesis): They will be able to make a distinction between nation and state.

CO4 (Research): They will come to know about different theories on nationalism. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Course Content

Unit-I: Introduction to Politics

- a. What is Politics?
- b. Different Approaches to Understand Politics

Unit-II: Centrality of State

- a. What is State? Why State Occupies Central Position in Discussion of Politics?
- b. Theories of State
- c. Ideologies and Understanding of State
- d. Changing Role of State in the Era of Globalization

Unit-III: State and Nation

- a. How State is different from Nation?
- b. Debates in Nation and Nationalism

Unit-IV: Democracy and Social Movements

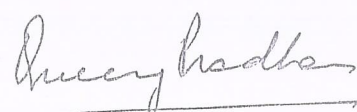
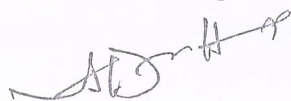
- a. Theories of Democracy
- b. Social Movements
- c. Political Communication and Mass Media:
 - i. Political Communication
 - ii. Role of Mass media

Pedagogy:

- Classroom interactions/Discussions
- Project preparation and Presentation

Text Books:

1. Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.), Basingstoke: Palgrave.
2. Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*, New Delhi: Pearson Longman.



3. Neumann, F. (1950). 'Approaches to the Study of Political Power', *Political Science Quarterly*, 65(2), pp. 161-180.
4. Harding, A. (1994). 'The Origins of the Concept of the State', *History of Political Thought*, 15(1), pp. 57-72.
5. Dawisha, A. (2002). 'Nation and Nationalism: Historical Antecedents to Contemporary Debates', *International Studies Review*, 4(1), pp. 3-22.

Recommended Readings:

1. Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
2. Barry, N. (1981). *An Introduction to Modern Political Theory*. London: Macmillan.
3. Ball, T. (1995). *Ideals and Ideologies: A Reader*. Boston: Addison Wesley.
4. Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin.
5. Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
6. Gurevitch, M., Coleman, S., & Blumler, J. (2009). 'Political Communication—Old and New Media Relationships', *The Annals of the American Academy of Political and Social Science*, 625, pp. 164-181.
7. Calhoun, C. (1988). 'Populist Politics, Communications Media and Large Scale Societal Integration', *Sociological Theory*, 6(2), pp. 219-241.
8. Page, B. (1996). 'The Mass Media as Political Actors', *PS: Political Science and Politics*, 29(1), pp. 20-24.

Queyhadhes

AD

Q

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Sociology
Course Code: BALA106
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is to make students appreciate the relevance of the discipline of Sociology.
Course Outcome:

- CO1 (Knowledge): Help in demonstrating nature, scope and subject matter of sociology
CO2 (Understanding): Students will be able to explain social facts and concepts related to society
CO3 (Synthesis): Relate sociological knowledge with understanding of society and its functioning
CO4 (Application and Research): Convey latest developments in sociology

Course Content

Unit I: Definition, Nature and Scope of Sociology

- a. Rise and growth of sociology as a discipline
- b. Sociology as a science
- c. Relation with other social sciences
- d. Applications; Sociological imagination

Unit II: Basic concepts

- a. Society, culture, civilization
- b. Community and association
- c. Human groups- primary and secondary groups
- d. Status and role

Unit III: Social stratification

- a. Meaning and forms of stratification
- b. Theories of stratification- fundamental, Marxian and Weberian perspectives
- c. Class, gender, race,
- d. Ethnic stratification

Unit IV: Social institutions

- a. Family and marriage
- b. Religion
- c. Education
- d. Polity and economy

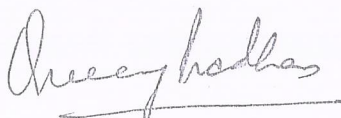
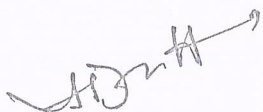
Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

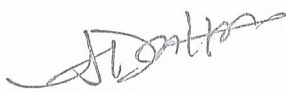
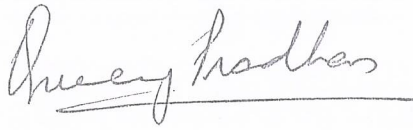

Text Books:

1. Giddens, A., Carr D., Dunneier M. and Richard P. Applebaum. *An Introduction to Sociology*. W. W. Norton and Company. 2018.
2. Tomley, S. and Hobbs, M., *The sociology Book: Big Ideas simply Explained*, D K Publishing, 2019.

