

UNIVERSITY SCHOOL OF LIBERAL ARTS

Guru Gobind Singh Indraprastha University 4-Year Bachelor of Arts under 5-Year BA-MA scheme Liberal Arts (Curriculum Scheme)

SCHEME OF EXAMINATION

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SYLLABUS

(for the Academic Year 2025-26 onwards)

for Bachelor of Arts / Master of Arts (Dual Degree Programmes)

Psychology Major Scheme

Scheme and Syllabus for

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



Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka
Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
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Approval History:

1. Approved in the 7th BoS meeting held on 18th March 2025.
2. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025.
3. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

The 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 of 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 the environment.

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, teamwork 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 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 Indian Philosophy, and social diversity.

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 on its own campus (not at the affiliated institution of the University). 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 the Dean of the University School of Liberal Arts. The decision of the Dean, of the 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 of 1 hours each will constitute 1 credit. (3+1)

The intake in the programme shall be 80 with the addition of supernumerary seats as per the policy of the University.

Programme Outcomes

1. **PO 1 (Knowledge):** Provide a holistic education across disciplines.
2. **PO 2 (Understanding):** Enhance the cognitive and critical skills of students in different disciplines.
3. **PO 3 (Synthesis):** Synthesis of knowledge from multiple disciplines and preparation for entering the teaching profession or engaging in welfare and community activities.
4. **PO 4 (Application):** The courses will offer new employment opportunities in Galleries, Libraries, Archives, and Museums (GLAM), along with other conventional fields-teaching, research, administrative jobs, and non-state organizations.
5. **PO 5 (Research):** Students can enter the professional field after graduation or could pursue research.

Course / Paper Group Codes:

Definitions:

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline: **History/ Political Science/ Sociology / Psychology**

Minor specialization shall mean: **History/ Political Science/ Sociology / Psychology/ or from any other discipline offered by other USS, as 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: Non-University Exam System. (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).

UES: University Exam System

DSC: Discipline-Specific Core Course

DSC (W): Discipline-Specific Core Workshop/Seminar Course

MSC: Minor Stream Course

MDC: Multi-Disciplinary Course

SEC: Skill Enhancement Course

AEC: Ability Enhancement Course

VAC: Value Addition Course

RP: Research Project

USS: University School of Studies

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE 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 THE 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. Opportunities 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, ODI, Online learning, and hybrid modes of learning).

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.

Awarding UG Certificate, UG Diploma, and Degrees

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 44 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 86 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 a minimum of 128 + 2 (NCC/NSS...) credits and satisfying the minimum credit requirement.

- **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 170 credits and have satisfied the credit requirements.
- **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 a minimum of 168 + 2 (NCC/NSS...) 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 50 % credits from DSCs, MSCs, DSEs and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns a minimum of 84 credits in History from DSCs, MSCs, DSEs and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).
- **UG Degree Programmes with Minor Streams** is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns a minimum of 28 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns a minimum of 28 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).
- For **Double Major** see Appendix A, B, C and D.

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

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 the table. 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.

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

Scheme of Evaluation

The student will undertake individual assignments which include assignments and presentations.

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

- Minor Test - 10
- Project Work/Field Work/Field Visit/Audio-Visual Clips -10
- Assignments/Term or Seminar paper - 10
- Classroom Discussion and Participation - 10

Instruction 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. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.
- COs and POs to be kept in mind while setting the questions.

Pedagogy

- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative and Peer Learning Through Group Projects, Seminars, and Workshops.

Note: The course instructor can prescribe additional readings, apart from the ones mentioned in the syllabus in order to further explain a topic/ sub-topic or a theme/ sub-theme.

4 Year BA Liberal Arts Programme Credit Framework (University School of Liberal Arts)

	Discipline Specific Courses (DSC) 4 credits	Minor Stream Courses (MS) 4 credits	MDC 3 credits	SEC 3 credits	AEC 2 credits NUES	VAC 2 credits NUES	Workshop/ Seminars/ Internship 2 Credits NUES	Dissertatio n 12 Credits	Total	Minimum
Sem 1	DSC 1 DSC 2	MS1	MDC I	SEC I	AEC I	VAC I			22	22
Sem 2	DSC 3 DSC4	MS 2	MDC II	SEC II	AEC II	VAC II			22	22
After two semesters or one year and earning the minimum 44 credits, those who wish to exit the programme, will be awarded a Certificate in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 3	DSC 5 DSC 6	MS 3	MDC III	SEC III	AEC III	VAC III			22	22
Sem 4	DSC 7 DSC 8	MS 4 MS 5			AEC IV		DSC Workshop 1		20	20
After four semesters or two years and earning the minimum 86 credits, those who wish to exit the programme will be awarded a Diploma in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 5	DSC 9 DSC 10 DSC 11	MS 6 MS 7					DSC Workshop 2		24	22
							Internship* (2 Credits Compulsory)			
Sem 6	DSC 12 DSC 13 DSC 14 DSC 15	MS 8 MS 9							24	20
After completing 6 semesters or 3 years and earning 128 credits, students will be awarded a UG degree with a major and minor. To earn a major in a discipline, a student is required to earn 60 credits from DSCs, MSCs and/or Workshop/Seminar and to earn a minor in a discipline a student is required to earn 24 credits from the concerned discipline from MSCs.										
Sem 7	DSC 16 DSC 17 DSC 18 DSC 19	MS 10 MS 11							24	20
Sem 8	DSC 20	MS 12						Dissertation	20	20
Total Credits	80	48	9	9	8	6	6	12	178	168
Minimum Credits Requireme nt	80	40	9	9	8	6	2 - DSC – Workshop 2 (Internship)	12		168

NCC/ NSS/ Club	Students pursuing 4-year UG degree at GGSIP University are expected to earn credits through NCC/NSS/Clubs by the end of 6 semesters or 3 years by participating in any of these bodies/clubs for one year. However, those who will take lateral admission directly in the 4 th year of the UG programme under the multiple entry-exit policy will enrol themselves in any of these bodies/clubs in the fourth year of the UG programme to earn these 2 credits.	2	2
	Grand Total	180	170

S.N.	Important Notes (Read Carefully)
A.	<p>After 4 years or 8 semesters and earning the minimum 170 credits through different courses, according to the scheme above, a student will be awarded the UG degree. To get a major in a discipline, a student is required to earn the minimum 80 credits from DSCs, MSCs, and/or Workshop or Seminar. To get a minor in a discipline, the student is required to earn 28 credits from MSCs of a particular discipline. However, all students are required to earn 40 credits from MSCs to fulfil the minimum eligibility criteria for the award of the UG degree.</p> <p>Note 1: For e.g. if a student is pursuing Major in Political Science, they will have to do a minimum of 17 DSCs of Political Science and 3 MS courses of Political Science, and the same for other disciplines.</p> <p>Note 2: Similarly For 3-year BA Degree, student will have to complete 12 DSCs of Political Science and 3 MS Courses of Political Science.</p> <p>Note 3: The Minor courses of first and second semester can be counted as part of DSC in the final evaluation if the student decides to pursue Major from the 3rd semester onwards in any of the MS 1/MS 2 disciplines of first and second semester.</p> <p>For e.g. if a student has opted for MS 1 in Sociology in the first semester and decides to pursue Major in Sociology from 3rd semester onwards, then MS 1 paper will be counted as DSC of Sociology in final evaluation. Similarly, if a student has opted for MS 2 in the Psychology and decides to pursue Major in Psychology from 3rd semester, their MS 2 will be counted as DSC of psychology.</p> <p>Note 4: Similarly, either of the DSC 1 and DSC 2 courses from the first semester and DSC 3 and DSC 4 courses from the second semester can be counted as MS courses in final evaluation of the student.</p> <p>For e.g. if a student decides to pursue Majors in History from 3rd semester onwards and Minors in Psychology, but had not opted for MS 2 in Psychology in second semester, then their DSC 2 from the first semester will be counted as part of MS in the final evaluation.</p> <p>Refer to the course scheme of BA Liberal Arts to know which papers are DSC 1, DSC 2, DSC 3, and DSC 4, and MS 1 and MS 2 in the first and second semesters).</p>

B.	Those who will not write a dissertation are required to take 3 extra courses to earn the required 12 credits. These extra credits can be earned from DSCs and MSCs during the entire course of the UG programme.
C.	Minor courses will be open from Semester I. Students will opt for a minor within broad disciplines such as Humanities and Social Sciences, Basic and Applied Sciences, and Commerce and Management. For example, a student who is interested in pursuing a major in Physics can opt for a minor in any discipline from Basic and Applied Sciences or allied disciplines. Similarly, a student who is interested in pursuing a major in English literature can opt for a minor either in English literature or any discipline of Social Sciences.
D.	A minimum of 5 students must be enrolled in all courses of optional in nature for the course to be offered by USLA.
E.	Internship is to be done in the summer vacation after the end of the fourth/sixth semester. It is compulsory. Internship of 2 credits. The model of evaluation is given in Table 1.
F.	In the first two semesters, students can explore their areas of interest by studying courses from other disciplines through Minor Courses and Multi-Disciplinary Courses. However, in Semester 3, every student will announce the discipline in which he/she wants to do a minor.
G.	Students have the option of earning additional credits by pursuing one each DSE Workshop/ Seminars Courses in the fourth and fifth semesters. These papers will be NUES in nature. In the fifth and Sixth Semesters Students can choose one DSE paper from a pool of optional courses. The list of which will be published by the USLA office at the beginning of each semester in consultation with Academic Program Committee (APC).
H.	<p>Provision for Double Majors: If any student wishes to pursue Double Major, then s/he will have to secure a minimum of 40% credits from the second major discipline for the 4-year UG degree to be awarded a double major. For example, in a 4-year UG programme, if the total number of minimum credits to be earned is 168, the student will have to earn a minimum of 68 credits to be awarded Double Major in History along with another subject in which they are pursuing their first Major. These 68 Credits will have to be earned as combination of DSC, MSC and DSE courses.</p> <p>In the spirit of NEP 2020, students from allied disciplines like Humanities can also pursue Double Major in any course offered by the USLA. The criteria for them will also be the same as mentioned in the above paragraph. For e.g. if a student of USHSS pursuing first major in English/Economics, and opts to pursue double major in History/Sociology/Political Science/Psychology, will have to earn a minimum of 68 credits in 4-year UG Programme in the discipline of their choice.</p> <p>Scheme for Double Major: A Student who is pursuing first Major in History, and second Major in Sociology, will have to take 10 courses from Minor Stream of Sociology from third to eighth semester. In addition to these Minor courses, students will have to take one paper in each semester from 3rd to 8th from Discipline Specific Courses (DSC) in Sociology.</p> <p>See Appendix A, B, C and D for further details on the Double Major programme.</p>

Internship Evaluation

Activity	Weightage	Evaluator
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee

Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation.

Table 1

Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.

S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	Stage 1: Under Graduate Certificate (Level 6)	Exit 1: After Successful Completion of Semester II	44 Credits + 4 Credits of Vocational Course/Internship after the end of II nd Semester.
2.	Stage 2: Advanced Diploma (Level 7)	Exit II: After Successful Completion of Semester IV	86 Credits + 4 Credits of Vocational Course/Internship after the end of IV th Semester.
3.	Stage 3: 3 Year Under Graduate Degree B.A (Concerned Subject) (Level 8)	Exit III: After Successful Completion of Semester VI	126 Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

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

		First Semester					
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
DSC 1			Historians' Quest	UES	3	1	4
DSC 2			Fundamentals of Psychology	UES	3	1	4
(Choose Any One) MS 1			Sociology and Society in India	UES	3	1	4
			Indian Constitution and Government	UES	3	1	4
			Choice from other USS...*				
(Choose Any One) MDC			History and Literature	UES	2	1	3
			Society and Politics	UES	2	1	3
			Society and Culture	UES	2	1	3
			Basics of Psychology	UES	2	1	3
			Choice from other USS...OR MOOCs				
(Choose Any One) SEC			History of Science and Technology in India (IKS)	UES	2	1	3
			Gender and Development	UES	2	1	3
			Entrepreneurship Mindset**	UES	2	1	3
			Understanding Indian Society Through Cinema	UES	2	1	3
			Managing Stress	UES	2	1	3

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			Choice from other USS...OR MOOCs				
(Choose Any One) AEC			Story of Indian Food	NUES***	1	1	2
			Legislative Management and Support	NUES	2	1	2
			Reading Folklore	NUES	1	1	2
			Understanding Cultural Sensitivity and Diversity	NUES	1	1	2
			Choice from other USS...OR MOOCs				
VAC-I			Environmental Studies****	NUES	1	1	2
	Total				17	5	22 #

* Only courses offered by non-science schools, like University School of Humanities and Social Sciences (USHSS) and University School of Management Sciences (USMS).

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

** Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course has to be opted by the student admitted in UG programme of USLA in the first three years, as and when offered.

*** 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 committee of teachers appointed by the Dean of USLA out of 100.

****Course to be borrowed from University School of Environment Management (USEM) and taught by USEM faculty.

Note:

1. The school reserves the option to give more SECs, AECs, and MDCs subject to the availability of the faculty. A minimum of 5 students are required to opt for any MDC, SEC, AEC and MS courses.
2. The SEC course titled '**History of Science and Technology**' will be offered by the discipline of History; '**Gender and Development**' will be offered by the discipline of Political Science; and '**Understanding Indian Society Through Cinema**' will be offered by the discipline of Sociology, and '**Managing Stress**' by the discipline of Psychology.
3. The AEC courses titled '**Legislative Management and Support**' is offered by the discipline of Political Science; '**Reading Folklore**' by the discipline of Sociology; '**Story of Indian Food**' by the discipline of History, and '**Understanding Cultural Sensitivity and Diversity**' by the discipline of Psychology.

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4. Students can also opt for MOOCS Courses wherever choice is indicated. The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform.

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
Statutory Course		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2

*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, and organizations; the coordinators 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.

