



**AMITY UNIVERSITY MAHARASHTRA,  
MUMBAI**

**AMITY INSTITUTE OF LIBERAL ARTS**

**CURRICULUM**

**B.A. (Economics)**

**(HONOURS/HONOURS WITH RESEARCH)**

**DURATION: 4 YEARS**

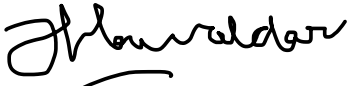
**(NEP 2020)**

**(IMPLEMENTED FROM ACADEMIC YEAR 2023-24)**

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## CERTIFICATE

It is hereby certified that the enclosed detailed syllabus of B. A. (Economics) (Honours/Honours with Research) has been presented before the Interim Board of Studies of Amity University Mumbai on Sep. 29, 2023, and has been recommended to be forwarded for the approval of the Academic Council, Amity University, Maharashtra, Mumbai.



**Prof. (Dr) Deepak Hawaldar**  
**Offg. HoI,**  
**Amity Institute of Liberal Arts**  
**Amity University Maharashtra**  
**Date: 10/09/2024**

## PREAMBLE

Economics courses are intended to prepare students to deal with the complexities of economics and related affairs of modern world. Students who take Economics classes will acquire a broad understanding of the world from a multidisciplinary concept that includes social and environmental sciences, society and culture, including in-depth education in their desired field. The Economics curriculum offers a wide range of areas, and students must choose papers from major courses. The degree is provided as a Bachelor of Economics.

The major course focuses on a single subject, whereas the minor course is designed to provide an understanding of a variety of disciplines. The syllabus of the Bachelor's in Economics program serves as a roadmap for an exciting academic journey that will challenge intellect, broaden perspectives, and empower students to become well-rounded global citizens. This innovative and interdisciplinary undergraduate degree offers a unique blend of intellectual exploration and academic rigor, providing a solid foundation in the Economics.

Throughout this program, students will have the opportunity to delve into the fascinating fields of Economics, History and Political Science. These disciplines are not isolated silos but interconnected lenses through which we can better understand the complexities that shape our world. Students will gain insights into how economic theories, historical events and political systems, have influenced.

The uniqueness of the program is, with core subjects, students can choose one subject from other disciplines viz Travel and Tourism, Information Technology, Law, Management, Applied Sciences, Fashion etc. We also offer foreign languages. Students can choose one foreign language from German, French, Spanish and continue to impact global affairs.

Students are also expected to write one research paper during their four-year course.

The Bachelor of Economics is carefully designed to foster critical thinking, analytical skills, and a broad understanding of Economics perspectives of industry, academia and societal intricacies. The goal is to transcend traditional disciplinary boundaries by combining diverse courses, engaging discussions, and hands-on experiences. This approach will encourage students to develop a well-rounded perspective, equipping them to tackle real-world challenges with creativity and versatility.

As students in this program, will have the flexibility to tailor their academic journey to align with their passions and aspirations. Whether they choose to specialize in a single major or explore multiple areas of interest, they will find the support and resources to nurture their intellectual curiosity. Upon graduation, students will possess a versatile skill set that will be highly sought after in a wide range of careers and fields. Whether students plan to pursue further studies in policy planning, banking, academia or embark on a rewarding career in public service, business, law, journalism, or any other sector, the Bachelor of economics will serve as an excellent foundation for their future endeavours.

## **VISION**

“Learn, Discover, Create and Make the World Ever Better”

Amity Institute of Liberal Arts strives to be a unique Institute, that puts the student’s interest at the center and enables an educational program that makes their personality blossom without any inhibition or conventions.

## **MISSION**

Our mission is to make a new definition of Liberal Arts where interdisciplinary studies thrive with hands on field experiences and a range of pedagogies. Create graduates with multiple skills and social responsibility. Accelerating the progress as a leader in social sciences. Empowering our students to fulfil their academic and professional passions in the University that is diverse, welcoming, and inclusive for all students, faculty, and staff.

## PROGRAMME OUTCOMES

**PO1:** Students should know about the economy at the micro level as well as at the macro level with additional understanding of the Global economy. Students would be acquiring statistical skills for its economic application, that is they will acquire the skills of econometrics

**PO2:** By learning the History of Economic thought, students would know the evolution of different theories, different schools of thoughts. Understanding of Indian economy and the different sectors of Indian Economy. Liberalization, Privatization and Globalization policies of the Government will help them to understand how the applications of proved theories of Economics would take the developing country on to the developed path.

**PO3:** Acquaint with basic issues of Indian Economy and learn the basic concept of monetary analysis and financial marketing in Indian financial markets. This course reviews major trends in economic indicators and policy debates in India in the post-independence period.

AMITY UNIVERSITY MAHARASHTRA, MUMBAI								
School- Amity Institute of Liberal Arts								
B.A. (Economics) (Honours/ Honours with Research)								
Sem	I	II	III	IV	V	VI	VII	VIII
Credits	23	22	24	21	25	20	24	21
Total	180							
Semester – I								
	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-I Credits (Total)			
		<b>Discipline-I (Core)</b>			<b>8</b>			
<b>Discipline - I</b>	ECO2101N	Microeconomics-I	3	1	4			
	ECO2102N	Macroeconomics-I	3	1	4			
		<b>Discipline-II (anyone from basket)</b>			<b>4</b>			
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL2101N	Introduction to Political Science	3	1	4			
	HIS2101N	Empire's Metropolis: A History of Colonial Bombay (C. 1700-1947)	3	1	4			
	BSW 2101N	Introduction to Social Work	3	1	4			
		<b>Discipline-III (anyone from basket)</b>			<b>4</b>			
<b>Discipline - III</b>	BMT2110N	Business Management	3	1	4			
	ECO2110N	Economics -I	3	1	4			
	HMR2110N	Human Rights -I	3	1	4			
	ACW2110N	Academic and Creative Writing	3	1	4			
	FST2110N	Fashion Technology – I	3	1	4			
	IND2110N	Interior Design -I	1	3	4			
		<b>Total (Discipline I + II + III)</b>			<b>16</b>			
		<b>Foreign Language (anyone from basket)</b>			<b>1</b>			
<b>Foreign Language</b>	FLF2111N	French- I	1	–	1			
	FLG2111N	German-I			1			
	FLS2111N	Spanish-I			1			
<b>Communication Skills</b>	CSE2112N	Effective Listening	1	–	1			
		<b>Sub Total</b>			<b>2</b>			
<b>Behavioural Science</b>	BEH2113N	Behavioural Science I	1	–	1			
		<b>Sub Total</b>			<b>1</b>			
<b>VAC - I</b>	ENV2116N	Environmental Studies	3	1	4			
		<b>Total (Foundation Courses)</b>			<b>7</b>			
		<b>Grand Total</b>			<b>23</b>			

## Semester – II

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-II Credits (Total)
<b>Discipline-I (Core)</b>					<b>8</b>
<b>Discipline - I</b>	ECO2201N	Development Economics	3	1	4
	ECO2202N	International Economics-I	3	1	4
<b>Discipline-II (anyone from basket)</b>					<b>4</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL 2201N	Contemporary Debates on Indian Constitution	3	1	4
	HIS2201N	History of Ancient India (600 BC- 647 AD)	3	1	4
	BSW2201N	Social Problems in India	3	1	4
<b>Discipline-III (any one from basket)</b>					<b>4</b>
<b>Discipline - III</b>	ABM2210N	Advances in Business Management	3	1	4
	ECO2210N	Economics II	3	1	4
	HMR2210N	Human Rights II	3	1	4
	CSW2210N	Technical and Literary Writing	3	1	4
	FST2210N	Fashion Technology II	3	1	4
	IND2210N	Interior Design II	1	3	4
<b>Total (Discipline I + II + III)</b>					<b>16</b>
<b>Foreign Language (any one from basket)</b>					<b>2</b>
<b>Foreign Language</b>	FLF2211N	French- II	2	–	2
	FLG2211N	German-II			2
	FLS2211N	Spanish-II			2
<b>Communication Skills</b>	CSE2212N	Presentation Skills	1	–	1
<b>Sub Total</b>					<b>3</b>
<b>Behavioural Science</b>	BEH2213N	Behavioural Science II	1	–	1
<b>Sub Total</b>					<b>1</b>
<b>VAC - II (From Basket)</b>					<b>2</b>
<b>VAC-II (Value Added Course)</b>	ANM2217N	Animation I	2	-	2
	PHT2217N	Photography I			2
	POL2217N	Political Science I			2
	TSM2217N	Tourism Management I			2
	SCW2217N	Social Work I			2
<b>SubTotal</b>					<b>2</b>
<b>Total (Foundation Courses)</b>					<b>6</b>
<b>Grand Total</b>					<b>22</b>