Recommended Readings:



1. Mead, G. H. (ed.), *Mind, Self and Society*, Charles W. Morris, The University of Chicago Press, Chicago, 2015.
2. Schaefer, R. T., *Sociology Matters*, McGraw Hills, 2018.
3. Mills, C. W., *The Sociological Imagination*, Oxford University Press, 2000.
4. Berger, P. L. and Luckman, T., *The Social construction of Reality*, Penguin Books, 1966.
5. Newman, D. M., *Sociology: Exploring the Architecture of Everyday Life*, Thousand Oaks CA, 2000.

**Second Semester
Inter-disciplinary Course (IDC)**

Nature of the Course – IDC

Course Title : History of Science and Technology in India

Course Code: BALA108

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (60+40)

Course Objectives: Expose students to the historical developments in the field of science and technology.

Course Outcome:

CO1 (Knowledge): An overview of science and technology in India.

CO2 (Understanding): An evolution and development of Science and Technology in India.

CO3 (Synthesis): Connecting the past knowledge traditions with the Present developments.

CO4 (Application): Must be aware of the past knowledge traditions while using contemporary technology.

Course Content:

Unit I: Science and Technology in Ancient India

Astronomy (Surya-Siddhanta, Aryabhatta, Varahamihira), Mathematics, Agriculture, Architecture, Physics and Chemistry, Medicine (Ayurveda), Metallurgy, Textile Production, Shipbuilding and Armaments

Unit II: Science and Technology in Medieval India

Geometry, Trigonometry and Algebra, Architecture, Agriculture (Canals), Graeco-Arabic Medicine (Unani-tibb), Astronomy, medicine, textile, arms-making, shipbuilding and horticulture

Unit III: Modern Science in India

Surveys, the idea of Laboratory, Botanical Investigations, Cash Crops Boom, Geological Explorations, Scientific Education, Scientific Societies, Growth of Scientific Institutions in colonial India, Indian Response

Unit IV: Post-Independence India

Policies in Science and Technology in independent India (IITS, Council of Scientific and Industrial Research, Ministry of Science and Technology), Indian Council of Agricultural Research (1947), Indian Council of Medical Research (1949), DRDO and Defence Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (Satellite and Synthesis Revolution), Digital India (IT Revolution and computerization of Indian Railways), Green and Milk Revolution, C-DOT and Telecom Advancement, Drugs and Vaccines Manufacturing

Pedagogy: .

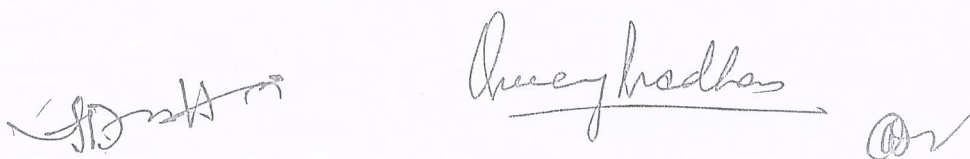
Written Examination

Project Work

Text Books:

1. Babu, D. Senthil, *Mathematics and Society*, Oxford University Press, 2022.
2. Bose, D.M., S.N. Sen & B.V. Subbarayappa (Eds.), *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Arnold, David *The New Cambridge History of India, III-5 (Science Technology and Medicine in Colonial India)*, Cambridge: Cambridge University Press, 2004.

Recommended Readings:



1. Nandy, Ashis (Ed.), *Science, Hegemony and Violence*, The United Nations University, Tokyo, Japan.
2. Sarkar, Suvabrata (Ed.), *History of Science, Technology, Environment and Medicine in India*, London
3. and New York: Routledge (Taylor & Francis), 2022.
4. Kumar, Deepak, *Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012.
5. Rao, P. Rama, 'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March 1998, pp.418-432.
6. Basham, A.L., *The Wonder That was India*, Vol. I, New Delhi: Rupa & Co., 1981 (Only Chapter VIII: The Arts and the Appendices: Astronomy, The Calendar, Mathematics, Physics and Chemistry, Physiology and Medicine, Logic and Epistemology, Weights and Measures, Coinage).
7. Rizvi, S.A.A., *The Wonder That was India*, Vol. II, London: Sidgwick & Jackson, 1987 (Chapter VII: Fine Arts-only on Monuments, Architecture and Painting for Geometry, etc.).
8. Khan, M.S., 'Science and Technology in Early Medieval India', in <https://dergipark.org.tr/tr/download/article-file/688183>.