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	Second Semester						
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
DSC 3			Understanding Contemporary Society	UES	3	1	4
DSC 4			Understanding Politics and Political Concepts	UES	3	1	4
(Choose Any One) MS 2			Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4
			Study of Personality and Individual Differences	UES	3	1	4
			Choice from other USS...*				
(Choose Any One) MDC			Makers of India	UES	2	1	3
			The Idea of Power	UES	2	1	3
			Social Interaction in Virtual Environment	UES	2	1	3
			Psychology of Youth	UES	2	1	3
			Choice from other USS...OR MOOCs				
(Choose Any One) SEC			Indian Heritage and Culture (IKS)	UES	2	1	3
			Politics and Indian Knowledge Systems (IKS)	UES	1	2	3
			Fashion and Society	UES	1	2	3
			Emotional Intelligence	UES	1	2	3
			Choice from other USS...OR MOOCs				

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(Choose Any One) AEC			Understanding Sports in History	NUES	1	1	2
			Managing Election and Election Campaign	NUES	1	1	2
			Academic Research Writing	NUES	1	1	2
			Socio-Emotional Learning	NUES	1	1	2
			Choice from other USS...OR MOOCs				
VAC II			Value and Ethics	NUES***	1	1	2
	Total				16	6	22 #

* Only courses offered by non-science schools, like University School of Humanities and Social Sciences and University School of Management Sciences.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

Note:

1. Major discipline shall have a maximum of 25 percent 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 discipline shall be allocated to the student based on the merit of first and second semester SGPA**, and choice of the student.
2. The USLA will publish the list of available MS/DSC(Workshop)/Optional courses (MDC, SEC, AEC, DSC (Workshop/Seminar)) that will be available in the semester before the beginning of the semester. A minimum of 5 students are required to opt for any DSC(Workshop/Seminar), MDC, SEC, or AEC.
3. The MS/DSC(Seminar/Workshop)/Optional Courses may be interchanged every alternative semester.
4. The SEC course titled '**Politics and Indian Knowledge Systems**' is offered by the discipline of Political Science; '**Indian Heritage and Culture**' is offered by the discipline of History; '**Fashion and Society**' is offered by Sociology, and '**Emotional Intelligence**' by the discipline of Psychology.
5. The AEC paper '**Understanding Sports in History**' is offered by the discipline of History, the AEC paper on '**Academic Research Writing**' is offered by the discipline of Sociology, the paper '**Managing Election and Election Campaign**' is offered by the discipline of Political Science, and '**Socio-Emotional Learning**' by the discipline of Psychology.
6. At the end of two semesters, those students who wish to exit will be given the UG Certificate after earning a **minimum 44 Credits**. Such students are required to undertake a 2-week workshop/ summer internship/ vocational course (of 4 Credits). On the completion of workshop/ internship/ vocational course, they will be required to submit a report to the School and make a presentation in front of the panel of internal examiners nominated by the Dean of the School.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Third Semester*							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
			Theory				
DSC 5			Emergence of Psychological Thought	UES	3	1	4
DSC 6			Social Psychology	UES	3	1	4
(Choose Any One)			Introduction to Psychology ¹	UES	3	1	4
			Positive Psychology	UES	3	1	4
			Psychology and Education	UES	3	1	4
(Choose Any One)			Popular Culture	UES	2	1	3
			Human Rights	UES	2	1	3
			Society and Humour	UES	2	1	3
			Inter-Group Relations	UES	2	1	3
			Choice from other USS...OR MOOCs**				
(Choose Any One)			History through Cinema	UES	2	1	3
			Ethics and Dilemmas in Politics	UES	2	1	3
			Conceptualizing Everyday Life	UES	2	1	3
			Mental Health and Wellbeing	UES	2	1	3
			Choice from other USS...OR MOOCs				
(Choose Any One)			Travel Accounts	NUES	1	1	2
			Public Opinion and Surveys	NUES	1	1	2
			Introduction to Social Work	NUES	1	1	2
			Effective Leadership	NUES	1	1	2
			Citizens and the Law: Knowing your Rights	NUES	1	1	2
			Choice from other USS...OR MOOCs				
VAC III			Happiness and Wellbeing	NUES	1	1	2
			Total		16	6	22 #

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester

¹ Compulsory for those students of other USS who have not opted for any Psychology Course in 1st and 2nd Semesters. It is also compulsory for students opting for Double Major in Psychology.

Applicable to Students from 2025-26 batch onwards.

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* Every student shall be allocated a supervisor at the beginning of the 3rd semester who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) till the completion of the programme of study for all seminars papers, minor project, and major project.

**The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted by the student with the consent of the APC of the USLA and only if the offered paper schedule is in line with the academic calendar of the University and the programme of study.

Note:

1. The SEC Courses on '**History Through Cinema**' is offered by the discipline of History; '**Ethics and Dilemmas in Politics**' is offered by the discipline of Political Science; '**Conceptualising Everyday Life**' is offered by the discipline of Sociology; and '**Mental Health and Well Being**' by the discipline of Psychology.
2. The AEC Course '**Travel Accounts**' is offered by the discipline of History; '**Public Opinion and Surveys**', and '**Citizens and the Law: Knowing your Rights**' are offered by the discipline of Political Science; '**Introduction to Social Work**' is offered by the discipline of Sociology and '**Effective Leadership**' by the discipline of Psychology.

Applicable to Students from 2025-26 batch onwards.

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Fourth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
			Theory				
DSC 7			Statistical Methods in Psychological Research	UES	3	1	4
DSC 8			Biological Basis of Behaviour	UES	3	1	4
(Choose Any Two)			Understanding Mental Disorders*	UES	3	1	4
MS 4			Development Across Lifespan	UES	3	1	4
MS 5			Introduction to Social Psychology	UES	3	1	4
DSC 1 (Workshop)			Art Appreciation	NUES	1	1	2
(Choose Any One)			Cityscapes	NUES	1	1	2
			Introducing the Art of Diplomacy	NUES	1	1	2
			Introduction to Census and NSSO	NUES	1	1	2
			Digital Literacy in Psychology	NUES	1	1	2
			Any paper from other USS...OR MOOCs				
			Total		14	6	20 #

* For students opting for Psychology Major, the MS Course ‘Understanding Mental Disorders’ is compulsory. It is also compulsory for students opting for Double Major in Psychology.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

Notes:

- 1- The AEC courses ‘Cityscapes’ is offered by the discipline of History; ‘Introducing Art of Diplomacy’ is offered by the discipline of Political Science; ‘Introducing Census and NSSO data’ is offered by the discipline of Sociology; and ‘Digital Literacy in Psychology’ by the discipline of Psychology.
- 2- At the end of four semesters, those students who wish to exit will be given the Advanced Diploma after earning a **minimum 86 Credits**. Such students are required to undertake a 2-week workshop/ summer internship/ vocational course (of 4 Credits). On the completion of the workshop/ summer internship/ vocational course, they will be required to submit a report to the School and make a presentation in front of the panel of internal examiners nominated by the Dean of the School.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

*Internship during the Summer Vacation

Applicable to Students from 2025-26 batch onwards.

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Fifth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
DSC 9			Psychological Distress and Disorder	UES	3	1	4
DSC 10			Development Across Lifespan	UES	3	1	4
DSC 11			Introduction to Cognitive Psychology	UES	3	1	4
(Choose any Two) MS 6 MS 7			Applications of Social Psychology*	UES	3	1	4
			Gender and Feminist Psychology	UES	3	1	4
			Basics of Statistics of Psychology	UES	3	1	4
(Choose Anyone) DSC 2** Seminar/ Workshop			Archives and Archaeology	NUES	1	1	2
			Workshop on Quantitative Data Analysis	NUES	1	1	2
			History through Everyday Objects	NUES	1	1	2
			Gender, Violence in Conflict: International Guidelines and Toolkits	NUES	1	1	2
			Governance and Public Policy Lab	NUES	1	1	2
			Visual Anthropology	NUES	1	1	2
Total					16	6	22 #

* For students opting for Psychology Major, the MS Course ‘Applications of Social Psychology’. It is also compulsory for students opting for Double Major in Psychology.

** DSC Seminar / Workshop Courses is compulsory for those students who are opting for Double Major in relevant discipline.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

Note:

1. The DSC (Workshop/Seminar) papers ‘Archives and Archaeology’ and ‘History Through Everyday Objects’ are offered by the discipline of History; ‘Workshop on Quantitative Data Analysis’ and ‘Visual Anthropology’ are offered by the discipline of Sociology; and ‘Gender, Violence and International Guidelines and Toolkits’ and ‘Governance and Public Policy Lab’ are offered by the discipline of Political Science.

Applicable to Students from 2025-26 batch onwards.

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Sixth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
			Theory				
DSC 12			Introduction to Counselling Psychology	UES	3	1	4
DSC 13			Culture and Indigenous Psychology (IKS)	UES	3	1	4
DSC 14			Organizational Behaviour	UES	3	1	4
DSC 15			Industrial Psychology	UES	3	1	4
(Choose either One or Two) *			Introduction to Abnormal Psychology	UES	3	1	4
	MS 8		Consumer and Market Psychology	UES	3	1	4
	MS 9		Criminal Psychology	UES	3	1	4
			Total				24 #

* In the 6th Semester, a student is required to earn a minimum of 20 Credits, which includes at least One MS Course. However, the student may earn additional 4 Credits by choosing a second MS Course.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

Note:

- At the end of the 6th semester the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of literature of the area/topic and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.
- As per the UGC norms, 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.

Applicable to Students from 2025-26 batch onwards.

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FIRST SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)

Historians' Quest

Nature of the Course: DSC

Course Code:

Semester: First (I)

Credits: 4 (L3:T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course introduces students to the discipline of history not merely as a study of the past, but as a way of understanding the present and imagining the future. Through a thematic and inquiry-based approach, the course explores how historical thinking helps us make sense of contemporary issues such as inequality, environmental crises, technological change, and debates around memory and identity. Drawing from diverse sources — scholarly texts, films, podcasts, and popular literature — students will be encouraged to critically examine the uses and abuses of history in public life. The goal is to inspire curiosity, develop critical thinking, and offer a fresh and engaging perspective on why history matters today.

Course Outcomes:

CO1 (Knowledge): Develop an interest in historical thinking through engaging and relatable themes.

CO2 (Understanding): Understand how contemporary problems have historical roots.

CO3 (Synthesis): Analyse historical narratives through non-traditional sources — including films, books like *Sapiens*, and current events.

CO4 (Application): Make meaningful connections between personal, local, and global histories.

Course Content

Unit I: Why History Matters

- a. History and Historian
- b. Big Histories: How we became human? How are societies formed?
- c. Is history only about kings and wars — or also about daily life and imagination?
- d. Personal and collective memory: History vs. Heritage

Suggested Media:

- Film: *13th* (dir. Ava DuVernay) – on racial incarceration in the U.S.

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- Film: *Lagaan* (for colonial resistance in India)
- Podcast: *Seen and Not Heard* (Dalit voices & resistance)

Unit II: Inequality and Injustice: Then and Now

- Caste, race, gender, class — historical roots of inequality
- Colonialism and its afterlives (racism, global poverty, mass incarceration)
- Alternative histories: egalitarian societies and social experiments
- LGBTQ Community: Past to Present

Unit III: Environment and the Past

- How the environment shaped history — and how humans shaped nature
- Disease, epidemics, and geography: history from a biopolitical lens
- Colonialism, forests, and resource control in South Asia
- The Anthropocene: Can we have an ethical relationship with the planet?

Suggested Media:

- Podcast: *Drilled* (on climate denial and politics)
- Short documentary: *India's Vanishing Forests* (by Down To Earth)
- Maps/timelines of forest laws, Chipko movement

Unit IV: Technology, Power, and Historical Imagination

- From fire to fiber optics: What technologies reveal about social change
- Printing press, gunpowder, railways — how power and technology intertwine
- Fossil fuels, climate change, and political systems
- History and Contestation: monuments, textbooks, and collective memory.

Suggested Media:

- YouTube channel: *ColdFusion* – videos on history of major technologies
- Podcast: *Tech Won't Save Us* – episode on the political economy of innovation
- Film: *The Social Dilemma* (Netflix)
- Article: *Why Statues Matter* (Colston, Ambedkar, and public memory)

Pedagogy:

- Create a visual timeline of “What I thought history was, and what it could be”.
- Classroom debate: *Should colonial and casteist monuments be taken down?*
- **Museum of the Silenced" Pop-Up Exhibit** Students work in small groups to create a one-table “exhibit” on a forgotten or erased historical figure, event, or community. They include

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brief write-ups, images, objects (or sketches), and captions — like a pop-up classroom museum.

Textbooks:

1. Ambedkar, Bhim Rao. *Annihilation of Caste*, Fingerprint Publishing, 2023 (Originally published in 1936).
2. David Graeber & David Wengrow, *The Dawn of Everything: A New History of Humanity*, Penguin, 2022.
3. Carr, E.H. *What is History?* Penguin Classic, 2018 (Originally published in 1961).
4. Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*, Penguin Random House, 2015.
5. Guha, Ramachandra. *Environmentalism: A Global History*, Penguin Random House, 2016.
6. Childe, Gordon, *Man Makes Himself*, The New American Library, 1936.

Recommended Readings:

1. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, W.W. Norton & Company, 2001.
2. Diamond, Jared. *Guns, Germs, and Steel*, W.W. Norton & Company, 1997.
3. Mishra, Pankaj. *Age of Anger*. Juggernaut Publication, 2018
4. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*, Verso Books, 2011.
5. Tarlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.

DISCIPLINE SPECIFIC CORE (DSC)

Fundamentals of Psychology

Nature of the Course: DSC

Course Code:

Semester: First (I)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

Course Outcomes:

CO1 (Knowledge): Define and explain basic psychological concepts.

CO2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.

CO3 (Synthesis): Synthesize psychological concepts and perspectives to analyse human behavior and apply insights to real-life contexts.

CO4 (Application): Apply principles of psychology in academics and everyday life.

Course Content

Unit I: Introduction: Nature of Psychology

- a. Concept of Psychology
- b. Psychology as a scientific discipline
- c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
- d. Sub-Fields of Psychology; Scope of Psychology
- e. Psychology in India

Unit II: Learning and Memory

- a. Nature of Learning
- b. Principles and Applications of Classical Conditioning
- c. Principles and Applications of Operant Conditioning; Observational Learning
- d. Definition and Models of Memory (Information Processing approach; Levels of Processing Model)
- e. Forgetting; Techniques for improving memory

Unit III: Motivation and Emotion

- a. Nature of Motivation
- b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
- c. Nature and function of emotion

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- d. Theories of Emotion
- e. Culture and Emotion; Indian View of Emotion

Unit IV

- Practicum (Any **one** experiment based on unit 2 or 3)

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Readings:

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world

MINOR STREAM (MS)

Indian Constitution and Government

Nature of the Course: MS

Course Code:

Semester: First (I)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation:40

External Evaluation: 60

Course Objective:

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. The focus will also be on understanding the Indian Federal setup along with understanding the party system in India.

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, the centre-state relations and the party system.

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

CO4 (Application): 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 Content

Unit I: Evolution of Indian Constitution

- a. Historical Background and Philosophical Foundation of Constitution.
- b. Salient Features of the Indian Constitution.
- c. Fundamental Rights and Duties
- d. Directive Principles of State Policy.