### Semester - III

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-III Credits (Total)
	<b>Discipline-I (Core)</b>				<b>8</b>
<b>Discipline - I</b>	ECO2301N	Agricultural Economics	3	1	4
	ECO2302N	Statistical Methods for Economics	3	1	4
	<b>Discipline-II (any one from basket)</b>				<b>4</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL2301N	Western Political Thought	3	1	4
	HIS2301N	Political and Administrative History of India c. 900-1526	3	1	4
	BSW2301N	Working with Group	3	1	4
<b>Total (Discipline I + II)</b>					<b>12</b>
	<b>Foreign Language (any one from basket)</b>				<b>2</b>
<b>Foreign Language</b>	FLF2311N	French- III	2	–	2
	FLG2311N	German-III			2
	FLS2311N	Spanish- III			2
<b>Communication Skills</b>	CSE2312N	Reading & Comprehensions	1	–	1
<b>SubTotal</b>					<b>3</b>
<b>Behavioural Science</b>	BEH2313N	Behavioural Science III	1	–	1
<b>Vocational Courses/ Entrepreneurship/ Industry Led Courses</b>	SPU2314N	Sustainable Practices in Urban Community			3
<b>SubTotal</b>					<b>4</b>
	<b>VAC - II (any one from basket)</b>				<b>2</b>
<b>VAC-II (Value Added Course)</b>	ANM2317N	Animation II	2	-	2
	PHT2317N	Photography II			2
	POL2317N	Political Science II			2
	TSM2317N	Tourism Management II			2
	SCW2317N	Social Work II			2
<b>Sub Total</b>					<b>2</b>
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	–	–	0
<b>Total (Foundation Courses)</b>					<b>9</b>
<b>Community Engagement Services</b>	CES2319N	Community Outreach			3
<b>Total (Non Teaching Credit Courses)</b>					<b>3</b>
<b>Grand Total</b>					<b>24</b>



## Semester – IV

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-IV Credits (Total)
		<b>Discipline-I (Core)</b>			<b>8</b>
<b>Discipline - I</b>	ECO2401N	Public Finance	3	1	4
	ECO2402N	Demography	3	1	4
		<b>Discipline-II (any one from basket)</b>			<b>4</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL2401N	Indian Government & Politics	3	1	4
	HIS2401N	Political and Administrative History of India c. 1526-1707	3	1	4
	BSW2401N	Gender Studies	3	1	4
		<b>Total (Discipline I + II)</b>			<b>12</b>
		<b>Foreign Language (any one from basket)</b>			<b>2</b>
<b>Foreign Language</b>	FLF2411N	French- IV	2	–	2
	FLG2411N	German-IV			2
	FLS2411N	Spanish-IV			2
<b>Communication Skills</b>	CSE2412N	Effective Writing Skills	1	–	1
		<b>SubTotal</b>			<b>3</b>
<b>Behavioural Science</b>	BEH2413N	Behavioural Science IV	1	–	1
<b>Vocational Courses/ Entrepreneurship*/ Industry Led Courses</b>	SPR2414N	Sustainable Practices in Rural Community			3
		<b>SubTotal</b>			<b>4</b>
		<b>VAC - II (any one from basket)</b>			
<b>VAC-II (Value Added Course)</b>	ANM2417N	Animation III	2	-	2
	PHT2417N	Photography III			2
	POL2417N	Political Science III			2
	TSM2417N	Tourism Management III			2
	SCW2417N	Social Work III			2
		<b>SubTotal</b>			<b>2</b>
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	–	–	0
		<b>Total (Foundation Courses)</b>			<b>9</b>
		<b>Grand Total</b>			<b>21</b>

## Semester – V

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-V Credits (Total)
<b>Discipline-I (Core)</b>					<b>12</b>
<b>Discipline - I</b>	ECO2501N	Microeconomics-II	3	1	4
	ECO2502N	Macroeconomics-II	3	1	4
	ECO2503N	Econometrics	3	1	4
<b>Discipline-II (any one from basket)</b>					<b>4</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL2501N	Indian Foreign Policy-I	3	1	4
	HIS 2501N	History of Indian Art, Architecture and Literature - From Ancient to Medieval Times	3	1	4
	BSW 2501N	Contemporary Development Studies	3	1	4
<b>Total (Discipline I + II)</b>					<b>16</b>
<b>Foreign Language (any one from basket)</b>					<b>2</b>
<b>Foreign Language</b>	FLF2511N	French-V	2	–	2
	FLG2511N	German-V			2
	FLS2511N	Spanish-V			2
<b>Communication Skills</b>	CSE2512N	Employability Skills	1	–	1
<b>SubTotal</b>					<b>3</b>
<b>Behavioural Science</b>	BEH2513N	Behavioural Science V	1	–	1
<b>SubTotal</b>					<b>1</b>
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	–	–	0
<b>Total (Foundation Courses)</b>					<b>4</b>
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	SIP2521N	Internship I	–	–	5
<b>Total (Non Teaching Credit Courses)</b>					<b>5</b>
<b>Grand Total</b>					<b>25</b>

## Semester - VI

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-VI Credits (Total)
		<b>Discipline-I (Core)</b>			<b>16</b>
<b>Discipline - I</b>	ECO2601N	Indian Economy	3	1	4
	ECO2602N	Banking & Finance	3	1	4
	ECO2603N	Industrial Economics	3	1	4
	ARW2601N	<b>Academic and Research Writing</b>	3	1	4
		<b>Discipline-II (any one from basket)</b>			<b>4</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	POL2601N	Indian Foreign Policy-II	3	1	4
	HIS 2601N	Introduction to Epigraphy, Numismatics and Museum Studies	3	1	4
	BSW 2601N	Social Legislation	3	1	4
		<b>Total (Discipline I + II)</b>			<b>20</b>
<b>VAC-III</b>	PHE2318N	Physical Education and Sports**	–	–	0
		<b>Grand Total</b>			<b>20</b>

## Semester – VII

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-VII Credits (Total)
		<b>Discipline-I (Core)</b>			<b>8</b>
<b>Discipline - I</b>	ECO2701N	History of Economic Thought	3	1	4
	ECO2702N	Advance Econometrics	3	1	4
		<b>Research Courses</b>			<b>8</b>
<b>Research Courses</b>	REM2703N	Research Methodology	3	1	4
	RES2705N	Issues in Social Science Research	3	1	4
		<b>Total (Discipline I + Research Courses)</b>			<b>16</b>
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	DIS2706N	Dissertation-I	–	–	<b>8</b>
		<b>Grand Total (Discipline I + Research Courses+ Dissertation)</b>			<b>24</b>

## Semester - VIII

	Course Code	Course Title	Lecture (L) Hours Per Week	Tutorial (T) Hours Per Week	Sem-VIII Credits
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	SIP2801N	Internship-II	–	–	<b>12</b>
	PRJ2802N	Project	–	–	<b>4</b>
	DIS2803N	Dissertation-II	–	–	<b>5</b>
<b>Grand Total</b>					<b>21</b>