Queery hadhan

ADH

@

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course

Course Title: Introduction to Film Studies

Course Code: BAENG104

Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: To acquaint students with the cinema as an art form; to help students understand language and different genre of cinema; to equip students with tools of film analysis.

Course Outcome (COs):

CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various aspects.

CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres

CO3 (Communication): To enable them to critical discuss films as a cultural text.

CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

Course Content

Unit I: Introduction: Introduction to film studies, language of cinema, misce-en-scene, montage

Unit II: Orson Welles: *Citizen Kane*

De Sica: *The Bicycle Thieves*

Francis Ford Coppola: *The Godfather*

Sergio Leone: *The Good, the Bad and the Ugly*

Unit III: Raj Kapoor: *Awara*

Guru Dutt: *Pyaasa*

Sayyajit Ray: *Pathar Panjali*

Kundan Shah: *Jaane Bhi Do Yaaro*

Unit-IV: Review Writing

Suggested Films:

Charlie Chaplin: *The Great Dictator*

Sergei Eisenstein: *Battleship Potemkin*

Francois Truffaut: *The 400 Blows*

Alfred Hitchcock: *The Rear Window*

Alfred Hitchcock: *Psycho*

Victor Fleming: *Gone With the Wind*

Sergio Leone: *For a Few Dollars More*

Bimal Roy: *Do Bigha Zameen*

Shyam Benegal: *Manthan*

Shyam Benegal: *Junoon*

Suggested Reading List:

Beaver, Frank Eugene. *A Dictionary of Film Terms: The Aesthetic Companion to Film Art*. Peter Lang, 2006.

Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. McGraw Hill, 2012.

Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.

Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies*. Oup, 1998.

--*Film studies: Critical Approaches*. OUP,2000.

Monaco, James. *How to Read a Film: Motives, Media, and Beyond*. OUP,2007.

Ray, Satyahit. *Our Films, Their Films*. Oreint Longman, 1976

*offered by USHSS

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Caves to Cinema Halls:
History of Indian Architecture

Mode of Examination: UES

Course Code: BALA110

Course ID:

Credits: 3(L2 T1)

Marks: 100 (40+60)

Course Objective: The course would focus on the techniques and practices of architectural style since ancient to modern times.

Course Outcome:

CO1 (Knowledge): The visual and the aesthetics play an important role in developing the architectural sensibilities.

CO2 (Understanding): Understanding the differences between the architectural styles of different periods.

CO3 (Synthesis): While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.

CO4 (Application and Research): The course will briefly focus on the issues of power, class and visions in the architectural styles.

Course Content

Unit I: History and Theory of Architecture:

- a. Theories of Architecture: Ruskin and E.H. Gombrich
- b. Historiography: Fergusson, Coomaraswamy, ParthaMitter, Senthil Babu, etc
- c. World Architecture: An Overview – case studies

Unit II: Architecture

- a. Religious
- b. Imperial
- c. Cityscapes
- d. Everyday Architecture

Unit III: Architecture in Medieval Period

- a. Religious
- b. Imperial
- c. Cityscapes
- d. Everyday Architecture

Unit IV: Modern Architecture

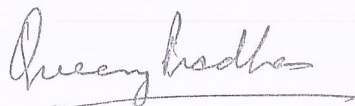
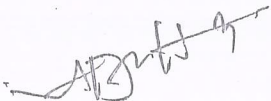
- a. Religious
- b. Imperial
- c. Cityscapes
- d. Everyday Architecture

Pedagogy:

Practical analysis of distinction between modern architecture and the ancient one
Project work on different imaginations that have shaped architectural landscapes in India and worldwide
Field Work

Text Book:

1. Babu, D. Senthil *Mathematics and Society: Numbers and Measures in Early Modern South India*, Oxford, 2022.
2. Coomaraswamy, Ananda K., *Introduction to Indian Art*, Munshilal Manoharlal Publishers, 1999
3. Coomaraswamy, Ananda K., *Visvakarma: Examples of Indian Architecture, Sculpture, Paintings, Handicraft*, London, 1914
4. Nilsson, Sten, *European Architecture in India 1750-1850*, Faber and Faber, London, 1968