Unit II: Indian Federal System

- a. Centre-State Relationship
- b. Decentralisation-Local and Grassroot Governance

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- c. Contemporary Trends-Asymmetrical Features of Federalism

Unit III: Executive, Legislature and Judiciary

- a. Executive: Office of the President, Prime Minister, Governor
- b. Parliament: Composition and Functions
- c. Supreme Court: Composition and Functions

Unit IV: Party System in India

- a. Types of Party System, Phases of Party system in India
- b. National Parties in India
- c. Regional Parties in India

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics*. New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
3. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. Mehta, Pratap Bhanu, and 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 University Press, 1999.
2. Austin, G. *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and 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.

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6. Ganguly, Sumit, and 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 A. Nigam. Power and Contestation: India since 1989. London: Zed Books, 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., and R. Saxena. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
13. Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.

MINOR STREAM (MS)

Sociology and Society in India

Nature of the Course: MS

Course Code:

Semester: First (I)

Credits: 4 (L3T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective of this course is to provide a comprehensive understanding of the complex social fabric of India, highlighting the interplay between unity and diversity. Students will explore the various sources of diversity in India, such as linguistic, religious, and ethnic differences, and their implications on social cohesion. The course will also delve into the fundamental social institutions, including family, kinship, marriage, and caste, examining their roles and transformations in contemporary society. Furthermore, the course aims to address pressing social issues like poverty, inequality, crime, and migration, along with the diverse religious landscape and its impact on Indian society.

Course Outcomes:

CO1 (Knowledge): Demonstrate a thorough knowledge of the key concepts and sources of diversity in India, including linguistic, religious, and ethnic differences, as well as the fundamental social institutions and their functions.

CO2 (Understanding): Understand and explain the sociocultural processes and models, such as acculturation, assimilation, integration, cooperation, conflict, and competition, that contribute to unity in diversity in the Indian context.

CO3 (Synthesis): Synthesize information about the various social issues in India, including poverty, caste, gender inequality, crime, and regional disparities, and critically analyse their impact on the population and societal dynamics.

CO4 (Application): Apply the acquired knowledge to evaluate and address contemporary changes in Indian society, such as transformations in family structures, marriage practices, and the implications of religious pluralism and secularism, while proposing informed solutions to enhance social cohesion and inclusivity.

Course Content

Unit I: Unity in Diversity

- a. Meaning of Unity and Diversity

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- b. Sources of Diversity in India: Importance, merits and demerits (Linguistic, Religious, Ethnic)
- c. Unity in Diversity: Socio-Cultural process and models (Acculturation, Assimilation, Integration, Cooperation, Conflict & Competition)
- d. Factors Contributing to the Unity of India

Unit II: Basic Social Institutions in India

- a. Family: Definition, Function and Types
- b. Kinship: Definition, Function, and Types (North and South)
- c. Marriage: Definition, Function, Types and Rules, Latest trends
- d. Caste: Definition, Characteristics and Theories of Origin

Unit III: Social Issues in India

- a. Social Problems in India (Poverty and Gender Inequality)
- b. Crime (Types) and Juvenile delinquency
- c. Regional disparity and migration
- d. Population profile of Indian Society

Unit IV: Religion in India

- a. Definition, Composition, and Functions of Religion
- b. Religions of India (Hinduism, Buddhism, Jainism, Sikhism, Islam, and Christianity) and their features
- c. Concept of religious pluralism and Secularism
- d. Fundamentalism and Communalism

Pedagogy:

- Lectures
- Discussion and Presentations
- Movie/Documentaries
- Project Work/Field Visit

Text Books:

1. Mukherjee, Radha Kumud. Fundamental Unity of India. Orient Blackswan. New Delhi 2004
2. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004
3. Gupta, Dipankar (Eds). Social Stratification. Oxford University Press. New Delhi. 2007
4. Kundu, Abhijit and Yadav, Nirupama. Sociology of India. Sage. New Delhi. 2021

Recommended Readings:

1. Gottlob, Michael. "India's Unity in Diversity as a Question of Historical Perspective". *Economic and Political Weekly*, Vol. 42, No. 9. pp. 779-785+787-789
2. Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". *World Affairs: The Journal of International Issues*, Vol. 19, No.4. pp. 10-43
3. 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity. <https://www.epw.in/engage/article/unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas>
4. Gore, M.S. "Unity in Diversity". *Social Scientist*, Vol. 24, No. 1/3 (1996), pp. 30-43
5. Berry, John M. "Immigration, Acculturation, and Adaptation". *Applied Psychology: An International Review*. Vol. 46. Issue. 1 (1997). pp. 5-34
6. Madan, T.N. 'Religions of India'. Das, Veena (Eds.) *Handbook of Indian Sociology*. Oxford University Press. New Delhi. 2004.
7. Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
8. Meredith, McGuire. *Religion In Social Context*. Wadsworth Pub. Co. California. 1997. (Chapter 1).
9. Hick, John. "Religious Pluralism." *A Companion to Philosophy of Religion*, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
10. Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
11. Yinger, Milton J. "Pluralism, Religion, and Secularism". *Journal for the Scientific Study of Religion*, Vol. 6, No. 1 (1967). pp. 17-28
12. Bhushan, Vidya; Sachdeva, D.R. *Fundamentals of Sociology*. Pearson. Delhi. 2012
13. Relevant IGNOU Material

MULTI DISCIPLINARY COURSE (MDC)

History and Literature

Nature of the Course: MDC

Course Code:

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course will examine the texts; place them in historical contexts and help students to use them as tools for history writing.

Course Outcomes:

CO1 (Knowledge): To differentiate historical texts from other forms of available literature.

CO2 (Understanding): Understand the various perspectives to study history.

CO3 (Synthesis): To examine various texts associated with different religious traditions.

CO4 (Application): Evaluate historical literature and its relevance in contemporary times.

Course Content

Unit I: Ancient Indian Literature

- Sanskrit literature- Vedas and Itihasa Purana traditions.
- Normative texts- Manusmriti and Arthashastra
- Biographical accounts- Harshacharita and Vikramankadevacharita.
- Ancient Tamil texts- Sangam literature, Silapaddikaram.
- Pali-Prakrit literature- Jatakas and Agamas.
- Historical texts- Rajatarangini.

Unit II: Medieval period literature

- Persian literature- Abul Fazl- Akbarnamah, Badauni- Muntakhab-ut-Tawarikh, Mir Khwand's- Rauzat us Safa, Mohsin Fani's- Dabistan-i-Mahsib.
- Women writers- Lalleshwari (Lal Ded), Gulbadan Bano Begum, Zeb-un-Nisa.
- Urdu Literature- Raskhan's Pand Mahim Suniya's story collection.

Unit III: Modern Indian Literature – Any four texts

- Rabindranath Tagore- Gitanjali.
- Bankim Chandra Chattopadhyaya – Ananda Math.
- Prem Chand- Godan.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- d. Sadat Hassan Manto- Khol Do.
- e. Amrita Pritam- Pinjar.
- f. Rajaram Aatram- Ughda Darwaza.

Unit IV: Poetics and Literature

- a. Kalidasa- Raghuvamsa and Kumarasambhava.
- b. Sangam Literature- Akam and Puram poems.
- c. Persian Poet- Amir Khusrau.
- d. Bhakti poems- Mirabai, Tulsidas, Bulle Shah.
- e. Urdu poetry- Ghalib.
- f. Modern Indian poetry- City of Palaces by James Atkinson, My Native Land- Shashee Chander Dutt.

Pedagogy:

- Classroom lectures/project work.
- Class assignment: a review of the unabridged version of any book related to pre-colonial literature.
- Classroom debate on the change in literary forms after colonial rule and the influence of Western ideas in Indian writing.

Textbooks:

1. Pollock, Sheldon, ed., Literary Cultures in History: Reconstruction from South Asia, Delhi Oxford University Press, 2003.
2. Sharma, T.R.S., ed. Ancient Indian Literature: An Anthology (3 vols) New Delhi: Sahitya Akademi, 2000.
3. Kane, P.V., History of Dhramashastra, Bhandarkar Oriental Research Associate, Poona, 1941.
4. Olivelle, Patrick, Manu's Code of Law, Oxford University Press, 2005.

Recommended Readings:

1. Shamashatry, R., trans., Kautilya's Arthashastra, 1950.
2. Sen, Ksitimohan, Medieval Mysticism in India, London, 1936.

MULTIDISCIPLINARY COURSE (MDC)

Society and Politics

Nature of the Course: MDC

Course Code:

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

Society and Politics is an interdisciplinary course that explores questions through the intersection of political science and sociology and analyses various political processes and social transformations both at the macro level of national and internal 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, citizenship, and democracy.

CO3 (Synthesis): The student can analyse the functioning of civil society institutions.

CO4 (Application): The student will be able to explore the relationship between the process of globalization with the polity and how it impacts society.

Course Content

Unit I: Understanding the Concepts

- a. Conceptualising Politics: Definition, Perspectives of Politics-Classical, Liberal, Marxist, Feminist
- b. Society: Definitions, Characteristics, State and Society Distinctions
- c. Civil and Political Society

Unit II: Theories of Social Stratification

- a. Marxian Approaches to Social Stratification
- b. Weberian Approach to Social Stratification

Unit III: Socio-Political Identities in India

- a. Caste in Indian Polity: Reservation, Second Democratic Upsurge in India

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- b. Gender and Institutional Interventions in India: Defining Gender, National Report on the Role and Status of Women (1980), Vishakha Guidelines and the POSH Act (2013)

Unit IV: Democracy and Globalisation

- a. Democracy: Conceptualising Democracy, Definitions, Procedural and Deliberative Democracy
- b. Globalisation, Civil Society, Global Poverty

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
2. Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
3. Kohli, Atul, ed. The Success of India's Democracy. Cambridge University Press, 2001.
4. Bardhan, Pranab. "The Impact of Globalization on the Poor." *Brookings Trade Forum: Globalization, Poverty, and Inequality* (2004): 271–284. Washington, DC: Brookings Institution Press.

Recommended Readings:

1. Bardhan, P. The Political Economy of Development in India. Oxford: Blackwell, 1984.
2. Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
3. Fuller, and Benei, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
4. Heywood, Andrew. *Key Concepts in Politics*. New York: Palgrave, 2000.
5. Janoski, Thomas, Robert Alfred, Alexander Hicks, and Mildred A. Schwartz, eds. *The Handbook of Political Sociology: States, Civil Societies and Globalisation*. Cambridge University Press, UK, 2005.
6. Kothari, Rajni. *Caste in Indian Politics*. Hyderabad: Orient Longman, 1970.
7. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
8. Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
9. Michelutti, Lucia. *The Vernacularisation of Democracy: Politics, Caste and Religion in India*. New York: Routledge, 2009.
10. Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

11. Rudolf, Lloyd, and Rudolf Susan, eds. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press, 1987.
12. Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post Colonial Capitalism*. New Delhi: Routledge, 2007.
13. Sen, Amartya. *Development as Freedom*. New Delhi: OUP, 1999.
14. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Translated by Ephraim Fischhoff et al. Berkeley: University of California Press, 1978.

MULTIDISCIPLINARY COURSE (MDC)

Society and Culture

Nature of the Course: MDC

Semester: First (I)

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course aims to provide a comprehensive understanding of the fundamental concepts of society and culture, exploring the distinctions and connections between human and non-human societies, material and non-material culture, and various societal types. It examines the complexities of intercultural communication, emphasizing the role of communication in maintaining social relationships and the impact of evolving technologies. Additionally, the course delves into belief systems and ideologies, highlighting their influence on individual and group identities, and power structures. Finally, it investigates the nature of popular culture, its interaction with society and individuals, and its role in driving social change.

Course Outcomes:

CO1 (Knowledge): Gain foundational knowledge of society and culture, including definitions, features, types, and key concepts like multiculturalism and ethnocentrism.

CO2 (Understanding): Understand the formation of personal and social identities, the nature of verbal and non-verbal communication, and the impact of changing communication technologies.

CO3 (Synthesis): Synthesize knowledge of belief systems and ideologies, exploring their role in identity formation, power structures, and the relationship between society and popular culture.

CO4 (Application): Apply sociological and cultural concepts to real-world scenarios, analysing social behaviours, inclusion/exclusion dynamics, and the influence of popular culture on social change.

Course Content

Unit I: Basic Concepts of Society and Culture

- a. Society: Definition, Features, and 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

Unit II: Intercultural Communication

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- a. The behavior of people in different social, cultural, and environmental issues
- 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

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 the 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 perspectives
- 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
- Discussion and Presentations
- Seminar
- Audio-Visual

Text Books:

1. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
2. Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
3. Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality. Routledge. New York. 2019
4. Storey, John. An Introductory Guide to Cultural Theory and Popular Culture. The University of Georgia Press. Athens. 1993.
5. Williams, Raymond. Keywords. Fontana Press. London. 1983
6. Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.

Recommended Readings:

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

1. Chen, Guo-Ming. (2012). "The impact of new media on intercultural communication in global context." *China Media Research*, vol. 8, no. 2, 2012, pp. 1-10
2. Duke, Charles R. "Nonverbal Behavior and the Communication Process." *College Composition and Communication* 25, no. 5 (1974): 397–404
3. Burton, Eleanor Q. "Intercultural Communication." *Insight Turkey*, no. 7 (1997): 155–64.
4. Bennett, Milton J. (Eds.) *Basic Concepts of Intercultural Communication: Selected Readings*. Intercultural Press. London. 1998. (pp- 1-52; 173- 190).
5. Philip E. Converse (2006) *The nature of belief systems in mass publics* (1964), *Critical Review*, 18:1-3, 1-74. (Selected Sections).
6. Usó-Doménech, J.L., Nescolarde-Selva, J. What are Belief Systems?. *Found Sci* 21, 147–152 (2016)
7. Sartori, Giovanni. "Politics, Ideology, and Belief Systems." *The American Political Science Review* 63, no. 2 (1969): 398–411.
8. Kennedy, Emmet. "'Ideology' from Destutt De Tracy to Marx." *Journal of the History of Ideas* 40, no. 3 (1979): 353–68.
9. Frank, Jerome D. *Nature and Functions of Belief Systems Humanism and Transcendental Religion*. *American Psychologist*. (1997). pp. 555-559
10. Abelson, Robert P. "Differences Between Belief and Knowledge System". *Cognitive Science*. Vol. 3. (1979). pp. 355-366
11. Harmon, Gary L. "On the Nature and Functions of Popular Culture." *Studies in Popular Culture* 6 (1983): 3–15.
12. Harrington, C. Lee; Bielby, Denise. 'Constructing the Popular: Cultural Production and Consumption'. In Harrington, C. Lee; Bielby, Denise (Eds.). *Popular Culture: Production and consumption*. Wiley Blackwell. London, 2000.

*Any other relevant material

SKILL ENHANCEMENT COURSE (SEC)

History of Science and Technology in India (IKS)

Nature of the Course: SEC

Course Code:

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

Understand the history of science and technology in India.