**EXAMINATION EVALUATION SCHEME**  
**B.A. (Economics) (Honours/Honours with Research)**  
**Semester- I**

Types of Courses	Course Code	Course Title	Total Credits	EVALUATION		
				Internal	End Sem	Total Marks
		<b>Discipline-I (Core)</b>	<b>8</b>			
<b>Discipline - I</b>	ECO2101N	Microeconomics-I	4	30	70	100
	ECO2102N	Macroeconomics-I	4	30	70	100
<b>Discipline-II (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline – II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2101N	Microeconomics-I	4	30	70	100
	POL2101N	Introduction to Political Science	4	30	70	100
	HIS2101N	Empire's Metropolis: A History of Colonial Bombay (C. 1700-1947)	4	30	70	100
	BSW 2101N	Introduction to Social Work	4	30	70	100
<b>Discipline-III (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - III</b>	BMT2110N	Business Management	4	50	50	100
	ECO2110N	Economics -I	4	50	50	100
	HMR2110N	Human Rights -I	4	50	50	100
	ACW2110N	Academic and Creative Writing	4	50	50	100
	FST2110N	Fashion Technology - I	4	50	50	100
	IND2110N	Interior Design -I	4	50	50	100
<b>Total (Discipline I + II + III)</b>			<b>16</b>			
<b>Foreign Language (any one from basket)</b>			<b>1</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Foreign Language</b>	FLF2111N	French- I	1	50	50	100
	FLG2111N	German-I	1	50	50	100
	FLS2111N	Spanish-I	1	50	50	100
<b>Communication Skills</b>	CSE2112N	Effective Listening	1	50	50	100
<b>Sub Total</b>			<b>2</b>			
<b>Behavioral Science</b>	BEH2113N	Behavioral Science- I	1	100	00	100
<b>Sub Total</b>			<b>1</b>			
<b>VAC - I</b>	ENV2116N	Environmental Studies	4	30	70	100
			<b>4</b>			
<b>Total (Foundation Courses)</b>			<b>7</b>			
<b>Grand Total</b>			<b>23</b>			

<b>Semester- II</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
<b>Discipline-I (Core)</b>			<b>8</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline-II (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline – II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2201N	Development Economics	4	30	70	100
	POL 2201N	Contemporary Debates on Indian Constitution	4	30	70	100
	HIS2201N	History of Ancient India (600 BC- 674 AD)	4	30	70	100
	BSW2201N	Social Problems in India	4	30	70	100
<b>Discipline-III (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - III</b>	ABM2210N	Advances in Business Management	4	50	50	100
	ECO2210N	Economics- II	4	50	50	100
	HMR2210N	Human Rights -II	4	50	50	100
	CSW2210N	Technical and Literary Writing	4	50	50	100
	FST2210N	Fashion Technology -II	4	50	50	100
	IND2210N	Interior Design- II	4	50	50	100
<b>Total (Discipline I + II + III)</b>			<b>16</b>			
<b>Foreign Language (any one from basket)</b>			<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Foreign Language</b>	FLF2211N	French- II	2	50	50	100
	FLG2211N	German-II	2	50	50	100
	FLS2211N	Spanish-II	2	50	50	100
<b>Communication Skills</b>	CSE2212N	Presentation Skills	1	50	50	100
<b>Sub Total</b>			<b>3</b>			
<b>Behavioral Science</b>	BEH2213N	Behavioral Science - II	1	100	00	100
<b>Sub Total</b>			<b>1</b>			
<b>VAC - II (anyone from basket)</b>			<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>VAC-II (Value Added Course)</b>	ANM2217N	Animation -I	2	50	50	100
	PHT2217N	Photography- I	2	50	50	100
	POL2217N	Political Science -I	2	50	50	100
	TSM2217N	Tourism Management I	2	50	50	100
	FCW2217N	French through Creative Writing	2	50	50	100
<b>Sub Total</b>			<b>2</b>			
<b>Total (Foundation Courses)</b>			<b>6</b>			
<b>Grand Total</b>			<b>22</b>			

<b>Semester-III</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
		<b>Discipline-I (Core)</b>	<b>8</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - I</b>	ECO2301N	Agricultural Economics	4	30	70	100
	ECO2302N	Statistical Methods for Economics	4	30	70	100
		<b>Discipline-II (any one from basket)</b>	<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2301N	Agricultural Economics	4	30	70	100
	POL2301N	Western Political Thought	4	30	70	100
	HIS2301N	Political and Administrative History of India c. 900-1526	4	30	70	100
	BSW2301N	Working with Group	4	30	70	100
<b>Total (Discipline I + II)</b>			<b>12</b>			
		<b>Foreign Language (any one from basket)</b>	<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Foreign Language</b>	FLF2311N	French- III	2	50	50	100
	FLG2311N	German-III	2	50	50	100
	FLS2311N	Spanish- III	2	50	50	100
<b>Communication Skills</b>	CSE2312N	Reading & Comprehensions	1	50	50	100
<b>Sub Total</b>			<b>3</b>			
<b>Behavioral Science</b>	BEH2313N	Behavioral Science -III	1	100	00	100
<b>Vocational Courses/ Entrepreneurship/ Industry Led Courses</b>	SPU2314N	Sustainable Practices in Urban Community	3	50	50	100
<b>Sub Total</b>			<b>4</b>			
		<b>VAC - II (any one from basket)</b>	<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>VAC-II (Value Added Course)</b>	ANN2317N	Animation- II	2	50	50	100
	PHT2317N	Photography- II	2	50	50	100
	POL2317N	Political Science- II	2	50	50	100
	TSM2317N	Tourism Management II	2	50	50	100
	FTH2317N	French for Tourism and Hospitality	2	50	50	100
<b>Sub Total</b>			<b>2</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	0	0	0	0
<b>Total (Foundation Courses)</b>			<b>9</b>			
<b>Community Engagement Services</b>	CES2319N	Community Outreach	3	100	00	100
<b>Total (Non-Teaching Credit Courses)</b>			<b>3</b>			
<b>Grand Total</b>			<b>24</b>			

<b>Semester-IV</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
<b>Discipline-I (Core)</b>			<b>8</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - I</b>	ECO2401N	Public Finance	4	30	70	100
	ECO2402N	Demography	4	30	70	100
<b>Discipline-II (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2401N	Public Finance	4	30	70	100
	POL2401N	Indian Government & Politics	4	30	70	100
	HIS2401N	Political and Administrative History of India c. 1526-1707	4	30	70	100
	BSW2401N	Gender Studies	4	30	70	100
<b>Total (Discipline I + II)</b>			<b>12</b>			
<b>Foreign Language (any one from basket)</b>			<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Foreign Language</b>	FLF2411N	French- IV	2	50	50	100
	FLG2411N	German-IV	2	50	50	100
	FLS2411N	Spanish-IV	2	50	50	100
<b>Communication Skills</b>	CSE2412N	Effective Writing Skills	1	50	50	100
<b>Sub Total</b>			<b>3</b>			
<b>Behavioral Science</b>	BEH2413N	Behavioral Science-IV	1	100	00	100
<b>Vocational Courses/ Entrepreneurship/ Industry Led Courses</b>	SPU2414N	Sustainable Practices in Rural Community	3	50	50	100
<b>Sub Total</b>			<b>4</b>			
<b>VAC - II (any one from basket)</b>				<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>VAC-II (Value Added Course)</b>	ANM2417N	Animation -III	2	50	50	100
	PHT2417N	Photography- III	2	50	50	100
	POL2417N	Political Science- III	2	50	50	100
	TSM2417N	Tourism Management- III	2	50	50	100
	SCW2417N	Social Work- III	2	50	50	100
<b>Sub Total</b>			<b>2</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	0	0	0	0
<b>Total (Foundation Courses)</b>			<b>9</b>			
<b>Grand Total</b>			<b>21</b>			