5. Tillotson, G.H.R. *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Routledge, NY, 1997

Recommended Readings

1. Le Corbusier, *Chandigarh and the Modern City*, Mapin Publishing, Ahmedabad, 2009
2. Fergusson, James, *History of Indian and Eastern Architecture*, John Murray, London, 1876
3. Guha-Thakurta, Tapti, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Columbia University Press, NY, 2004
4. Havell, E.B., *The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization*, John Murray, London, 1915
5. Havell, E.B., *Indian Architecture, Its Psychology, Structure and History from the first Muhammadan Invasion to the Present Day*, J. Murray, 1913
6. Metcalf, Thomas R., *An Imperial Vision: Indian Architecture and Britain's Raj*, Faber and Faber, London, 1989
7. Mitter, Partha, *Much Maligned Monster: A History of European Reactions to Indian Art*, Clarendon Press, Oxford, 1977
8. Michell, George, *The Hindu Temple: An Introduction to its Meanings and Forms*, University of Chicago Press, 1977
9. Punja, Shobita, *Divine Ecstasy: The Story of Khajuraho*, Penguin India, 1992
10. Said, Edward W., *Orientalism: Western Conception of the Orient*, Pantheon Books, NY, 1978
11. Rowland, Benjamin, *The Art and Architecture of India: Buddhist, Hindu, Jain*, Pelican History of Art, Penguin, 1967 (3rd Edition)
12. Sinopoli, Carla M., *The Political Economy of Craft Production: Crafting Empire in South India, C. 1350-1650*, Cambridge University Press, 2003
13. Tadgell, Christopher, *The History of Architecture in India: From the Dawn of Civilization to the End of the Raj*, Architecture Design and Technology Press, London, 1990
14. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003
15. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003

ATD

Anurag Mishra

@

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course

Course Title: The Idea of Power

Course Code: BALA112

Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objective: The course would explore the way power runs within states and institutions and the responses of the people and groups.

Course Outcome:

CO1 (Knowledge): Study different thinkers who studies the concept of power.

CO2 (Understanding): Understanding how power operates

CO3 (Synthesis): Correlate understanding of power with the present state systems and institutions

CO4 (Application and Research): How power affects every day lives, social groups, communities and individuals.

Course Content

Unit I: Different Thinkers on the Idea of Power

- a. What is power?
- b. George Orwell: Reading Power in *Animal Farm*
- c. Thomas Hobbes: *Leviathan*
- d. Karl Marx: *The 18th Brumaire*
- e. Michel Foucault: *Power/Knowledge*

Unit II: Power and Resistance

- a. Gender
- b. Racial Violence and Oppression
- c. Disability
- d. Caste

Unit III: Politics and Power

- a. Political Power: Authority, Legitimacy, Sovereignty
- b. Power and capabilities, Power and relation to other states, Power and International Structures
- c. Three Dimensions of Power: One-dimensional View, Two-dimensional View, Three-dimensional View
- d. Politics, Coercive Power and Hegemony

Unit-IV: Power and Change

- a. David and Goliath: How the powerless can bring about change
- b. Change through power
- c. Power and Leadership

Pedagogy:

- Reading,
- Viewing films
- Games play to understand the way power works
- Class discussions

Text Books:

Russell, Bertrand, *Power: A New Social Analysis*
Lukes, Steven, *Power: A Radical View*

Second Semester
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Writing Skills
Course Code: BAENG110
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

**To be offered by other USS

Second Semester
Ability Enhancement Course*

Nature of the Course: Ability Enhancement Course
Course Title: English Language & Grammar- II
Course Code: BAENG112
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancement Course
Course Title: Punjabi - II
Course Code: BAENG114
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancement Course
Course Title: French - II
Course Code: BAENG116
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancement Course
Course Title: German - II
Course Code: BAENG118
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancement Course
Course Title: Japanese - II
Course Code: BAENG120
Credits: 2 (L1 T1)

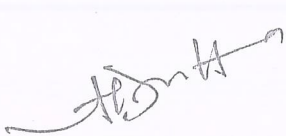
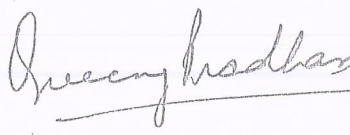

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancement Course
Course Title: Spanish - II
Course Code: BAENG122
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Semester Two
Value Addition Course (VAC) II

Nature of the Course: VAC (For Under-graduate Programme) II
Course Title: Human Values and Ethics
Course Code: HVE-201
Credits-04 (L-3/ T/P-01)

Mode of Exam: NUES

Course ID:

Course Objectives:

1. To develop sustainable harmony within self, family, fellow human beings, society, global communities, and nature.
2. To critically reflect and respect our existence as humans.
3. To develop commitment and courage of conviction.
4. To be able to work as a team for a socially relevant cause.