Course Outcomes:

CO1 (Knowledge): Trace the genealogy of scientific developments and technological advancements in India from early years till present.

CO2 (Understanding): Learn to critically assess claims of cultural superiority and the attribution of scientific discoveries to Ancient Indians.

CO3 (Synthesis): Study the impact of colonial ‘modernity’ on Indian society.

CO4 (Application): Critically assess post-independence India’s progress in the field of science till the end of the twentieth century.

Course Content:

Unit I: Science and Technology in India up to c.1200 CE

- Astronomy (*Surya-Siddhanta*, Aryabhatta, Varahamihira), Mathematics, Medicine (Ayurveda)
- Agriculture, metallurgy, textile production, shipbuilding, armaments
- Critical assessment of the attribution of scientific discoveries to Ancient Indians

Unit II: Science and Technology in India c.1200 CE to 1757 CE

- Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (*Unani-tibb*), Astronomy, medicine
- Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding
- Technology, warfare in medieval period

Unit III: Science in Colonial India: 1757 CE to 1947 CE

- Surveys, scientific education, scientific societies, growth of scientific institutions in colonial India
- Indian response

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- c. Assessing the impact of ‘colonial modernity’ on Indian society

Unit IV: Post-Independence India

- a. 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 Defense Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (satellite and communication Revolution)
- b. Assessing India’s scientific progress till the end of the twentieth century

Pedagogy:

- Classroom lectures/project work.
- Class debate on the myth and reality of scientific developments in pre-colonial India.
- Classroom assignment on the impact of modern science and technology (such as railways) on Indian society.

Textbooks:

1. Arnold, David. *The New Cambridge History of India, III*, Cambridge: Cambridge University Press, 2004.
2. Bose, D.M., Sen, S.N. & Subbarayappa, B.V. eds., *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Chakrabarti, Pratik. *Western science in modern India: Metropolitan methods, colonial practices*. Orient Blackswan, 2004.
4. Chattopadhyaya, Debiprasad. *History of Science and Technology in Ancient India: Astronomy, Science and Society*. Firma KLM, 1996.
5. Kumar, Deepak. *Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012
6. Kumar, .Deepak, ed. *Science and Empire: essays in Indian context, 1700-1947*. Anamika Pub & Distributors, 1991.
7. Muley, Gunakar. *Bharat: Itihaas, Sanskriti aur Vigyan*. Rajkamal Prakashan. 2013.
8. Plofker, Kim. *Mathematics in india*. Princeton University Press, 2008.

Recommended Readings:

1. Arnold, David. “Nehruvian science and postcolonial India”. *Isis* 104, no. 2 (2013): 360-370.
2. Ansari, SM Razaullah. “The observatories movement in India during the 17–18th centuries.” *Vistas in Astronomy* 28 (1985): 379-385.
3. Basham, Alan L. “The practice of medicine in ancient and medieval India.” *Asian medical systems: A comparative study* (1976): 18-43.
4. Bhatia, P. "Mining and metallurgy in ancient India." *Indian Historical Review* 34, no. 1 (2007): 283-287.
5. Kumar, Deepak. “Adoption and Adaption: A Study of Medical Ideas and Techniques in Colonial India.” In *Science between Europe and Asia: Historical Studies on the*

- Transmission, Adoption and Adaptation of Knowledge*, pp. 233-243. Dordrecht: Springer Netherlands, 2010.
6. Mahalanobis, P. C. "Recent developments in the organization of science in India." *Sankhyā: The Indian Journal of Statistics, Series B* 25, no. 1/2 (1963): 67-84.
 7. Edney, Matthew H. "The patronage of science and the creation of imperial space: The British mapping of India, 1799-1843." *Cartographica: The International Journal for Geographic Information and Geovisualization* 30, no. 1 (1993): 61-67.
 8. Habib, Irfan, "Presidential Address, Medieval India Section", *Proceedings of the Indian History Congress*, Varanasi, 1969.
 9. Habib, Irfan, 'Technology and Barriers to Social Change in Mughal India', *Indian Historical review*, Vol. V, Nos.1-2, 1978-79.
 10. Habib, Irfan, "Changes in Technology in Medieval India", in *Studies in History*, Vol. II, No. 1, 1980.
 11. Habib, S. Irfan, and Dhruv Raina. "The introduction of scientific rationality into India: A study of Master Ramchandra—Urdu journalist, mathematician and educationalist." *Annals of science* 46, no. 6 (1989): 597-610.
 12. Haines, Daniel. "Development, Citizenship, and the Bhakra–Nangal Dams in Postcolonial India, 1948–1952." *The Historical Journal* 65, no. 4 (2022): 1124-1144.
 13. Khan, Iqbal Ghani. "The Awadh Scientific Renaissance and the Role of the French: C. 1750-1820", *Indian Journal of History of Science*, Vol. 3, No. 38, pp. 273-301, 2003.
 14. Nanda, Meera. "Science Sanskritized: How modern science became a handmaiden of Hindu nationalism." In *Routledge Handbook of South Asian Religions*, pp. 264-286. Routledge, 2020.
 15. Parayil, Govindan. "The green revolution in India: A case study of technological change." *Technology and culture* 33, no. 4 (1992): 737-756.
 16. P. Rama Rao, 'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March, 1998, pp.418-432.
 17. Qaisar, A. Jan, "Shipbuilding in the Mughal Empire during the Seventeenth Century", *Indian Economic and Social History Review*, Vol. V, No. 2, June, 1968.
 18. Raj, Kapil. "Networks of knowledge, or spaces of circulation? The birth of British cartography in colonial south Asia in the late eighteenth century." *Global Intellectual History* 2, no. 1 (2017): 49-66.
 19. Suvobrata Sarkar (Ed.), *History of Science, Technology, Environment and Medicine in India*, London and New York: Routledge (Taylor & Francis), 2022.
 20. Verdon, Noémie, and Michio Yano. "Al-Bīrūnī's India, Chapter 14: An Account of Indian Astronomical, Mathematical and Other Literature." *History of science in South Asia* 8 (2020): 57-76.

SKILL ENHANCEMENT COURSE (SEC)

Gender and Development

Nature of Course: SEC

Course Code:

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Total Marks 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The primary objective of the course is to provide the basic conceptual and analytical tools to the students to understand the different dynamics of the interaction of gender and development in India. The course explores the interactions of gender with other social categories like caste, ability, and sexuality in various developmental policies in Indian democracy. The course will specifically look at gender and development in the context of education, health, and economic policies in India.

Course Outcomes:

CO1 (Knowledge): The student will have a foundational understanding of the concept of gender and development and various developmental policies in Indian democracy.

CO2 (Understanding): The student will have a basic understanding of the different developmental policies in India.

CO3 (Synthesis): The student can understand the intersection of gender with different social categories like caste, ability, and sexuality in the context of development in Indian democracy.

CO4 (Application): The student can evaluate the impact of development policies and interventions on gender equality and empowerment.

Course Content

Unit I: Introduction to Gender, Development

- a. Gender and Development: Definitions and Concepts
- b. Gendering Development: Discourses and Debates

Unit II: Gender and Health in India

- a. Reproductive Rights and Maternal Health-Janani Suraksha Yojana
- b. Accessibility to Health Care- Transgender Persons Protection of Rights Act 2019

Unit III: Gender and Economic Policy

- a. Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD)
- b. Women's Unpaid Labour and Informal Economy
- c. Grameen Bank, Self-Help Groups (SHG), Kudumbashree

Unit IV: Gender and Violence

- a. Gender-Based-Violence and Violence Against Women
- b. Laws and Institutions

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- c. Appraisal of Safety and Security Schemes like Mission Shakti: Evaluation

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visit

Text Books:

1. Agnes, Flavia. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford: Oxford University Press, 2001.
2. Bhatt, Ela R. *We Are Poor but So Many: The Story of Self-Employed Women in India*. New Delhi: Oxford University Press, 2005.
3. Menon, Nivedita, ed. *Gender and Politics in India*. New Delhi: Oxford University Press, 1999.
4. Rathgeber, Eva. *WID, WAD, and GAD: Trends in Research and Practice*. *Journal of Developing Areas* 24, no. 4 (1991): 489–502.
5. Razavi, Shahra, and Carol Miller. *From WID to GAD: Conceptual Shifts in the Women and Development Discourse*. Geneva: UNRISD, 1995.

Recommended Readings:

1. India introduces economic reforms to improve women's access to markets and financial assets, Available at: <https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/>
2. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
3. Parpart, Jane L., Patricia Connelly, and Eudine Barriteau. *Theoretical Perspectives on Gender and Development*. Ottawa: International Development Research Centre, 2000.
4. Pearson, Ruth, and Caroline Sweetman, eds. *Gender and Development: Critical Concepts in Development Studies*. London: Routledge, 2017.
5. National Health Policy, India (2017).
6. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, <https://dsel.education.gov.in/rte>
7. Where Do the Victims of Gender- Based Violence go? Based Violence go? A Needs Analysis for Women's Safety Schemes in India: A Needs Analysis for Women's Safety Schemes in India Available At: <https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf>
8. National Commission for Women (NCW) Reports
9. Visvanathan, Nalini, ed. *The Women, Gender and Development Reader*. 2nd ed. London: Zed Books, 2011.
10. World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. Washington, DC: World Bank and Oxford University Press, 2001.

SKILL ENHANCEMENT COURSE (SEC)

Understanding Indian Society Through Cinema

Nature of the Course: SEC

Semester: First (I)

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course aims to explore the dynamic relationship between cinema and Indian society across different historical periods. Students will examine how films serve as social documents, distinguishing between parallel and mainstream cinema and analysing their roles in reflecting and driving social change. Through an in-depth study of the Indian cinema industry's history, including Bollywood and regional cinema, learners will gain insights into its evolution and impact. Additionally, they will critically assess the portrayal of key social issues such as nationalism, identity, family norms, caste, class, gender, race, and the environment, identifying the evolving representations and their implications within Indian society.

Course Outcomes:

CO1 (Knowledge): Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

CO2 (Understanding): Analyse the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

CO3 (Synthesis): Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

CO4 (Application): Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

Course Content

Unit I: Cinema and Society: Reciprocal Relations

- a. Films as Social Document
- b. Parallel vs Mainstream Cinema
- c. Cinema and Social Change
- d. Cinema Industry of India (Bollywood and Regional) and its History

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit II: Indian Society and Cinema: Independence to Liberalization

- a. Nationalism and Nation Building
- b. The transition from traditional to modern
- c. The 'Angry Young Man' Era
- d. The archetype of the 'Villain'

Unit IV: Indian Society and Cinema: Post-Liberalization

- a. Changing family norms and values
- b. The Question of Identity and the Portrayal of Indian Diaspora
- c. Culture of Aspiration and Consumption
- d. The emergence of the 'Anti-Hero'

Unit IV: Portrayal of Social Issues in Indian Cinema*¹

- a. Caste
- b. Class
- c. Gender
- d. Race
- e. Environment

Pedagogy:

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

Text Books:

1. Prasad, M. Madhava. Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi. 2000
2. Ghosh, Tapan K. Bollywood Baddies: Villains, Vamps and Henchmen in Hindi Cinema. SAGE Publications. New Delhi. 2013
3. Juluri, Vamsee. Bollywood Nation: India through its Cinema. Penguin. London. 2013
4. Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora. Anthem Press, 2010.

* **Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analysing what they read in the classroom with the popular medium of cinema and films. The choice of theme-based films that students will watch and analyse will depend upon the course instructor.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Recommended Readings:

1. Ahmed, Akbar S. 1992. "Bombay Films: The Cinema as Metaphor for Indian Society and Politics". In *Modern Asian Studies* Vol. 26, No. 2. pp. 289-320
2. Young, Colin. "Film and Social Change". *The Journal of Aesthetic Education* Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
3. Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". *Economic and Political Weekly* Vol. 42, No. 50 (2007), pp. 95-101, 103.
4. Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". *Social Scientist* Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
5. Viridi, Jyotika. *The Cinematic ImagiNation [sic]: Indian Popular Films as Social History*. Rutgers University Press. London 2023.
6. Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. *Journal of Communication*, 62(6), 1028–1046

SKILL ENHANCEMENT COURSE (SEC)

Entrepreneurship Mindset

Nature of the Course: SEC

Semester: First (I)

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

1. To provide a fundamental for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
2. To acquaint 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 Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Form a strong foundations for basic entrepreneurial skills

CO2 (Understanding): Understand creativity and innovation for opportunity recognition.

CO3: (Synthesis): Learn about opportunity analysis and writing of business plans.

CO4: (Application): Students will be inspired by examples of successful entrepreneurs.

Course Content

1. Introduction: The Entrepreneur, theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship;
2. Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Business plan- What is business plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of Government in organizing EDPs.
5. Institutions supporting small business enterprise: Central level, state level, other agencies, industry associations.
6. Practicals:
 - i. Presenting a business plan
 - ii. Project on Start up India any other Government policy on entrepreneurship
7. Discussion on why Start up fails, role of MSME etc.
Discussion on role of entrepreneur in economic growth
Discussion on Technology part.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

8. Case study discussion on successful Indian entrepreneurs.

Pedagogy:

- Lectures
- Discussions and Presentations
- Seminars

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, 201

ABILITY ENHANCEMENT COURSE (AEC)

Story of Indian Food

Nature of the Course: AEC

Course Code:

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

To understand changes in eating habits and the influence of caste and other cultural factors on Indian eating habits.

Course Outcomes:

CO1 (Knowledge): Identify the sources for food history; introduce students to the idea of the Neolithic 'Revolution' and the debates around it.

CO2 (Understanding): Understand the role of caste and other cultural factors on Indian eating habits.

CO3 (Synthesis): Analyse the idea of fluidity of culture and its evolution through interaction and exchange; for example, through the study of 'Indian staples' like potato and maize, which are actually recent arrivals from the New World.

CO4 (Application): Analyse the role of culture and environment in dietary restrictions (for example the consumption of fish by so-called 'upper castes' in Eastern India).

Course Content

Unit-I: Pre-history and proto-history

- a. Sources for food history– rock paintings, remains of bones.
- b. Neolithic revolution– domestication of animals and farming.
- c. Eating habits in the Harappan Civilization, tools and utensils used.

Unit-II: 'Vedic' Period and dietary restrictions

- a. Food grains in Vedic literature.
- b. Consumption of meat, the question of beef eating in Vedic culture.
- c. Consumption of alcohol and other intoxicants like soma.
- d. Caste restrictions on food consumption and inter-dining.
- e. Growth of vegetarianism.

UNIT III: The advent of Islamic and change in eating patterns

- a. Introduction of food items from the New World – potato, maize, tobacco.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- b. Mughlai cuisine – Ni'matnama, Nushka-i-Shahjahani and other cookbooks from the era.