<b>Semester-V</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
<b>Discipline-I (Core)</b>			<b>12</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - I</b>	ECO2501N	Microeconomics-II	4	30	70	100
	ECO2502N	Macroeconomics-II	4	30	70	100
	ECO2503N	Econometrics	4	30	70	100
<b>Discipline-II (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2102N	Macroeconomics-I	4	30	70	100
	POL2501N	Indian Foreign Policy-I	4	30	70	100
	HIS 2501N	History of Indian Art and Architecture	4	30	70	100
	BSW 2501N	Contemporary Development Studies	4	30	70	100
<b>Total (Discipline I + II)</b>			<b>16</b>			
		<b>Foreign Language (any one from basket)</b>	<b>2</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Foreign Language</b>	FLF2511N	French- V	2	50	50	100
	FLG2511N	German-V	2	50	50	100
	FLS2511N	Spanish-V	2	50	50	100
<b>Communication Skills</b>	CSE2512N	Employability Skills	<b>1</b>	50	50	100
<b>Sub Total</b>			<b>3</b>			
<b>Behavioral Science</b>	BEH2513N	Behavioral Science - V	1	100	00	100
<b>Sub Total</b>			<b>1</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	0	0	0	0
<b>Total (Foundation Courses)</b>			<b>4</b>			
<b>SIP/Internship/ Project/Dissertation / Field Visit</b>	SIP2521N	Internship-I	5	100	00	100
<b>Total (Non-Teaching Credit Courses)</b>			<b>5</b>			
<b>Grand Total</b>			<b>25</b>			

<b>Semester-VI</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
<b>Discipline-I (Core)</b>			<b>16</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - I</b>	ECO2601N	Indian Economy	4	30	70	100
	ECO2602N	Banking & Finance	4	30	70	100
	ECO2603N	Industrial Economics	4	30	70	100
<b>Discipline-II (any one from basket)</b>			<b>4</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - II (Pick any group as a major Political Science/ History/Social Work)</b>	ECO2601N	Indian Economy	4	30	70	100
	POL2601N	Indian Foreign Policy-II	4	30	70	100
	HIS 2601N	Epigraphy, Numismatics and Museum Studies	4	30	70	100
	BSW 2601N	Social Legislation	4	30	70	100
<b>Total (Discipline I + II)</b>			<b>20</b>			
<b>VAC-III</b>	PHE2318N	Physical Education and Sports	0	0	0	0
<b>Grand Total</b>			<b>20</b>			

<b>Semester-VII</b>						
<b>Types of Courses</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Total Credits</b>	<b>EVALUATION</b>		
<b>Discipline-I (Core)</b>			<b>8</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Discipline - I (Pick any group as a major Political Science/ History/Economics)</b>	ECO2701N	History of Economic Thought	4	30	70	100
	ECO2702N	Advance Econometrics	4	30	70	100
	HIS2701N	Introduction to Historiography and Historical Methods	4	30	70	100
	HIS2702N	Movements for Equality Across the Globe	4	30	70	100
	POL2701N	Advance International Relations	4	30	70	100
	POL2702N	Comparative Politics	4	30	70	100
<b>Research Courses</b>			<b>8</b>	<b>Internal</b>	<b>End Sem</b>	<b>Total Marks</b>
<b>Research Courses</b>	REM2703N	Research Methodology	4	30	70	100
	RES2704N	Issues in Social Science Research	4	30	70	100
<b>Total (Discipline I + Research Courses)</b>			<b>16</b>			
<b>SIP/Internship/ Project/Dissertation / Field Visit</b>	DIS2706N	Dissertation-I	<b>8</b>	100	0	100
<b>Grand Total (Discipline I + Research Courses+ Dissertation)</b>			<b>24</b>			

### Semester-VIII

Types of Courses	Course Code	Course Title	Total Credits	EVALUATION		
				Internal	End Sem	Total Marks
<b>SIP/Internship/ Project/Dissertation / Field Visit</b>	SPI2801N	Internship-II	<b>12</b>	100	0	100
	PRJ2802N	Project	<b>4</b>	100	0	100
	DIS2803N	Dissertation-II	<b>5</b>	100	0	100
<b>Grand Total</b>			<b>21</b>			

## Semester - I

<b>ECO 2101N</b>	<b>Microeconomics-I</b>	<b>4</b>
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Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Credits
Test	Assignment & Presentation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- The knowledge of this subject is essential to understand facts, concepts of microeconomics, which deals with economics at individual level
- Students understand the basic theories behind decision making process of households and the firms and their interaction in establishing equilibrium prices
- Students will be able to analyze different market structures, such as perfect competition,
- Students will understand how economic welfare can be achieved.
- Students will be able to apply the concepts of supply and demand to determine market equilibrium

### Course Objectives

- To study the basic concepts of Microeconomics
- To understand dynamics of demand and supply and how the prices are determined are in the market.
- Also, to understand the cost concept. Both these concepts will be helpful to understand the determinants of profit.
- To comprehend how individuals and firms allocate limited resources to maximize utility and profit, respectively.
- To understand the decision-making processes of consumers and producers, and how these decisions impact demand, supply, and pricing.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Exploring the Subject Matter of Economics</b>		
	1.1 Definition of Economics. Why study economics? The scope and method of economics; scarcity and choice; questions of what, how and for whom to produce and how to distribute output.	<b>10</b>	<b>20%</b>
	1.2 Concept of stable, unstable, static and dynamic equilibrium. Partial and general equilibrium, positive and normative economics.		
<b>2</b>	<b>Supply and Demand: How Markets Work, Markets and Welfare</b>		
	2.1 Equi marginal utility. Individual demand and supply schedules and the derivation of market demand and supply. Consumer's surplus.	<b>10</b>	<b>20%</b>
	2.2 Shifts in demand and supply curves; the role prices in resource allocation		
	2.3 Elasticity of Demand — price, income and cross Consumer Surplus		
	2.4 Law of Supply, Elasticity of supply. Income elasticity		
<b>3</b>	<b>Consumer's Behaviour</b>		
	3.1 Utility-cardinal and ordinal approaches, Indifference curves; budget constraints	<b>10</b>	<b>20%</b>
	3.2 Consumer 's equilibrium (Hicks and Slutsky); Giffin goods; Compensated demand; Revealed preference theory; Engel curve.		
<b>4</b>	<b>Theory of Production</b>		
	4.1 Technology, Isoquants, Iso costs, production with one and more variable inputs, Cobb-Douglass production function Returns to scale	<b>14</b>	<b>20%</b>
<b>5</b>	<b>Theory of cost</b>		
	5.1 Short run and long run costs, cost curves in the short run and long run, total, average, and marginal product, cost minimization and expansion path, elasticity of substitution. Law of Variable Proportion, Returns to scale	<b>04</b>	<b>10%</b>
<b>6</b>	<b>Introduction to Markets</b>		<b>5%</b>
	6.1 Introduction to Markets Introduction to perfect competition and imperfect competition	<b>04</b>	<b>5%</b>
	<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

- Snyder, C., & Nicholson, W. (2010). Fundamentals of Microeconomics. Cengage Learning (India).
- Bernheim, B. D., & Whinston, M. D. (2009). Microeconomics. Tata McGraw-Hill (India).
- Ahuja, H. L. (2010). Principles of Microeconomics (18th ed.). S. Chand & Co. Ltd.
- Pindyck, R. S., & Rubinfeld, D. L. (2000). Microeconomics (3rd ed.). Prentice Hall India.
- Ferguson, C. E., & Gould, J. P. (1989). Microeconomic Theory (6th ed.). All India Traveller Bookseller.
- Koutsoyiannis, A. (1990). Modern Microeconomics. Macmillan.
- Pindyck, R. S., & Rubinfeld, D. L. (2000). Microeconomics. Prentice Hall India.