Course Outcomes:

CO1 (Knowledge): Students would become more mindful of themselves and their surroundings, handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

CO2 (Understanding): Students would cultivate critical skills.

CO3 (Synthesis): Students would become sensitive to their commitment towards values, human relationships and society at large.

CO4 (Application): Students will learn from their real-life experience to work as a team towards socially productive causes.

Course Content

UNIT 1:

Introduction to Value Education:

06 hours

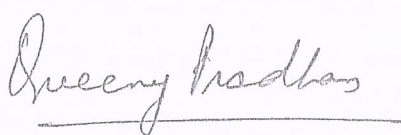
- Are values absolute or relative?
- Need for Universal Human Values
- Appreciating diversity as laid down in the constitution - lingual, sociocultural, regional or religious
- Pluralism, multi-culturalism and secularism

UNIT 2:

Harmony in Human-Human Relationships:

06 hours

- Harmonious coexistence within self, thoughts (mental process) & action
- Harmonious coexistence of self with other selves
- Fostering concepts like difference, respect, trust and coexistence.



UNIT 3:**06 hours****Harmony in Human - Nature Relationship:**

- Harmony with Nature
- Sustainable existence and Sustainable Development Goals (SDGs)

UNIT 4:**10 hours**

Project or Field-Work/Case Study/Workshop - The students will form teams of 4 to 5 and may carry out any one of the above-mentioned activities. The team will present the work done at the end of the semester. The project may be on socially relevant cause such as: Energy Conservation, Mental health, Gender related, Human Rights, Health Care, Swachta Mission, Biodiversity and Conservation, Financial Literacy, Social Justice/Injustice, Caste/Class based Issues, Law & Society, Literature/Films and Human Values or any other related subject with the approval of course instructor.

OR

A case study analysis may be carried out and presented by the students on any of the topics mentioned above for the project work.

OR

Workshop : The students may attend a workshop of not less than 3 days (in Physical mode) on Human Values and Ethics organized by the AICTE /Institution.

Text Books:

1. R. R. Gaur, R. Sangal, G. P. Bagaria. A foundation course in Human Values and professional ethics, Excel books, New Delhi. 2019 ISBN-10 9788174467812, ISBN-13 978-8174467812.
2. A.N. Tripathy. Human Values. New Age International Publishers. 2004
3. Text books from NCERT .
4. Motilal Shashi . An Alliance Beyond the Human Realm for Ecological Justice in *Ethique-Economique*, Vol..16 Number 1, June 2019 pp.46-56

Recommended Readings:

1. Nagraj, Jeevan Vidya ekParichay, Divya Path Sansthan. Amarkantak, 1999.
2. L. Bajpai, Indian Ethos and Modern Management, New Royal Book Company, Lucknow, Reprinted: 2008 ISBN-10 8185936943, ISBN-13 978-8185936949.
3. Universal human values on Sustainable Development Goals (SDG), Link:
4. https://www.undp.org/sustainable-development-goals?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQiAgaGeBhC8ARIsAAAYLfEfOe_NvhZgmNwP0jJWiSonxm4KNRi9bca9BHG-202LhHoktQEwQUaAvHHEALw_wcB
5. NBT abridged version of constitution for case studies.
6. Case Study on "Fabricating Data" and other issues can be taken up by the instructor.
7. Case study:
8. <https://onlineethics.org/cases/ethics-science-classroom/overly-ambitious-researchers-fabricating-data>

9. Motilal, Shashi. "Sustainable Development Goals and Human Moral Obligations: The Ends and Means Relation" *Journal of Global Ethics*. Volume 11, Issue 1 2015, Online version published on 13 March 2015 Online version available on <http://dx.doi.org/10.1080/17449626.2015.1010096>. ISSN: 1744-9634

APD

Queenyhadhas