UNIT IV: Impact of European rule

- a. Portuguese influence on Indian cuisine with special reference to Goa.
- b. British rule and the spread of alcohol consumption.
- c. Breakfast staples – tea, omelette and bread.

Pedagogy:

- Classroom Lectures/ project work.
- Studying parts of primary sources to understand the idea of 'dietary restrictions' in South Asian culture.
- Classroom discussion on 'common' Indian diets and how many of these contain items introduced from the New World or elsewhere.
- Visit to traditional food spaces to understand the ideas that lie behind food.

Textbooks:

1. Antani, Vishu and Santosh Mahapatra, 'Evolution of Indian cuisine: a Socio-historical Review', Journal of Ethnic Foods, Volume 9, Article Number 15, 2022.
2. Achaya, K.T., The Story of our Food, Hyderabad: Universities Press (India) Limited, 2003.
3. Jha, D.N., The Myth of the Holy Cow. New York, Verso, 2002.
4. Prakash, O., Food and Drinks in Ancient India: From Earliest Times to c.1200 AD, Delhi: Munshi Ram Manohar Lal, 1961.

Recommended Readings:

1. Sengupta, Jayanta, 'Nation on a Platter: The Culture and Politics of Food and Cuisine in Colonial Bengal', (Modern Asian Studies, No. 44, 1, 2010).
2. Elias, Megan, 'Summoning the Food Ghosts: Food History as Public History', PH, 34,2, 2012
3. Roy, Utsa, Culinary Culture in Colonial India, Introduction, 2015.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

ABILITY ENHANCEMENT COURSE (AEC)

Legislative Management and Support

Nature of the Course: AEC

Course Code:

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

The course provides students with foundational and analytical tools to understand the Legislative process in the country so that they can provide research and data support to different levels of legislative processes.

Course Outcomes:

CO1 (Knowledge): The students will have analytical tools and the ability to acquire foundational skills to integrate into a legislative support team and actively participate in authentic legislative endeavours.

CO2 (Understanding): The students will have a basic understanding of the legislative process of India.

CO3 (Synthesis): After the end of the course, the students will be trained to provide research and data support to different levels of legislative processes.

CO4 (Application): The students will have the basic knowledge to grasp complex policy issues, draft new legislation, track and analyse ongoing bills, write speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations, and handle interoffice communications.

Course Content

Unit I: Different Tiers of Representatives of governance: Powers and functions

- a. Members of Parliament
- b. State Legislative Assemblies
- c. Functionaries of Rural and Urban Local Self-government

Unit II: Legislative Procedures

- a. Framing of a Bill
- b. Amendments to a Bill

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- c. Types and roles of different committees

Unit III: Reading Budget

- a. Introduction of the Budget
- b. Types of Budgets
- c. Overview of Budget Process

Unit IV: Media, Communication, and Legislation

- a. Types of media
- b. Media and communication

Pedagogy:

- Class lecture, Seminars, Workshops
- Discussions, Mock Scenarios
- Films and Documentaries
- Writing a sample speech on some legislative issues.
- Projects and Assignments

Text Books:

1. Austin, G. Working of a Democratic Constitution of India. New Delhi: Oxford University Press, 2004.
2. Basu, DD. Introduction to Indian Constitution. 26th edition. Delhi: LexisNexis, 2024.

ABILITY ENHANCEMENT COURSE (AEC)

Reading Folklore

Nature of the Course: AEC

Course Code:

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

This course provides a comprehensive understanding of folklore, exploring its concepts, theories, and functions across diverse genres. It delves into Indian folklore, examining narrative, theatrical, and artistic traditions. The impact of digital technology on folklore, including digital culture, virtual communities, and memes, is also covered. Additionally, the course contrasts urban and rural folklore, exploring urban legends, street art, and conspiracy theories.

Course Outcomes:

CO1 (Knowledge): Identify and describe the fundamental concepts, theories, and functions of folklore.

CO2 (Understanding): Analyse the various genres of folklore, particularly within the context of Indian traditions, and understand their cultural significance.

CO3 (Synthesis): Integrate knowledge of folklore with digital technology, recognizing how virtual communities and digital media influence contemporary folk expressions.

CO4 (Application): Apply the concepts of folklore to urban contexts, evaluating urban legends, street art, and conspiracy theories as modern forms of folklore.

Course Content

Unit I: Introduction to Folklore

- a. Concept of Folk and Folklore
- b. Theories of Folklore
- c. Functions of Folklore
- d. Genres of Folklore

Unit II: Introduction to Indian Folklore and its Genres

- a. Indian Narrative and Sung Traditions
- b. Heritage of the Epics
- c. Indian Folk Theatre
- d. Indian Folk Painting Tradition

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit III: Folklore and Digital Technology

- a. Folklore and Digital Culture
- b. Folk Groups and Virtual Communities
- c. Memes as folklore

Unit IV: Folklore in Urban Context

- a. Difference from rural folklore
- b. Urban Legends and Myths
- c. Street Art and Graffiti as Folklore
- d. Rumour and Conspiracy Theories

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

1. Ben Amos, Dan. (Eds). Folklore Genres. University of Texas Press. Austin. 1976
2. Adams, Robert J. Introduction to Folklore. Best Books Publications. New York. 1975
3. Blank, Trevor J (Ed.). 2009. Folklore and the Internet: Vernacular Expression in a Digital World. Utah: Utah State University
4. Harding, Nick. Urban Legends. Pocket Essentials. 2005. Vermont

Recommended Readings:

1. Bascom, William R. "Four Functions of Folklore." The Journal of American Folklore, 67 (266) (1954): 333-349.
2. Lombardi-Satriani, Luigi. "Folklore as Culture of Contestation." Journal of the Folklore Institute, Vol. 11, No. 1/2, Special Issue: Folklore Studies in Italy (1974): 99-121.
3. Ben Amos, Dan, 1982: "Towards a Definition of Folklore" in Folklore in Context, New Delhi: South Asian Publishers.
4. Propp, Vladimir. 1984. Theory and History of Folklore. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press.
5. Unit-3 Indian Folklore: Forms, Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48230/1/Unit-3.pdf>
6. UNIT 4 THEORETICAL APPROACHES TO FOLKLORE: Patterns and Variations. IGNOU. <https://egyankosh.ac.in/bitstream/123456789/48229/1/Unit-4.pdf>
7. Laba, Martin. "Urban Folklore: A Behavioural Approach." Western Folklore 38, no. 3 (1979): 158–69
8. Simpson, Jacqueline. "Rationalized Motifs in Urban Legends." Folklore 92, no. 2 (1981): 203–7

VALUE ADDITION COURSE I (VAC) Environmental Studies

Nature of the Course: VAC
Semester: First (I)
Course Code:
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100
Continues Evaluation

Course Objective:

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

Course Outcomes:

CO1 (Knowledge): The environmental Studies course will provide necessary information and knowledge about the various aspects of the environment, ecosystems, and related biodiversity.

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

CO 3 (Synthesis): Students will be able to integrate different paradigms and issues related to the environment.

CO4 (Application): The course will help them learn about various social issues and the role of humans in conservation and protection.

Course Content

Unit I: Fundamentals:

(16 hours)

- a. **The Multidisciplinary nature of environmental studies:** Definition, scope and importance, need for public awareness;
- b. **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
- c. **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.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit II: Renewable and Non-renewable resources

(8 hours)

- a. **Energy Resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
- b. **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
- c. **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
- d. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies
- e. **Food resources:** World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
- f. **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)

- a. **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.
- b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
- c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
- d. **Solid Waste Management:** Classification, waste treatment and disposal methods; composting, sanitary land filling, thermal processes, recycling and reuse methods.
- e. **Hazardous wastes** - Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
- f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
- g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management
- h. **Disaster Management:** Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment

(13 hours)

- a. Water conservation- rain water harvesting, watershed management

Applicable to Students from 2025-26 batch onwards.

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- b. Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation
- c. Environmental Impact Assessment; Some important Environmental laws
- d. 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
- e. Role of government and non-government organizations in public awareness and environment improvement.

Field work

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

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.

Recommended Readings:

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.

SECOND SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)

Understanding Contemporary Society

Nature of the Course: DSC

Semester: Second (II)

Course Code:

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course examines the relationship between individuals and society, focusing on culture, identity, and social structures. It explores everyday life, emotions, and consumption, highlighting their social significance. Students will analyse power, resistance, and the role of art and music in social change. The course also addresses digital culture, including social media, influencers, online identity, and mental health, encouraging critical engagement with contemporary society.

Course Outcomes:

After Completing this course, students will be able

CO1 (Knowledge): Demonstrate foundational knowledge of key sociological concepts such as culture, socialization, identity, power, and digital society.

CO2 (Understanding): Interpret and explain the interconnections between everyday life, social structures, emotions, and cultural practices.

CO3 (Synthesis): ChatGPT said: CO 3 (Synthesis): Integrate diverse sociological theories and concepts to construct cohesive explanations of individual experiences, power relations, and digital identities in everyday life.

CO4 (Application): Apply sociological perspectives to analyse contemporary social phenomena, including digital culture, class consumption, and forms of resistance.

Course Content

Unit I: Individual and Society

- a. Cultivating Sociological Imagination
- b. Culture, Society and Individual
- c. Socialization and Identity: Self and Self Identity
- d. Social Structure

Unit II: Understanding the Everyday

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- a. The concept of everyday life
- b. Pace of Life
- c. Social dimensions of Emotions
- d. Consumption and Class

Unit III: Power and Resistance

- a. Power and its dimensions
- b. Types of Capital
- c. Everyday Resistance
- d. Music, Art and Resistance

Unit IV: Society and Digital Culture

- a. Leisure and Social Media (Food and Tourism)
- b. The rise of the 'Influencer': Democratization of Celebrity
- c. Digital Identities and Online Selves
- d. Mental Health and Social Media

Text Books:

1. Contois, Emily J.H; Zenia, Kish. 2022. Eds. *Food Instagram: Identity, Influence, and Negotiation*. University of Illinois Press
2. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.
3. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey
4. Cooley, Charles Horton. 1933. *Introductory Sociology*. Charles Scribner's Son. London.

Recommended Readings:

Unit I

1. Wallis, Wilson D. "Culture, Society, and the Individual." *Southwestern Journal of Anthropology*, vol. 6, no. 1, 1950, pp. 41–46.
2. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey (Chapters: 2 and 3)
3. Srinivas, M. N. "Social Structure." *Sociological Bulletin*, vol. 13, no. 1, 1964, pp. 12–21
4. Levada, Iu. A. "Social Structure." *International Journal of Sociology*, vol. 3, no. 1/2, 1973, pp. 3–9.
5. Cooley, Charles Horton. 1933. *Introductory Sociology*. Charles Scribner's Son. London. (Chapters: 1, 2, 5, and 9).

Unit II

1. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. (Chapters: 1, 2, 3, and 5)
2. Harris, Scott R. 2024. *An Invitation to The Sociology of Emotions*. Routledge. New York (Chapters 1 and 6).
3. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. *Introducing Sociology Using the Stuff of Everyday Life*. Routledge. New York (Chapters: 4, 10, 11).
4. Rosa, Hartmut. *Social Acceleration: Ethical and Political Consequences of a Desynchronized High-Speed Society*. 2009. In, Rosa, Hartmut; Scheuerman, William E. Eds. *High-Speed Society: Social Acceleration, Power and Modernity*. Pennsylvania State University Press, Pennsylvania. (Pp. 81- 92).
5. Bourdieu, Pierre. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.

Videos:

1. Live More by Doing Less | The Philosophy of Slow Living.
<https://www.youtube.com/watch?v=bK1g9bPHUTo>
2. Our Consumer Society. Then & Now|
<https://www.youtube.com/watch?v=wmDoUa4f-NM&t=3134s>

Unit III

1. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004 (pp. 14 - 38).
2. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. *Introducing Sociology Using the Stuff of Everyday Life*. Routledge. New York (Chapters: 12).
3. Martinez, Theresa A. "Popular Culture as Oppositional Culture: Rap as Resistance." *Sociological Perspectives*, vol. 40, no. 2, 1997, pp. 265–86.
4. Chaudhary, Nandita, Pernille Hviid, Giuseppina Marsico, and Jakob Waag Villadsen, eds. *Resistance in Everyday Life: Constructing Cultural Experiences*. Cham: Springer, 2017. (Chapters: 19 and 22)

Video

1. Politics, Power and Resistance: Gender & Power.
<https://www.youtube.com/watch?v=w2wWMjiCix4>

Unit IV

1. Contois, Emily J.H; Zenia, Kish. "INTRODUCTION.: From Seed to Feed How Food: Instagram Changed What and Why We Eat." *Food Instagram: Identity, Influence, and Negotiation*, edited by Contois, Emily J.H; Zenia, Kish, University of Illinois Press, 2022, pp. 1–30
2. Li, H., Meng, F., & Zhang, X. (2021). Are You Happy for Me? How Sharing Positive Tourism Experiences through Social Media Affects Posttrip Evaluations. *Journal of Travel Research*, 61(3), 477-492

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

3. Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. *Journal of Advertising*, 50(5), 528–547.
4. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. *The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction*. Wiley Blackwell. New Jersey (Chapters: 8)
5. Reichardt, Ulfried. “Self-Observation in the Digital Age: The Quantified Self, Neoliberalism, and the Paradoxes of Contemporary Individualism.” *Amerikastudien / American Studies*, vol. 63, no. 1, 2018, pp. 99–117
6. Jensen Schau, Hope, et al. “We Are What We Post? Self-Presentation in Personal Web Space.” *Journal of Consumer Research*, vol. 30, no. 3, 2003, pp. 385–404.
7. Wilson, Ceri, and Jennifer Stock. ““Social Media Comes with Good and Bad Sides, Doesn’t It?” A Balancing Act of the Benefits and Risks of Social Media Use by Young Adults with Long-Term Conditions.” *Health*, vol. 25, no. 5, 2021, pp. 515–34.

Movies:

1. **The Social Dilemma**. Netflix

DISCIPLINE SPECIFIC CORE (DSC)

Understanding Politics and Political Concepts

Nature of the Course: DSC

Course Code:

Semester Second (II)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

Course Outcomes:

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

CO2 (Understanding): They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.