## Semester - I

<b>ECO 2102N</b>	<b>Macroeconomics-I</b>	<b>4</b>
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Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>01</b>	<b>03</b>	-	<b>01</b>	<b>04</b>

									Credits
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Assignment & Presentation	Attendance	Total Internal						
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	<b>100</b>

### Course Outcomes

- The knowledge of this subject is essential to understand facts, concepts of macroeconomics, which deals with economy at macro level
- Students understand the importance of monetary and fiscal policy in the growth of the economy
- Students will understand key economic indicators such as GDP, unemployment rates, inflation, and interest rates, and how these indicators are used to assess the overall health of an economy.
- Students will learn the methods of measuring national income, including the different approaches (expenditure, income, and production) and their implications for economic analysis.
- Students will analyze the roles of monetary and fiscal policy in managing the economy, including how central banks and governments influence economic activity through interest rates, money supply, taxation, and government spending.

### Course Objectives

- To study the basic concepts of Macroeconomics
- To understand classical and Keynesian theories
- Also, to understand the concept of demand for money and of inflation
- To provide students with a broad understanding of how the overall economy functions, focusing on aggregate measures such as GDP, national income, and the economic well-being of a nation.
- To study the determinants of long-term economic growth, including the role of capital, labor, technology, and policy, and understand the factors that contribute to differences in growth rates across countries



## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Macroeconomics</b>		<b>08</b>	<b>15%</b>
	1.1	The roots of macroeconomics, macroeconomic concerns, Objectives of macroeconomics,		
	1.2	The role of government in the macro economy, the components of the macro economy, the methodology of macroeconomics		
<b>2</b>	<b>Introduction to National Income Accounting</b>		<b>08</b>	<b>15%</b>
	2.1	Concepts of GDP and national income, approaches to calculating GDP, GDP and personal income,		
	2.2	Nominal and real GDP, Limitations of the GDP concept.		
<b>3</b>	<b>Schools of Macroeconomic Thoughts</b>		<b>08</b>	<b>15%</b>

	3.1	Classical, Neo Classical and Keynesian Models.; Say 's Law of Markets and Classical Theory of Employment.	<b>06</b>	<b>15%</b>
	3.2	New classical, New Keynesian (only introduction)		
<b>4</b>	<b>Keynesian Model</b>			
	4.1	Keynes theory of income and employment; Consumption function; theory of investment- marginal efficiency of capital; saving and investment;	<b>12</b>	<b>20%</b>
	4.2	The Investment Multiplier and its application to LDC 's		
<b>5</b>	<b>Money in the Modern Economy</b>		<b>10</b>	<b>20%</b>
	5.1	Theories of Demand for Money: Quantity Theory and Keynes approach;		
	5.2	Characteristics of a monetary economy; the supply of money and overall liquidity position; credit Creation		
<b>6</b>	<b>Inflation</b>		<b>52</b>	<b>100%</b>
	6.1	Inflation: types, causes, consequences and impact on the Indian economy; remedial measures. Philips curve.		
	6.2	Expectations- adaptive and rational expectations; policy ineffectiveness debate.		
	<b>Total</b>		<b>52</b>	<b>100%</b>

### References:

- Dornbusch, R., Fischer, S., & Startz, R. (2010). Macroeconomics (11th ed.). McGraw Hill.
- Ahuja, H. L. (2010). Macroeconomics: Theory and Policy. S. Chand & Co. Ltd.
- McConnell, C. R., & Gupta, H. C. (n.d.). Introduction to Macroeconomics. Tata McGraw Hill.
- Ackeley, G. (n.d.). Macroeconomics.
- Stiglitz, J. E., & Walsh, C. E. (2002). Principles of Economics (3rd ed.). W.W. Norton & Company.

## Semester – I

Course Code	Course Name	Credits
POL2101N	Introduction to Political Science	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

On successful completion of the course the student will be able to:

- Exhibit a comprehensive understanding of major concepts of politics such as State, Rights, Liberty, Equality, Justice, and Sovereignty.
- Critically assess political ideologies including Liberalism, Democratic Socialism, Marxism, Totalitarianism, and Individualism.
- Recognize the interdisciplinary links between Political Science and related disciplines such as History, Economics, and Sociology.
- Students will develop the ability to engage in well-informed and critical discussions on political issues, using their knowledge of political concepts and ideologies to contribute meaningfully to debates and discussions.
- Students will acquire foundational research skills in Political Science, enabling them to conduct independent analysis, critically evaluate sources, and contribute original insights to the field.

### Course Objectives

- This course offers a comprehensive and critical introduction to politics and the field of political science. It aims to explore various processes and practices that shape political life, including the social framework and institutional contexts in which political activities occur.

- This Course examines how ideas, institutions, and values influence political behavior. The course delves into the relationship between power and politics
- This Course provides a broad overview of the scope, methods, and concerns of political studies, and analyzes the institutional contexts that give rise to politics.
- This Course seeks to address fundamental questions such as the nature of power and politics, how the concept of 'political' is understood and organized, and the impact of these factors on social relations.
- Ultimately, the primary goal of the course is to establish a foundational understanding for further exploration within the discipline of political science.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Political Science</b>		<b>8</b>	<b>15%</b>
	1.1	Definition and Nature of Political Science		
	1.2	Concept of Political Science		
	1.3	Methods of studying Politics -Traditional Methods -Philosophical Method - Historical Method - Institutional Method-Legal Method - Modern Methods - Behavioural Method - Post Behavioural Method		
	1.4	Significance of Political Science		
	1.5	Relationship of Political Science with other allied subjects - Sociology, economics and law		
<b>2</b>	<b>Origin and Development of State</b>		<b>12</b>	<b>20%</b>
	2.1	Historical Evolution of State from Individual to State		
	2.2	Meaning and definition of State		
	2.3	Essential elements of State - Population-Territory- Government and Sovereignty		
	2.4	Theories of origin of State–Divine origin Theory - Historical Theory - Genetic Theory- Social Contract Theories of Hobbes, Locke and Rousseau		
	2.5	Types of State - Unitary- Federal-Micro-Macro and City-State		
	2.6	Development of State from City State - Plato's ideal State		
	2.7	Nation State - Welfare State - Micro and Macro - Cosmopolitan State		
<b>3</b>	<b>Sovereignty of State</b>		<b>8</b>	<b>15%</b>
	3.1	Meaning and definition of Sovereignty		
	3.2	Characteristics of Sovereignty		
	3.3	Sovereignty and Constitutional law		

	3.4	Austin's Interpretation and Pluralistic Interpretation of Sovereignty		
<b>4</b>	<b>Theory of Separation of Powers:</b>			
	4.1	Origin and Development of the concept	<b>8</b>	<b>15%</b>
	4.2	Significance of Theory of Separation of Powers		
	4.3	Interrelation between Legislature, Executive and Judiciary		
<b>5</b>	<b>Political Obligation</b>			
	5.1	Meaning and Nature of Political Obligation	<b>6</b>	<b>15%</b>
	5.2	Theories of Political Obligation – Liberal Theory-Force Theory-Consent Theory - Idealist Theory- Marxist Theory- Utilitarian Theory		
<b>6</b>	<b>Government and its Forms</b>			
	6.1	Difference between State and Government	<b>10</b>	<b>20%</b>
	6.2	Classification of Government –Classical view - Plato and Aristotle		
	6.3	Modern Forms of Government – Monarchy- Aristocracy- Democracy, Dictatorship		
	6.4	Modern Forms of Government – Parliamentary-Presidential- Unitary and Federal		
	6.5	Local Self Government – An overview		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Asirvatham, A. (1988). Political Theory. New Delhi: S. Chand and Co.
- Hay, C. (2002). Political Analysis: A Critical Introduction. Basingstoke: Palgrave Macmillan.
- Gauba, O. P. (2005). An Introduction to Political Theory. New Delhi: Macmillan.
- Heywood, A. (2002). Politics. New York: Palgrave.
- Ramaswamy, S. (2003). Political Theory: Ideas and Concepts. Delhi: Macmillan

## Semester – I

Course Code	Course Name	Credits
<b>HIS2101N</b>	<b>Empire's Metropolis: A History of Colonial Bombay (C. 1700-1947)</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>1</b>	<b>04</b>	-	<b>1</b>	<b>04</b>

								Credits	
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	100
Test	Assignment & Presentation	Attendance							
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	

### Course outcomes

- This module studies the rise of Bombay as the ‘urbs prima in Indis’ (the first city) during the age of the empire.
- It traces the conditions responsible for the transformation of the seven islands into a global metropolis.
- The module focuses on identifying and analysing the core economic, political, social, and cultural forces that shaped the city during the colonial rule.
- In addition to the use of existing academic literature for understanding Mumbai’s urban past.
- The module will also engage with visual media, literature, poetry and journalistic accounts of the city to construct the idea of heritage and colonial urbanism.

### Course Objectives

- To engage with the idea of the ‘colonial city’ and highlight some of the core themes associated with Bombay’s growth as a prime urban centre.
- To encourage debate and critical thinking on urban heritage.
- To self-manage learning through research projects on the city’s urban past.
- To understand Bombay’s Urban past.
- To get an understanding of Urban Planning.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Seven Islands to a Mercantile Port</b>		<b>10</b>	<b>20%</b>
	1.1	Background History - The Portuguese and the British		
	1.2	Growth and Development – Transformation of the Harbour to a Mercantile Port		
	1.3	Infrastructure Development in the city – Railways, Trams and Roadways		
<b>2</b>	<b>Mercantile Port to a Global Metropolis</b>		<b>10</b>	<b>20%</b>
	2.1	Establishment of the textile mills and the contribution of the Indian industrialists		
	2.2	American Civil War and the Cotton Boom		
	2.3	Textile Industry, Indian National Movement and the World Wars		
	<b>Communities and Neighborhoods in Bombay</b>		<b>10</b>	<b>20%</b>
<b>3</b>	3.1	Indigenous, Trading and Business Communities		
	3.2	Working Class and Public Housing in the City – Chawls of Bombay (BCIT, BDD and Private Chawls)		
	3.3	Emergence of the Public sphere in Twentieth Century Bombay City		
<b>4</b>	<b>Environment, Built Heritage and the City</b>		<b>09</b>	<b>18%</b>
	4.1	Ancient and Medieval History - Rock cut and Temple architecture, Forts of Bombay		
	4.2	Gothic, Indo Saracenic and Art Deco in Bombay		
	4.3	Maximum City and its Environmental Challenges: Mangroves, Salt Pans and Green/Open Spaces		

<b>5</b>	<b>Bombay City and Art</b>			
	5.1	Dramas and theatre – Marathi, Hindi and Gujarati	<b>07</b>	<b>12%</b>
	5.2	Film Industry Marathi and Hindi		
	5.3	Other Art forms- Paintings, Sculptures and Others		
<b>6</b>	<b>Journey from Bombay to Mumbai</b>			
	6.1	State Formation of Maharashtra with Mumbai asCapital	<b>06</b>	<b>10%</b>
	6.2	Labor movement		
	6.3	Health, Hospitality and Fishing Industry		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Albuquerque, T. (1985). <i>Urbs Prima in India: An Epoch in The History Of Bombay, 1840-1865</i>. New Delhi: Promilla and Company.</li> <li>• Breckenridge, C. (ED.). (1995). <i>Consuming Modernity: Public Culture in A South Asian World</i>. New Delhi: Oxford University Press.</li> <li>• Chandavarkar, R. (1994). <i>Origins of Industrial Capitalism in India</i>. Cambridge: Cambridge University Press.</li> <li>• Chopra, P. (2011). <i>A Joint Enterprise: Indian Elites and The Making of British Bombay</i>. Minneapolis: University Of Minnesota Press.</li> <li>• D'monte, D. (2002). <i>Ripping The Fabric: The Decline Of Mumbai and its Mills</i>. New Delhi: Oxford University Press.</li> </ul>

## Semester – I

Course Code	Course Name	Credits
BSW2101N	Introduction to Social Work	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Credits
Test	Assignment & Presentation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	

### Course outcomes

- The knowledge of this subject is essential to understand fact, concept, theories of social work.
- It is also highlighting the history of social work profession.
- The course would enable students to use classroom knowledge to understand evolution of social work as a profession in India.
- The course would enable students to use classroom knowledge to understand evolution of social work as a profession in the west.

### Course Objectives

- To study the basic concepts, and theories of social work.
- To understand the history of social work profession.
- To understand the theories and principles of social work.
- To study evolution of social work as a profession in India and in the west.



<b>Detailed Syllabus</b>				
<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Concepts and Historical Overview of Social Work</b>		<b>8</b>	<b>15%</b>
	1.1	Social service tradition in Indian culture		
	1.2	Religious roots of Charity and Philanthropy		
	1.3	Role of Institutions like Family, Caste group and the Panchayat in meeting the Human needs.		
<b>2</b>	<b>Understanding the concepts related Social Work</b>		<b>8</b>	<b>15%</b>
	2.1	The concepts of social service, social change,		
	2.2	Social reform, social work, Social Welfare, Social action, social development.		
<b>3</b>	<b>Development of professional social work</b>		<b>10</b>	<b>20%</b>
	3.1	Emergence and the development of professional social work in India		
	3.2	Emergence and the development of professional social work in the west- an historical view.		
<b>4</b>	<b>Social work principles</b>		<b>8</b>	<b>15%</b>
	4.1	Social work principles		
	4.2	Ethics and values of social work as a profession.		
<b>5</b>	<b>Social work education</b>		<b>10</b>	<b>20%</b>
	5.1	Social work education in India		
	5.2	Historical growth of social work profession		
	5.3	present status of social work profession		
	5.4	Social work professional association – general orientation		
<b>6</b>	<b>Issues and Trends in Social work</b>		<b>8</b>	<b>15%</b>
	6.1	Issues in the social work profession today		
	6.2	Trends in Social work		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
• Bhattacharya, S. (2007). Social Work – An Integrated Approach. Deep & Deep Publications Pvt Ltd.
• Gupta, V. P., Singh, A., & Gupta, M. (1999). Fluid Mechanics, Fluid Mechanics & Hydraulics. CBS Publishers.
• Friedlander, W. A. (1961). Introduction to Social Welfare. Prentice Hall Inc.
• Gangrade, K. D. (1986). Social Work and Development. Northern Book Centre.

<b>Semester - I</b>						
Course Code		Course Name			Credits	
BMT2110N		<b>BUSINESS MANAGEMENT-I</b>			4	
Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

		Theory			Term Work / Practical/Oral			Total	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

<b>Course outcomes</b>
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- Identify and explain the basic concepts, nature, and scope of management, and recognize its significance in organizational success.
- Analyze various management theories, including classical and modern approaches, and apply these frameworks to solve organizational challenges.
- Demonstrate the ability to carry out the management planning process, set objectives, and use forecasting and decision-making techniques to guide organizational planning.
- Evaluate different types of organizational structures and understand the principles of authority, delegation, departmentalization, and staffing processes.
- Develop and apply techniques for management control, motivation, coordination.
- Communication to improve organizational effectiveness.