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

CO4 (Application): They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

Course Content

Unit I: Introduction to Politics and Political Theory

- a. Political theory, Political Science and Political Philosophy: Conceptual understanding
- b. Nature of Politics
- c. Approaches to the Study of Politics

Unit II: Conceptualising State in Politics

- a. Conceptualising State, Society, and Nation
- b. Difference Perspectives on State: Organic, Social-Contract, Hindu Theory
- c. Ideology and Political Ideologies: Liberalism, Marxism and Feminism

Unit III: Political Concepts

- a. Liberty- Negative and Positive Liberty

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- b. Equality- Legal, Political and Socio-Economic
- c. Justice- Procedural Justice and Substantive Justice; Procedural Justice and Substantive Justice
- d. Democracy-Elitist Theory, Pluralist Theory, Radical Theory; Concept of Deliberative Democracy

Unit IV: Introducing International Politics

- a. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Threats
- b. Globalisation and International Relations
- c. Issues in Global Politics: Climate change and Issues of Development, Digital Security

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Bhargava, Rajeev, and Ashok Acharya. Political Theory: An Introduction. New Delhi: Pearson India, 2018.
2. Dryzek, John S., Bonnie Honig, and Anne Phillips. The Oxford Handbook of Political Theory. Oxford University Press, 2018.
3. Heywood, Andrew. Politics. New York: Red Globe Press, 2019.

Recommended Readings:

1. Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
2. Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
3. Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
4. Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
5. Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
6. Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
7. Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.
8. Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.

9. Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.
10. MacIntyre, Alasdair. "The Indispensability of Political Theory." In The Nature of Political Theory, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983

MINOR STREAM COURSE (MS)
Connected Histories: India and Asia (700 CE to 1700 CE)

Nature of the Course: MS

Course Code:

Semester: Second (II)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective is to show how history transcends modern-day borders.

Course Outcomes:

CO1 (Knowledge): Introduce students to India's linkages with various parts of Asia.

CO2 (Understanding): Understand the role of trade and commerce in expanding cultural ties.

CO3 (Synthesis): Analyse the spread of culture through court practices and culture, trade and commerce, and religion.

CO4 (Application): Study how migrant groups and ideas have become an integral part of the host societies over the ages— both in India and abroad.

Course Content

Unit I: Connected histories in the pre-colonial period

- a. Early cultural linkages with Central and South East Asia – the spread of Buddhism and Hinduism.
- b. Sufism and intellectual Cultures: Khwarizmi, Ibn Sina, Khwaja Muinuddin Chishti.
- c. Migrants and their assimilation into Indian culture – Jats, Afghans, and others.

Unit II: Trade linkages

- a. India and the Silk Route.
- b. Rise of coastal cities and the Indian Ocean trade network.

Unit III: Court Culture and Imperial Connections

- a. The cosmopolitan world of the Mughal Court.
- b. Political connections: Mughals, Ottomans and Safavids.
- c. Migrants and their stories in Vijayanagar and the Deccan Sultanates.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit IV: The Coming of the Europeans and New Linkages

- a. The coming of the Europeans and new connections between South and South-East Asia.
- b. Migration, networks and commerce from the 16th to the 18th Centuries.

Pedagogy:

- Classroom lectures/ map and geography/ experiential learning/project work.
- Visit to various cultural centres to identify the linkages between India and the world, particularly in the case of Buddhism and Islam.
- Read travelers' accounts of India and discuss the varying depictions of India in class.

Textbooks:

1. Frederick, S., *The Genius of their Age: Ibn Sina, Biruni, and the Lost Enlightenment*, Oxford University Press, 2023.
2. Auer, Blain, and Ingo Strauch, *Encountering Buddhism and Islam in Premodern Central and South Asia*. Walter de Gruyter, 2019.
3. Kennedy, Hugh, *The Great Arab Conquests: How the Spread of Islam Changed the World We Live in*, Da Capo Press, 2008.
4. Balabanlilar, Lisa, *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia*. New York: I B Tauris, 2012.

Recommended Readings:

1. Dale, Stephen F., *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Cambridge University Press, 2010.
2. Parthesius, Robert, *Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia, 1595-1660*, (Chapter 4), Amsterdam University Press, 2010.
3. Harper, Tim and Sunil Amrith, *Sites of Asian Interaction: Ideas, Networks and Mobility*, (Chapters 1,3,5,6), Cambridge University Press, 2014.
4. Subrahmanyam, Sanjay, *Explorations in Connected History: From the Tagus to the Ganges*. Oxford University Press, 2005.
5. Alam, Muzaffar and Sanjay Subrahmanyam, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*, Cambridge University Press, 2007.
6. Filipe, Luís, and F.R. Thomaz, “Iranian Diaspora and the Deccan Sultanates in India: A Study of Sixteenth Century Portuguese Sources”, in *Studies in History*, Vol. 30. No. 1, 2013, pp. 1-42.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

MINOR STREAM (MS)

Introduction to Individual Differences

Nature of the Course: MS

Course Code:

Semester: Second (II)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

Course Outcome:

CO1 (Knowledge): Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

CO2 (Understanding): explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives

CO3 (Synthesis): integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

CO4 (Application): apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

Course Content

Unit I: Personality

- a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
- b. Biological Foundations of Personality
- c. Culture, Gender and Personality
- d. Indian Conception of Self and Personality

Unit II: Intelligence

- a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence
- b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
- c. Emotional Intelligence
- d. Heredity, environment and intelligence

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit III: Psychological Testing/Testing of Individual Differences

- a. Features and Purpose of Psychological Test
- b. Types of Personality Test
- c. Reliability, Validity, Norms of Psychological Testing
- d. Ethical Issues in Psychological testing

Unit IV: Practicum

- a. Any **one** psychological test (Based on Intelligence **or** Personality).

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings:

1. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
2. Baron, R. & Misra. G. (2013). Psychology. Pearson.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
4. Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

MULTIDISCIPLINARY COURSE (MDC)

Makers of India

Nature of the Course: MDC

Course Code:

Semester: Second (II)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100(40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course introduces students to key personalities who shaped Indian thought across different historical periods. It explores their philosophies, political ideas, social reforms, and intellectual contributions, helping students understand their relevance in shaping Indian cultural and historical trajectory.

Course Outcomes:

CO1 (Knowledge): Gain insights into the contributions of major thinkers, rulers, and reformers from ancient to modern India.

CO2 (Understanding): Analyse their ideas in the context of contemporary social, political, and philosophical debates.

CO3 (Synthesis): Compare and contrast different thinkers and their impact on Indian society.

CO4 (Application): Evaluate how historical ideas continue to influence present-day India.

Course Content

Unit I: Thinkers and Philosophers of Ancient India

- Buddha, Mahavira – Spiritual liberation, ethics, and socio-religious reforms.
- Kautilya– Arthashastra and statecraft.
- Gargi, Maitreyi- Philosophy and Intellectual Enquiry
- Adi Shankaracharya – Advaita Vedanta and religious unification.

Unit II: Religious and Political Thought in Medieval India

- Akka Mahadevi – Lingayat movement and social equality.
- Amir Khusro– Indo-Persian culture and Sufi traditions.
- Mirabai –Bhakti, social critique, gendered devotion.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- d. Guru Nanak – Sikhism and religious harmony.

Unit III: Reformers and Revolutionaries of Modern India

- a. Raja Rammohan Roy – Social reform, education, and abolition of Sati.
- b. Jyotiba Phule; Savitribai Phule – Caste reform, women's education, and social justice.
- c. Swami Vivekananda – Hinduism, nationalism, and self-reliance.
- d. Mahatma Gandhi – Satyagraha, non-violence, and rural economy.
- e. Birsa Munda – Tribal resistance and indigenous identity.

Unit IV: Visionaries of Contemporary India

- a. B.R. Ambedkar – Caste, Constitution, and social democracy.
- b. Jawaharlal Nehru – Democracy, secularism, and planned economic development.
- c. Periyar E.V. Ramasamy – Self-respect movement and anti-caste activism.
- d. Rani Gaidinliu – Naga spiritual resistance and anti-colonial movement.
- e. Sarojini Naidu – Role in nationalism, poetry, and women's empowerment.

Pedagogy:

- Biographical and thematic studies of each thinker.
- Film; Documentary Screenings: Gandhi (1982), Dr. Babasaheb Ambedkar (2000),
- The Story of India (BBC documentary), etc.
- Student Projects and Debates: Role-playing activities where students adopt the
- perspective of a historical figure.
- Field Visits to Museums, historical sites, and archives related to these thinkers.

Textbooks:

1. Basham, A.L. The Wonder That Was India. Sidgwick Jackson, 1954.
2. Guha, Ramachandra. Makers of Modern India. Penguin, 2010.
3. Olivelle, Patrick (ed.). Between the Empires: Society in India 300 BCE to 400 CE. Oxford University Press, 2006.
4. Eaton, Richard M. India in the Persianate Age, 1000-1765. Penguin, 2019.
5. Habib, Irfan. Akbar and His India. Oxford University Press, 1997
6. Schomer, Karine, and W.H. McLeod (eds.). The Sants: Studies in a Devotional Tradition of India. Motilal Banarsidass, 1987.
7. Sen, Amiya P. Raja Rammohun Roy: A Biography. Oxford University Press, 2012.
8. Hanlon, Rosalind. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low
9. Caste Protest in Nineteenth-Century Western India. Cambridge University Press, 1985.
10. Nanda, B.R. Gandhi: A Biography. Oxford University Press, 1958.
11. Zelliott, Eleanor. Ambedkar's World: The Making of Babasaheb and the Dalit Movement. Navayana, 2013.

12. Khilnani, Sunil. The Idea of India. Farrar, Straus and Giroux, 1997.

Recommended Readings:

1. Radhakrishnan, S. Indian Philosophy (2 Vols). Oxford University Press, 1923.
2. Lorenzen, David N. Who Invented Hinduism? Essays on Religion in History. Yoda Press, 2006.
3. Roy, Tirthankar. A Business History of India: Enterprise and the Emergence of Capitalism from 1700. Cambridge University Press, 2018.
4. Keer, Dhananjay. Mahatma Jotirao Phule: Father of the Indian Social Revolution. Popular Prakashan, 1997.
5. Metcalf, Barbara D., and Thomas R. Metcalf. A Concise History of Modern India. Cambridge University Press, 2012.
6. Sarkar, Sumit. Modern India 1885–1947. Macmillan, 1983.
7. Naidu, Sarojini. The Golden Threshold. William Heinemann, 1905.
8. Kalam, A.P.J. Abdul. Wings of Fire: An Autobiography. Universities Press, 1999.
9. Malleson, George Bruce. Rani Gaidinliu: Freedom Fighter from Nagaland. Rupa Publications, 1995.
10. Indira Gandhi. Indira Gandhi: My Truth. Vision Books, 1980.
11. Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse? Zed Books, 1986
12. Thapar, Romila. The Past as Present: Forging Contemporary Identities Through History. Aleph, 2014
13. Dasgupta, Surendranath. A History of Indian Philosophy (5 Vols). Cambridge University Press, 1922.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

MULTIDISCIPLINARY COURSE (MDC)

The Idea of Power

Nature of the Course: MDC

Course Code:

Semester: Second (II)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100(40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The course would help Students to understand the concept of Power in a very intricate manner moving beyond the general Understanding. The focus will be on how different thinkers have understood power. Students will also understand how people and groups respond.

Course Outcomes:

CO1 (Knowledge): Analyse various conceptualizations of power.

CO2 (Understanding): Comprehend how mechanisms of power function, extending beyond traditional interpretations.

CO3 (Synthesis): Examine the intersectionality of power with the present state systems and institutions.

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

Course Content

Unit I: Different Thinkers on the Idea of Power

- a. Concept of Power
- b. George Orwell: Reading Power in Animal Farm
- c. Thomas Hobbes: Leviathan
- d. Michel Foucault: Power/Knowledge
- e. Giorgio Agamben: State of Exception

Unit II: Power and Resistance

- a. Gender
- b. Caste
- c. Race
- d. Disability

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit III: Politics and Power

- a. Political Power: Authority, Legitimacy, Sovereignty
- b. Power and Capabilities: Dynamics of Power in relation to other states
- c. Three Dimensions of Power
- d. Coercive Power and Hegemony

Unit IV: Power and Change

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

Pedagogy:

- Lectures
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

Text Books:

1. Bhargava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. New Delhi: Pearson Longman, 2008.
2. John, Mary E. "Women in Power? Gender, Caste and the Politics of Local Urban Governance." Economic and Political Weekly 42, no. 39 (September 29-October 5, 2007), pp. 3986-3993.
3. Kannabiran, Vasanth, and Kalpana Kannabiran. "Caste and Gender: Understanding Dynamics of Power and Violence." Economic and Political Weekly 26, no. 37 (September 14, 1991), pp. 2130-2133.
4. Mehrotra, Nilika. "Disability Rights Movements in India: Politics and Practice." Economic and Political Weekly 46, no. 6 (February 5-11, 2011), pp. 65-72

Recommended Readings:

1. Agamben, Giorgio. State of Exception. Chicago: University of Chicago Press, 2005.
2. Beteille, Andre. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. 3rd ed. New Delhi: Oxford University Press, 2012.
3. Bourdieu, Pierre. "The Forms of Capital." In Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.
4. Bourdieu, Pierre. Language and Symbolic Power. Translated by Gino Raymond. Cambridge: Polity, 1991.

5. Fanon, Frantz. *Black Skin, White Masks*. New York: Perseus Books Group, 2008.
6. Goodley, Dan. "Dis/entangling Critical Disability Studies." In *Culture-Theory-Disability: Encounters between Disability Studies and Cultural Studies*, edited by Anne Waldschmidt, Hanjo Berressem, and Moritz Ingwersen, 81-98. Bielefeld: Transcript Verlag, 2017.
7. Gramsci, Antonio. *Prison Notebooks*. New York: Columbia University Press, 1992.
8. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004.
9. Russell, Bertrand. *Power: A New Social Analysis*. London: Allen & Unwin, 1938.
10. Said, Edward. *Orientalism*. New York: Vintage, 1979.
11. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90, no. 1 (January/February 2011), pp. 28-41.
12. Wilkerson, Isabel. *Caste: The Origins of Our Discontents*. New York: Random House, 2020.

MULTIDISCIPLINARY COURSE (MDC)

Social Interactions in Virtual Environment

Nature of the Course: MDC

Semester: Second (II)

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The course aims to provide an in-depth understanding of social interactions across both physical and virtual environments. Students will explore foundational concepts and definitions, the various types and components of social interactions, and the contexts in which these interactions occur. By examining the empirical studies of social interaction, the course will highlight its significance in social development and well-being. Additionally, the course will delve into symbolic interactionism through the works of George Herbert Mead, Erving Goffman, and Herbert Blumer, and assess the impact of social interactions on the human mind and individual behavior. The exploration extends to virtual worlds, where concepts such as virtual reality, immersive experiences, and the role of virtual humans in shaping social experiences will be critically analysed.

Course Outcomes:

CO1 (Knowledge): Students will gain a comprehensive understanding of the fundamental concepts, definitions, and types of social interactions, both in physical and virtual environments.