<b>Course Objectives</b>
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- Familiarize students with the key concepts, functions, and levels of management, and the evolution of management theories.
- To effectively plan, set objectives, forecast, and make informed decisions within an organization.
- Provide students with an understanding of how organizations are structured, including departmentalization, span of control, and the principles of authority and delegation.
- Enable students to conduct job analysis, manpower planning, recruitment, and training, and understand the importance of employee development and recognition.
- Teach students the processes and objectives of management control.
- The importance of coordination, communication, and motivation in directing organizational efforts.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
1	<b>Introduction</b>	<b>09</b>	<b>20%</b>
	1.1 Concept, Nature, Scope and Functions of Management		
	1.2 Functions of Management, Levels of Management, Evolution and Foundations of Management Theories - Classical		
	1.3 Systems Approach to organization, Modern Organization Theory.		
2	<b>Management Planning Process</b>	<b>09</b>	<b>20%</b>
	2.1 Planning objectives and characteristics		
	2.2 Hierarchies of planning, the concept and techniques of forecasting		
	2.3 Decision making – concepts & process, MBO, concept and relevance		
3	<b>Organization</b>	<b>09</b>	<b>20%</b>
	3.1 Meaning, Importance and Principles, Departmentalization		
	3.2 Span of Control, Types of Organization		
	3.3 Authority, Delegation of Authority		
4	<b>Staffing</b>	<b>09</b>	<b>15%</b>
	4.1 Meaning, Job analysis, Manpower planning		
	4.2 Recruitment, Transfers and Promotions, Appraisals		
	4.3 Management Development, Job Rotation, Training, Rewards and Recognition.		
	<b>Directing</b>		
5	5.1 Motivation, Co-ordination, Communication	<b>09</b>	<b>15%</b>
	5.2 Directing and Management Control, Decision Making		
6	<b>Management Control</b>		
	6.1 Coordination, Meaning, Nature, Features	<b>07</b>	<b>10%</b>
	6.2 Objectives and Process of Management Control		
<b>Total</b>		<b>52</b>	<b>100%</b>
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Stoner, J. A. F., Freeman, R. E., &amp; Gilbert, D. R., Jr. (2010). Management (8th ed.). Pearson Education.</li> <li>• Robbins, S. P. (2009). Fundamentals of Management: Essential Concepts and Applications (6th ed.). Pearson Education.</li> <li>• Prasad, L. M. (n.d.). Principles &amp; Practice of Management (1st ed.). Tata McGraw-Hill.</li> </ul>			

## Semester – I

Course Code	Course Name	Credits
ECO2110N	Economics-I	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03		01	03		01	04

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work		Prac.	Oral
Test	Assignment	Viva	Attendance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

<ul style="list-style-type: none"> <li>The knowledge of this subject is essential to understand facts, concepts of microeconomics, which deals with economics at individual level</li> </ul>
<ul style="list-style-type: none"> <li>Students understand the basic theories behind decision making process of households and the firms and their interaction in establishing equilibrium prices</li> </ul>
<ul style="list-style-type: none"> <li>Students understand the firm's decision making process</li> </ul>
<ul style="list-style-type: none"> <li>Students understand the importance of equilibrium in welfare objective</li> </ul>
<ul style="list-style-type: none"> <li>Students understand the impact of microeconomic decisions at macroeconomic level.</li> </ul>
<ul style="list-style-type: none"> <li>Promote social justice, communal harmony, and solidarity.</li> </ul>

### Course Objective

<ul style="list-style-type: none"> <li>Students are able to compare the different elasticities and their usefulness</li> </ul>
<ul style="list-style-type: none"> <li>Students are able to calculate the elasticities</li> </ul>
<ul style="list-style-type: none"> <li>Students are able to find the profit maximization equilibrium level</li> </ul>
<ul style="list-style-type: none"> <li>Students are able to understand the importance of kinky demand curve in stabilizing prices</li> </ul>
<ul style="list-style-type: none"> <li>Students are able to understand the pricing in the factor market</li> </ul>
<ul style="list-style-type: none"> <li>Students understand the importance of Pareto equilibrium</li> </ul>

## Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
1	<b>Exploring the Subject Matter of Economics</b>	7	15
	1.1 Definition of Economics. Why study economics? The scope and method of economics		
	1.2 scarcity and choice; questions of what, how and for whom to produce and how to distribute output.		
	1.3 Questions of what, how and for whom to produce		
	1.4 Question of how to distribute the profit		
	1.5 Concept of stable, unstable, static and dynamic equilibrium		
	1.6 Partial and general equilibrium, positive and normative economics		
2	<b>Supply and Demand: How Markets Work, Markets and Welfare</b>	7	15
	2.1 Equi marginal utility.		
	2.2 Individual demand and supply schedule		
	2.3 Derivation of market demand supply		
	2.4 Consumer's surplus		
	2.5 Shifts in demand and supply curve		
	2.6 The role of prices in resource allocation		
	2.7 Elasticity of demand -price, income and cross elasticity		
	2.8 Law of supply, elasticity of supply		
3	<b>Consumer's Behavior</b>	8	16
	3.1 Utility-cardinal and ordinal approaches,		
	3.2 Indifference curves and budget constraint		
	3.3 Consumer 's equilibrium (Hicks and Slutsky		
	3.4 Giffen goods		
	3.5 Compensated demand curve		
	3.6 Revealed preference		

	3.7	Engel curve		
4	<b>Theory of Production</b>		<b>10</b>	<b>18</b>
	4.1	Technology, Isoquants, Iso costs		
	4.2	Production with one and more variables		
	4.3	Cobb-Douglass production function		
	4.4	Returns to Scale		
5	<b>Theory of Cost</b>		<b>10</b>	<b>18</b>
	5.1	Short run and long run costs, cost curves in the short run and long run, total, average, and marginal product, cost minimization and expansion path, elasticity of substitution.		
	5.2	Total, average and marginal product		
	5.3	Cost minimization, envelope curve		
	5.4	Law of variable proportion		
6	<b>Markets</b>		<b>10</b>	<b>18</b>
	6.1	Perfect Competition		
	6.2	Assumptions of Perfect Competition		
	6.3	Short run equilibrium of perfect competition		
	6.4	Long run equilibrium of perfect competition		
Total			<b>52</b>	<b>100%</b>

**References:**

- Snyder, C., & Nicholson, W. (2010). Fundamentals of Microeconomics. Cengage Learning (India).
- Bernheim, B. D., & Whinston, M. D. (2009). Microeconomics. Tata McGraw-Hill (India).
- Ahuja, H. L. (2010). Principles of Microeconomics (18th ed.). S. Chand & Co. Ltd.
- Pindyck, R. S., & Rubinfeld, D. L. (n.d.). Microeconomics.
- Koutsoyiannis, A. (n.d.). Modern Microeconomics.

## Semester – I

Course Code	Course Name	Credits
HMR2110N	HUMAN RIGHTS-I: GENERAL HUMAN RIGHTS.	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04			04			04

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work		Prac.	Oral
Test	Assign ment	Viva	Atten dance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

- Promote human dignity and individual self-respect.
- Ensure gender equality and equal opportunities for all.
- Foster respect and appreciation for diversity.
- Support the rights of national, ethnic, religious, and linguistic minorities.
- Empower students for active citizenship and democratic participation.
- Promote social justice, communal harmony, and solidarity.

### Course Objective

- Critically analyze different spheres of human rights.
- Effectively communicate on socio-legal aspects of human rights.
- Enhance analytical thinking on international human rights law application.
- Assess specific human rights laws with legal instruments and contemporary cases.
- Analyze contemporary challenges and trends in human rights theory and practice.
- Understand divergences in human rights across international, regional, and domestic contexts.

**Detailed syllabus**

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
1	<b>Historical Development and Basic Concepts</b>		8	15
	1.1	Historical Development of Human Rights		
	1.2	Concepts of Justice		
	1.3	Concepts of Dignity		
	1.4	Concepts of Liberty and Equality		
	1.5	Concepts of Unity in Diversity		
	1.6	Concepts of Ethics and Morality		
2	<b>Understanding of the Concept of Rights and Duties</b>		8	15
	2.1	Meaning of Human Rights		
	2.2	Significance of Human Rights Education.		
	2.3	Rights: Inherent-Inalienable-Universal-Individual and Groups		
	2.4	Nature and concept of Duties		
	2.5	Interrelationship of Rights and Duties		
	2.6	Classification of Rights and Duties: Moral, Social, Cultural, Economic, Civil and Political		
3	<b>Human Duties and Responsibilities</b>		8	15
	3.1	Identification of Human Duties and Responsibilities.		
	3.2	The Relationship Between Human Rights and Human Duties.		
	3.3	Ethical Obligations of Individuals in upholding Human Rights.		
	3.4	Social Responsibilities in Promoting Equality and Justice.		
	3.5	Environmental Duties and the Role of Sustainable Practices.		
	3.6	Global and Cultural Variations in the Concept of Human Responsibilities.		