CO2 (Understanding): Students will develop a deeper understanding of how social interactions influence social development and well-being. They will be able to differentiate between social interactions in the physical world and those in virtual environments, understanding the unique contexts and components that define each.

CO3 (Synthesis): Students will be able to integrate and synthesize knowledge from empirical studies and theoretical frameworks to evaluate the impact of social interactions on individual behavior and cognition.

CO4 (Application): Students will apply their acquired knowledge and understanding to practical scenarios, such as enhancing interaction skills within virtual environments and using virtual techniques to study human behavior and cognition.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Course Content

Unit I: Social Interaction: Unboxing the Concepts

- a. Concept and definition; its types and components; contexts of interactions
- b. Empirical study of social interaction; social interaction, social development, and social well-being
- c. Symbolic interactionism –George Herbert Mead, Erving Goffman, and Herbert Blumer
- d. Impact of social interaction on the human mind and individual behavior

Unit II: Virtual World

- a. Virtual reality – Concepts of immersion, presence and social presence.
- b. Virtual techniques and social implications; advantages and disadvantages of VT
- c. Immersive virtual reality- social experiences of IVR; used in studying human behavior and cognition
- d. Presentation of 'Self' in VW: Identity

Unit III: Virtual Environment (VE)

- a. Concept; Comparison of VE with physical environment; Digital/Virtual Spaces
- b. Social experiences in VE
- c. Interplay between social systems and technology in the network world
- d. Virtual humans (VH)- avatars and agents; comparison between the two

Unit IV: Social interactions within the virtual world (VW)

- a. Human behavior and relationship formation in virtual spaces; Fundamental processes underlying social interactions
- b. Social norms governing human interactions in the real world and in VW- similarities and differences
- c. Factor affecting social interaction between VH within IVR; effectiveness of VE in improving interaction skills
- d. Social interactions in gaming; virtual pilgrimages

Pedagogy:

- Lectures
- Discussions and presentations
- Project Work

Textbooks:

1. Narula, Herman. 2023. Virtual Society: The Metaverse and the New Frontiers of Human Experiences. Penguin Books, Limited
2. Hohstadt, Thomas. 2013. The Age of Virtual Reality. Lulu.com

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

3. Crang, Mike, Phil Crang, Jon May. 1999. Virtual Geographies: Bodies, Space and Relations. London, Routledge
4. Jerald, Jason, 2015. The VR Book: Human-Centered Design for Virtual Reality. Association for Computing Machinery and Morgan and Claypool.

Recommended Readings:

1. Bailenson, Jeremy. 2018. Experience on Demand: What Virtual Reality is, How it Works and What it can Do. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities. Bristol University Press
3. Johnson, Steven. 1997. Interface Culture: How New Technology Transforms the Way We Create and Communicate. New York: Basic Books
4. Shayo, Conard et al. 2007. The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications. In Jayne Gackenbach (ed) Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications. Pp 187-219. DOI:[10.1016/B978-012369425-6/50027-8](https://doi.org/10.1016/B978-012369425-6/50027-8)
5. Schroeder, Ralph, 1996. Cyberculture, Cyborg Post- Modernism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age. Futures. 26 (5): 519-528. <https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf>
6. Schroeder, R. 1997. Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology. Sociological Research Online. 2 (4) Pp 89-99. <https://doi.org/10.5153/sro.291>
7. Opperman, Daniel. 2022. Virtual Reality in the social Sciences. <https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/>
8. Bradley, Omar. 2021. Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat. LSU Doctoral dissertations. https://repository.lsu.edu/gradschool_dissertations/5538/
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. Social Interactions in Virtual World: An Interdisciplinary Perspective. Cambridge University Press.
10. Mantymaki, Matti and Kai Riemer 2014. Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel. International Journal of Information Management. 34 (2): 210-220. <https://www.sciencedirect.com/science/article/pii/S0268401213001679>
11. Bujic, Mila et al. 2022. Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World. Interaction with Computers. 33 (6): 583-595. <https://doi.org/10.1093/iwc/iwac012>
12. Kyriltsias and Despina Michael Grigoriou. 2022. Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey. Frontiers in Virtual Reality. <https://www.frontiersin.org/articles/10.3389/fvrt.2022.888888/full>

SKILL ENHANCEMENT COURSE (SEC)

Indian Heritage and Culture

Nature of the Course: SEC

Semester:

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

To familiarize students with various aspects of Indian culture.

Course Outcomes:

CO1 (Knowledge): Learn about India's rich cultural traditions, literature, art and architecture.

CO2 (Understanding): Understand the philosophy and socio-cultural milieu behind different artistic traditions.

CO3 (Synthesis): Analyse how different artistic traditions interacted with each other.

CO4 (Application): Learn about regional traditions and how they relate to larger sub-continental trends.

Course Content

UNIT I: Languages and Literature

- a. Heritage and Culture: Definition, concept, and constitution.
- b. Sanskrit: Kavya – Kalidas' *Ritusambhara*; Prakrit: *Gatha Saptasati*, development of vernacular language and literature.
- c. Indo-Persian Literature: Amir Khusrau's works; Urdu poetry and prose: Ghalib.

UNIT II. Performing Arts

- a. Hindustani music.
- b. Carnatic music.
- c. Devotional music: Bhakti and Sufi.
- d. Classical and folk dance, classical and folk theatre.

UNIT III: Architecture: meanings, form and function

- a. Rock-cut temple at Mamallapuram.
- b. Structural temple architecture: Khajuraho complex and Tanjavur temple.
- c. Fort of Daulatabad or Chittor forts.
- d. Palace-*dargah* at Fatehpur Sikri.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- e. Lutyens' Delhi.

UNIT IV: Sculptures and Painting

- a. Silpashastras and normative tradition.
- b. Narrative art and mural fresco paintings, Ajanta and Ellora.
- c. Mughal paintings, painters and illustrated texts.
- d. Modern and Company school, Ravi Varma, Bengal School, Amrita Sher-Gil and Progressive Artists.

Pedagogy:

- Classroom lectures/project work.
- Field trips to various sites in Delhi – National Museum, National Art Gallery
- Screening documentaries on Indian art and culture.

Textbooks:

1. Asher, Catherine, (ed.), *Perceptions of India's Visual Past*, AIIS, Delhi, 1994.
2. Brown, Percy, *Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II*, Mumbai, 1956.
3. Mitter, Partha, *Art and Nationalism in Colonial India*, OUP, Delhi, 1994.
4. Koch, Ebba, *Mughal Art and Imperial Ideology*, New Delhi, Oxford University Press, 2001.

Recommended Readings:

1. Asher, Catherine, *Architecture of Mughal India*, Cambridge University Press, 1992.
2. Basham, A.L., *The Wonder that was India*, New Delhi, 1954.
3. Deva, B.C., *An Introduction to Indian Music*, Delhi, 1973.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

SKILL ENHANCEMENT COURSE (SEC)

Politics and Indian Knowledge Systems (IKS)

Nature of the Course: SEC

Course Code:

Semester: Second (II)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

The objective of the course is to introduce the dynamics between Politics and Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, Indian philosophical tradition and its relevance in Indian governance and policy making.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): The students will be introduced to Indian Knowledge Systems and its dynamic relationship with politics and governance.

CO2 (Understanding): The students will have an understanding of IKS, sources, and the various philosophical traditions.

CO3 (Synthesis): The students will have a basic analytical understanding of the various scholarships in the fields of politics, governance and the key ideas like dharma and danda.

CO4 (Application): The students will have analytical tools to understand the contemporary relevance of IKS.

Course Content

Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems

- a. Conceptualising Indian Knowledge Systems
- b. Sources of Indian Knowledge Systems- Chaturdas Vidyasthanas
- c. Indian School of Thought- Heterodox and Orthodox Schools

Unit II: Political Philosophy in Indian Tradition I

- a. Dharma and Politics: Concepts from Manusmriti, Mahabharata.
- b. Arthashastra and Rajadharma: Kautilya's ideas on governance, diplomacy, and economy

Unit III: Political Philosophy in Indian Tradition II

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- a. Buddhist and Jain perspectives on statecraft and non-violence
- b. Influence of Bhakti and Sufi movements on socio-political thought

Unit IV: Challenges and Prospects

- a. Globalization and India's soft power: Yoga, Ayurveda, and Indic philosophies
- b. Policy-making and IKS integration in governance

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Mahadevan, B., Vinayak Rajat Bhat, and Nagendra Pavana. *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: PHI Learning, 2022.
2. Roy, Himanshu, and M. P. Singh. *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson, 2017.

Recommended Readings:

1. Basham, A.L. *The Wonder That Was India*. Delhi: Picador India, 2019.
2. Brown, D.M. *The White Umbrella: Indian Political Thought from Manu to Gandhi*. Germany: University of California Press, 2023.
3. Easwaran, Eknath. *Essence of the Upanishads: A Key to Indian Spirituality*. Delhi: Nilgiri Press, 2009.
4. Jha, Amit. *Traditional Knowledge System in India*. Delhi: Atlantic, 2024.
5. Mehta, J.M. *Vedic Wisdom*. New Delhi: V & S Publishers, 2011.
6. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In *The Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman, 2006.
7. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." *Journal of Indian Philosophy* 37 (2009), pp. 533-542.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

SKILL ENHANCEMENT COURSE (SEC)

Fashion and Society

Nature of the Course: SEC

Semester: Second (II)

Course Code:

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

This course aims to provide a comprehensive understanding of the multifaceted relationship between fashion and society. Students will explore the concept and definition of fashion, trace its evolution through historical eras, and examine key fashion movements and their cultural significance. By engaging with theoretical perspectives from notable scholars and analysing the social dimensions of fashion, learners will gain insights into the industry's impact on personal identity, gender norms, social class, and cultural diversity. Additionally, the course will delve into the role of traditional and digital media in fashion dissemination, the influence of globalization, and the emerging trends in technological fashion.

Course Outcomes:

CO1 (Knowledge): Students will gain a foundational understanding of the concept of fashion, including its definition and historical evolution, enabling them to identify and describe key fashion movements and their cultural significance.

CO2 (Understanding): Students will develop an understanding of the theoretical perspectives on fashion, and will be able to explain the social dimensions of fashion, including conformity, deviance, and the role of subcultures.

CO3 (Synthesis): Students will integrate knowledge of fashion's impact on identity, gender norms, social class, race, and ethnicity, synthesizing these elements to analyse how fashion reflects and shapes social structures and cultural identities.

CO4 (Application): Students will apply their knowledge by critically examining the role of media and technology in the fashion industry, assessing the impact of globalization, and exploring the influence of digital media and wearable technology on contemporary fashion trends.

Course Content

Unit I: Unboxing the Concepts: Introduction to Fashion and Society

- a. What is Fashion? Concept and Definition

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- b. Fashion through historical eras
- c. Key Fashion movements and their cultural significance
- d. Overview of Fashion Industry: Designers, Brands and Retailers

Unit II: Fashion: Theoretical Perspectives and Social Dimensions

- a. Theories of Fashion: George Simmel, Thorstein Veblen, Pierre Bourdieu
- b. Fashion: Social Conformity and Deviance
- c. Fashion and Subcultures: Creating and maintaining group identities
- d. Fashion Industry and Labour

Unit III: Fashion, Identity, and Social Structures

- a. Fashion and Personal Identity
- b. Fashion and Gender Norms: Impact of Feminism and LGBTQ+ movements on Fashion
- c. Fashion and Social Class
- d. Race, Ethnicity, and Fashion

Unit IV: Fashion, Media and Technology

- a. Globalization and Fashion: Cross-cultural exchanges
- b. Fashion and Traditional Media: Role of Fashion Magazine, television, and advertisement in Dissemination
- c. Digital Media and Fashion: Impact of social media on fashion dissemination. Rise of Fashion Influencers
- d. Technological Fashion: Wearable Tech and Gadgets

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work
- Films/Videos/Documentaries

Text Books:

1. Simmel, Georg. *On Individuality and Social Forms: Selected Writings*. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
2. Bandoni, Wendy K. *Social Media and Fashion: Influence, Impact and Innovation*. London: Bloomsbury Publishing, 2017.
3. Barnard, Malcolm. *Fashion as Communication*. 2nd ed. Routledge, 2002.
4. Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Recommended Readings:

1. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress, and Modern Social Theory*. Polity, 2015.
2. Kaiser, Susan B., and Barbara L. Anderson. "Fashion, Identity, and Social Action." *Sociological Quarterly* 40, no. 2 (1999): 435-55.
3. Davis, Fred. *Fashion, Culture, and Identity*. University of Chicago Press, 1992.
4. Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. Manchester University Press, 2003.
5. Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris, 2013.
6. Entwistle, Joanne. "The Dressed Body." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
7. Entwistle, Joanne. "The Fashioned Body: Fashion, Dress and Modern Social Theory." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
8. Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. University of Chicago Press, 2000.
9. Polhemus, Ted. *Street Style: From Sidewalk to Catwalk*. Thames & Hudson, 1994.
10. Kawamura, Yuniya. "Fashion-ology: An Introduction to Fashion Studies." *Fashion Theory: The Journal of Dress, Body & Culture* 9, no. 1 (2005): 3-8.
11. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. Polity, 2000.
12. Brown, Lesley. "Dress as Communication." *International Journal of Clothing Science and Technology* 18, no. 2 (2006): 76-86.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

ABILITY ENHANCEMENT SKILL (AEC)

Understanding Sports in History

Nature of the Course: AEC

Course Code:

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

The course aims to study the history of sports and various dynamics involved in the activity and organization of sports.

Course Outcomes:

CO1 (Knowledge): Know the emergence of sports

CO2 (Understanding): Understand how society and sports reflect each other

CO3 (Synthesis): Relate how the growth trajectory of a few popular sports

CO4 (Application): Write paper based on this knowledge and understanding

Course Content

Unit I: Sports in History

- a. Origin of sports in history
- b. Industrial Revolution, leisure time and sport
- c. Sports in Indian history

Unit II: Industrial Revolution, Nationalism and Global Capitalism in the Making of Sports

- a. Football: working class origins of football, contemporary sociology
- b. Olympics: history, politics (national organization of Olympics, Interwar Olympics and nationalism, Workers' Olympics)

Unit III: Gender, Caste and Sports

- a. Sports history through the lens of feminism; power, body, politics
- b. Race and sports history
- c. Indian society and sports: cricket, hockey, kabaddi, kushti (any 2)

Pedagogy:

- Lectures

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- Discussion and Presentation
- Assignments and Project work
- Films/Videos/Documentaries / Field Visit

Textbooks:

1. Papakonstantinou, Zinon, ed. *Sport in the Cultures of the Ancient World*. Taylor & Francis, 2009.
2. Guttmann, Allen. *Sports: The First Five Millennia*. University of Massachusetts Press, 2004.
3. Boykoff, Jules. 2016. *Power games: A political history of the Olympics*. Verso books.
4. Collins, Tony. *Sport in capitalist society: A short history*. Routledge, 2013.
5. Guttmann, Allen. *Women's sports. A history*. Columbia University Press, 1991.

Recommended Readings:

1. Chakrabarty, Dipesh. 2004. "Introduction: The Fall and Rise of Indian Sports History." *The International Journal of the History of Sport* 21 (3-4): 337-43. doi:10.1080/09523360409510543.
2. Craig, Peter. "Sport and modernity: an introduction to the sociology of." *Sport Sociology* (2010): 11.
3. O'Hanlon, Rosalind. "Military sports and the history of the martial body in India." *Journal of the Economic and Social History of the Orient* 50, no. 4 (2007): 490-523.
4. Baker, William J. "The making of a working-class football culture in Victorian England." *Journal of Social History* 13, no. 2 (1979): 241-251.
5. Burke, Peter. "Workplace Football, Working-Class Culture and the Labour Movement in Victoria, 1910-20." *Labour History: A Journal of Labour and Social History* 89 (2005): 179-196.
6. Guttmann, Allen. "The most controversial Olympics." *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup* (2012): 65-82.
7. Riordan, James. "The worker sports movement." In *The International Politics of Sport in the Twentieth Century*, pp. 115-128. Routledge, 2002.
8. Bhattacharya, Nikhilesh. 2024. "Priests, Bearers, Schoolboys, Sailors: Pioneering Indian Field Hockey Players from Bengal in the 1890s." *The International Journal of the History of Sport*, November, 1-21.
9. Guha, Ramachandra. "Cricket, caste, community, colonialism: the politics of a great game." (1997): 174-183.
10. Alter, Joseph S. *The Wrestler's body: Identity and Ideology in North India*. Univ of California Press, 1992.
11. Sen, Satadru. "Schools, athletes and confrontation: The student body in colonial India." *Confronting the Body: The Politics of Physicality in Colonial and Post-colonial India* (2004): 58-79.

ABILITY ENHANCEMENT SKILL (AEC)

Managing Election and Election Campaign

Nature of Course: AEC

Course Code:

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Total Marks: 100

Continuous Evaluation

Course Objective:

India is the largest democracy and election is the key to maintaining the democratic process of the country. This course introduces campaigns in elections to the students. Furthermore, the course aims to give the students the analytical tools to build a comprehensive election management campaign.

The course will provide the empirical outline of the administrative mechanisms (like election commission) in the different elections – Panchayat, legislative assembly, and parliamentary elections- of India. Besides, the course will also introduce the idea of pressure groups to the students and their roles in Indian democratic processes like the election agenda. The course will teach students how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications, and conduct an opinion poll to help design the election campaign strategy.

Course Outcomes:

CO1 (Knowledge): At the end of the course, the students will be equipped with technical and professional tools to oversee election campaigns.

CO2 (Understanding): The students will have an analytical and empirical understanding of elections in India and the campaign strategy.

CO3 (Synthesis): The students will have the technical and professional tools to design and implement surveys to gather data on public opinion and electoral trends, employing best practices in survey research to manage elections through modern tools and metrics.

CO4 (Application): The students will have a foundational idea of how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications conduct an opinion poll, and design the election campaign strategy.

Course Content

Unit I: Political Processes: Introduction

- a. Political Parties in India

Applicable to Students from 2025-26 batch onwards.

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- b. Elections in India

Unit II: Pressure Groups and Election

- a. Pressure Groups and its role in Election Manifestos and Campaign

Unit III: Introducing Surveys

- a. Different types of Surveys- Online and offline Surveys
- b. Opinion polls

Unit IV: Media and Management of Elections

- a. Role of Media in Elections
- b. Social Media and Management of Elections

Pedagogy:

- Class lecture, Discussions
- Field visits
- Workshop
- Project designing survey/election campaigns.

Text Books:

1. Devi, V.S. Rama, and S.K. Mendiratta. How India Votes–Election Laws, Practice and Procedure, 4th Edition. Delhi: LexisNexis, 2017.
2. Kapur, Dr. Samir, and Jaishri Jethwaney. When India Votes: The Dynamics of Successful Election Campaigning. Delhi: Rupa Publications India, 2019.
3. Malhotra, Manav. Singhal's Law of Elections in India by Manav Malhotra Edition 2023-24. Delhi: Singhal Law Publications, 2024.
4. Quraishi, S.Y. India's Experiment with Democracy: The Life of a Nation Through its Elections. Delhi: Harper Collins, 2023.

ABILITY ENHANCEMENT SKLL (AEC)

Academic Research Writing

Nature of the Course: AEC

Semester: Second (II)

Course Code:

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

The objective of this course is to equip students with the skills necessary to critically read and understand academic texts and to develop their ability to write coherent, well-structured academic papers. Through a series of assignments and discussions, students will learn to analyse the architecture of arguments, identify key passages, and contextualize texts for deeper comprehension. The course emphasizes the importance of structure in academic writing, guiding students through the process of organizing their ideas into sections, paragraphs, and sentences. Additionally, ethical considerations such as avoiding plagiarism and properly citing sources are covered, along with technical skills like proofreading and engaging in peer review to refine their work

Course Outcomes:

CO1 (Knowledge): Demonstrate an understanding of the fundamental principles of reading and analysing academic texts, including the structure and key components of arguments.

CO2 (Understanding): Critically evaluate and interpret academic texts, identifying main ideas, subsidiary arguments, and significant passages within the context of the text.

CO3 (Synthesis): Integrate insights from various readings and discussions to construct well-organized, original academic writings that reflect a thorough comprehension of the subject matter.

CO4 (Application): Apply ethical and technical writing practices, such as proper citation, avoiding plagiarism, and engaging in peer review, to produce polished, academically rigorous work.

Course Content

Unit I: Introduction: Basics of Readings and Understanding*

8 Hours

- a. Reading and Academic-Text: Critical Approach
- b. Assignment 1: Reading an article/chapter and writing a summary in one or two paragraphs without prior guidance from the course instructor

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

- c. Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
- d. Assignment 3: Re-read the same text and re-write in light of the instructions of the course instructor

Unit II: Understanding the Academic Text

8 Hours

- a. Taking Texts Apart: Beginning, Middle and Conclusion
- b. Understanding the architecture of arguments: Main, Subsidiary, Minor
- c. Identifying important passages and sentences
- d. Contextualizing texts for understanding: readings reviews; summaries and discussions with the instructor.

Unit IV: Writing an Academic Text

6 Hours

- a. Conceptualizing the structure
- b. Architecture of arguments: Main, Subsidiary, and Minor: Distribution of emphasis
- c. Working with blocks: Sections, Paragraphs, Sentences How many sections?
- d. Paragraphs as key building blocks of academic prose. Sentences and punctuation; length, balance, continuity

Unit IV: Ethical and Technical Issues in Writing

6 Hours

- a. The problem of Plagiarism and how to avoid it; The difference between paraphrasing and plagiarism
- b. Citation, Quoting, and Citation styles
- c. Proof Readings
- d. Peer Review Process (Students will read and comment on each other's work)

Pedagogy:

- Lectures
- Discussion and Presentation
- Project Work

***The choice of article/book chapter will be decided by the course instructor at the beginning of the course.**

Text Books:

1. Bailey, S. Academic Writing. London: Routledge. 2005
2. Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

3. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

Recommended Readings:

1. Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
2. Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾, pp. 373-378. 1986
3. Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

VALUE ADDED COURSE II (VAC)

Value and Ethics

Nature of the Course: VAC

Semester: Second (II)

Course Code:

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective:

The objective of this course is to understand the importance of value education and universal human values in today's world. It explores whether values are absolute or relative, through Indian and Western ethical debates. The course promotes harmony in human relationships and with nature, encouraging respect, trust, and sustainability. It also examines constitutional morality, emphasizing diversity, pluralism, multiculturalism, and secularism. Practical projects will help students apply these principles in real-life scenarios.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Recognize the significance of value education and universal human values in contemporary society.

CO2 (Understanding): Differentiate between absolute and relative values through the analysis of Indian and Western ethical debates.

CO3 (Synthesis): Integrate concepts of harmony, respect, trust, and sustainability into personal and community relationships, as well as human-nature interactions.

CO4 (Application): Apply principles of constitutional morality, appreciating and upholding diversity, pluralism, multiculturalism, and secularism in real-life scenarios through practical project work

Course Content

Unit I: Introduction to Value Education

- a. The need for value education in the contemporary world
- b. Are Values absolute or relative?
- c. Indian and Western debates on Value and Ethics
- d. Need for Universal Human Values

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Unit II: Harmony in Human-Human Relationship

- a. Harmonious co-existence within the self, thoughts (mental process), action
- b. Harmonious coexistence of self with others
- c. Fostering concepts like difference, respect, trust, and co-existence
- d. Project Work*

Unit III: Harmony in Human-Nature Relationship

- a. Human-Nature relations
- b. Harmony with Nature: Environmental Justice; Ecological Justice
- c. Non-Western epistemologies on the Human-Nature relationship
- d. Sustainable existence and Sustainable development goals
- e. Project Work*

Unit IV: Constitutional Morality

- a. What is constitutional morality? History of the concept
- b. Appreciating diversity as laid in the constitution- lingual, socio-cultural, regional, and religious
- c. Pluralism, Multi-culturalism and Secularism
- d. Project Work*²

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work
- Audio-Visual Resources

***Note:** Project or Field Work/Case Study/Workshop- The students will form teams of 4-5 and may carry 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 causes such as Energy conservation, Mental health, Gender-related, Human Rights, Health Cases, Swachta Mission, Biodiversity and Conservation, Financial literacy, Social Justice/Injustice, Caste/Class-based Issues, Law, and society. Literature/Film and Human Values or any other related subject with the approval of the 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.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

Text Books:

1. Gaur, R.R; Sangal, R; Bagaria, G.P. A Foundation Course in Human Values and Professional Ethics. Excel Books. New Delhi. 2019
2. Tripathy, A.N. Human Values. New Age International Publishers. New Delhi. 2004
3. Shashi, Motilal. "An Alliance Beyond the Human Realm for Ecological Justice". Ethique-Economique. Vol. 16. Number 1. (2019). pp. 46-56
4. Sinha, Jadhu Nath. A manual of Ethics, New Central Book Agency, Calcutta, 2003

Recommended Readings:

1. Okereke, C., Charlesworth, M. Environmental and Ecological Justice. In: Betsill, M.M., Hochstetler, K., Stevis, D. (eds) Advances in International Environmental Politics. Palgrave Macmillan, London. 2014
2. Berke, Philip, and Maria Manta. "Defining Sustainable Development." Planning for Sustainable Development: Measuring Progress in Plans. Lincoln Institute of Land Policy, 1999.
3. Daly, Herman E. "Sustainable Development: From Concept and Theory to Operational Principles." Population and Development Review 16 (1990): 25–43
4. Guthrie, William D. "Constitutional Morality". The North American Review. Vol. 196, No. 681 (1912), pp. 154- 173
5. Mack, Jane Barnes. "Cultural Pluralism and Multiculturalism: E Pluribus Unum Or Ex Uno Plura?" Hitotsubashi Journal of Social Studies 26, no. 2 (1994): 63–72.
6. Maharana, Dillip Kumar. "In Defence of Indian Perspective of Multiculturalism". The Indian Journal of Political Science 71, no. 1 (2010): 69–83.
7. "Universal Human Values Handout 2 Understanding Harmony in the Nature and Existence". AICTE. <https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf>
8. Zalasiewicz, Jan, Mark Williams, Alan Haywood, and Michael Ellis. "Introduction: The Anthropocene: A New Epoch of Geological Time?" Philosophical Transactions: Mathematical, Physical and Engineering Sciences 369, no. 1938 (2011): 835–41.
9. Meetei, Nameirakpam Bijen. "Cultural Diversity, Multiculturalism and Challenges in India's North-East". The Indian Journal of Political Science 75, no. 4 (2014): 655–66.
10. Vining, Joanne, Melinda S. Merrick, and Emily A. Price. "The Distinction between Humans and Nature: Human Perceptions of Connectedness to Nature and Elements of the Natural and Unnatural." Human Ecology Review 15, no. 1 (2008): 1–11.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.

THIRD SEMESTER

MINOR STREAM COURSE (MS)

Introduction to Psychology

Name of the Course: MS

Semester: III

Course Code:

Credits: 4 (L3 P 1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal 40

External 60

Course Objective

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

Course Outcomes:

CO 1 (Knowledge): Define and explain basic psychological concepts.

CO 2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.

CO 3 (Synthesis): Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.

CO 4 (Application): Apply principles of psychology in academics and everyday life.

Course Content

Unit I: What is Psychology?

- a. Concept of Psychology
- b. Psychology as a scientific discipline
- c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
- d. Sub-Fields of Psychology; Scope of Psychology
- e. Psychology in India

Unit II: Learning and Memory

- a. Nature of Learning
- b. Principles and Applications of Classical Conditioning
- c. Principles and Applications of Operant Conditioning; Observational Learning
- d. Definition and Models of Memory (Information Processing approach; Levels of Processing Model)
- e. Forgetting; Techniques for improving memory

Unit III: Motivation and Emotion

- a. Nature of Motivation
- b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
- c. Nature and function of emotion
- d. Theories of Emotion
- e. Culture and Emotion; Indian View of Emotion

Unit IV

- Practicum (Any **one** experiment based on unit 2 or 3)

Pedagogy

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
4. Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing
5. Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world

FOURTH SEMESTER

MINOR STREAM COURSE (MS)

Personality and Individual Differences

Name of the Course: MS

Semester: IV

Course Code:

Credits: 4 (L3 P 1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal 40

External 60

Course Objective: The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

Course Outcome: After finishing this course, students will be able to:

CO 1 (Knowledge): Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

CO 2 (Understanding): explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives

CO 3 (Synthesis): integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

CO 4 (Application): apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

Course Content

Unit I: Personality

- a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
- b. Biological Foundations of Personality
- c. Culture, Gender and Personality
- d. Indian Conception of Self and Personality

Unit II: Intelligence

- a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence
- b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
- c. Emotional Intelligence
- d. Heredity, environment and intelligence

Unit III: Psychological Testing

- a. Features and Purpose of Psychological Test
- b. Types of Personality Test
- c. Reliability, Validity, Norms of Psychological Testing
- d. Ethical Issues in Psychological testing

Unit IV: Practicum

- a. Any **one** psychological test (Based on Intelligence **or** Personality).

Pedagogy

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Readings

1. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
2. Baron, R. & Misra. G. (2013). Psychology. Pearson.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
4. Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.