4	<b>General Problems of Human Rights</b>		<b>10</b>	<b>19</b>
	4.1	Challenges in Defining and Universally Applying Human Rights.		
	4.2	Conflict Between National Sovereignty and International Human Rights Standards.		
	4.3	Cultural Relativism and its Impact on Human Rights Implementation.		
	4.4	Economic Inequality as a Barrier to Human Rights Realization.		
	4.5	Political Repression and the Violation of Civil Liberties.		
	4.6	Issues of Accountability and Enforcement in Human Rights Violations		
5	<b>Important Convention on Human Rights-I</b>		<b>9</b>	<b>18</b>
	5.1	Universal Declaration of Human Rights (UDHR) (1948)		
	5.2	International Covenant on Civil and Political Rights (ICCPR) (1966)		
	5.3	International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)		
	5.4	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979)		
	5.5	Convention on the Rights of the Child (CRC) (1989)		
	5.6	Convention on the Rights of Persons with Disabilities (CRPD) (2006)		
6	<b>Important Convention on Human Rights-II</b>		<b>9</b>	<b>18</b>
	6.1	International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965)		
	6.2	Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) (1984)		
	6.3	Convention Relating to the Status of Refugees (1951) and its 1967 Protocol		
	6.4	Convention on the Prevention and Punishment of the Crime of Genocide (1948)		
	6.5	International Convention for the Protection of All Persons from Enforced Disappearance (2006)		
	6.6	Rome Statute of the International Criminal Court (1998)		
Total			<b>52</b>	<b>100%</b>

**References:**

- Gauba, O. P. (2009). An Introduction to Political Theory. Macmillan Publishers India.
- Subrahmanyam, S. (2004). Human Rights. Manas Publications.
- Basu, D. D. (2015). Human Rights And Constitutional Law. LexisNexis.
- Basu, R. (2004). The United Nations: Structure and Functions of An International Organization. Sterling Publishers Pvt. Ltd.
- Nirmal, C. J. (2000). Human Rights in India: Historical, Social, and Political Perspectives. Oxford University Press.
- Sinha, M. K. (2013). Implementation of Basic Human Rights. LexisNexis.

<b>Semester – I</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>ACW2110N</b>	<b>Academic and Creative Writing</b>	<b>04</b>

<b>Contact Hours</b>			<b>Credits Assigned</b>			
<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Total</b>
04	00	-	04	00	-	04

<b>Internal</b>				<b>External</b>		<b>Total</b>
<b>Mid-Sem Exam</b>	<b>Continuous Evaluation</b>	<b>Attendance</b>	<b>Total Internal</b>	<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	
<b>30</b>	<b>15</b>	<b>05</b>	<b>50</b>	<b>50</b>	<b>2 Hours</b>	<b>100</b>

<b>Course Outcomes</b>
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- Demonstrate effective ways of ideation.
- Identify various writing techniques.
- Acquire academic and idiomatic vocabulary.
- Comprehend the principles of effective paragraph structure and content.
- Analyse and evaluate own and other's works.

<b>Course Objectives</b>
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- To introduce the concepts of academic and creative writing.
- To familiarize students with the different genres and process of writing.
- To train students to write in various forms and formats.
- To encourage students to write for self-development and publication.
- To teach the various ways of ideating and writing creatively.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Fundamentals of Writing</b>		<b>8</b>	15%
	1.1	Significance of Writing as a Skill		
	1.2	Categories of Writing		
	1.3	Types of writing		
<b>2</b>	<b>Academic and Creative Writing</b>		<b>8</b>	15%
	2.1	Features of Academic and Creative Writing		
	2.2	Differences Between Academic and Creative Writing		
	2.3	Illustrations of Between Academic and Creative Writing		
	<b>Creative Writing</b>		<b>10</b>	20%
<b>3</b>	3.1	Ideation		
	3.2	Writing for target audience		
	3.3	Employ the various stages of the writing process - pre-writing, writing and re-writing		
	3.3	Employ descriptive, narrative and expository modes		
<b>4</b>	<b>Academic Writing</b>		<b>8</b>	15%
	4.1	Planning and Making the Outline		
	4.2	Refining Paragraph Structure		
	4.3	Proofreading and editing		
<b>5</b>	<b>Stylistics of Writing</b>		<b>10</b>	20%
	5.1	Common Literary Devices		
	5.2	Learning about Themes		
	5.3	Vocabulary Enhancement		
<b>6</b>		<b>Putting to Practice</b>		

	6.1	Analyzing short stories of famous foreign and Indian writers: Kate Chopin & Ruskin Bond	<b>8</b>	15%
	6.2	Producing samples of Various Writing Types		
	6.3	Peer review		
<b>Total</b>			<b>52</b>	<b>100</b>

**References:**

• Brohaugh, W. (n.d.). Write Tight: Say Exactly What You Mean With Precision And Power.
• Dev, A. N. (Ed.). (2016). A Handbook of Academic Writing and Composition. Pinnacle.
• Eckert, K. (2021). Writing Academic Research Papers. Moldy Rutabaga.
• Goins, J. (n.d.). You are A Writer (So Start Acting Like One). Tribe Press.
• Gupta, R. (2010). A Course in Academic Writing. Orient BlackSwan.
• Pinker, S. (2015). The Sense of Style: The Thinking Person’s Guide To Writing In The 21st Century. Penguin Books.
• Seely, J. (2005). Oxford Guide to Effective Writing and Speaking (2nd ed.). Oxford University Press.
• Turk, C., & Kirkman, J. (2003). Effective Writing. Chapman & Hall.

## Semester - I

Course Code	Course Name	Credits
FST2110N	Fashion Technology I (Fashion Studies)	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02		02	02		02	04

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continous Evaluation	Attendance	Total Internal						
15	30	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

- Have a deeper understanding of fashion theories, fashion terminologies, and vocabulary.
- Understand the workings of the fashion industry, including its historical development, current trends, and key players.
- Gain insights into the fashion production, including design, manufacturing, and distribution.
- Analyze various fashion subcultures, recognizing their role in challenging mainstream norms and shaping aesthetic trends.

### Course Objectives

- The course aims to deepen students' grasp of fashion theories, terminologies, and vocabulary, fostering their analytical skills for interpreting design and trends.
- The course also provides a comprehensive overview of the fashion industry's evolution, current trends, and key players while offering insights into the intricacies of design, manufacturing, and distribution processes.
- By exploring diverse fashion subcultures, students will recognize their role in reshaping aesthetics and challenging conventional norms, enhancing their ability to engage thoughtfully with the multifaceted realm of fashion.

### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>Fashion Terminology &amp; Etymology</b>	<b>9</b>	<b>20%</b>
	1.1 Clothes, costumes, fashion, Social Identity, feel-good, unique identity, designer jeans, perfect look, branded cosmetics, branded shoes, eyewear, watches, etc.		
	1.2 Elements and principles of design in context to fashion (point, line, shape- [silhouette, motifs, repeats], colour [hue, value, intensity], texture) (balance, proportion, emphasis, rhythm, harmony)		
	1.3 Style, Types of Fashion Avante Garde, haute couture/high fashion, mass-market, bridge/prêt-a- porter/ready-to-wear fashion Classics, fads, knock off.		
<b>2</b>	<b>Factors Influencing Fashion and Fashion Theories</b>	<b>9</b>	<b>15%</b>
	2.1 Accelerating and Retarding factors influenced by social, cultural, economic, political, technological, sports, music, etc.		
	2.2 Fashion Theories- Trickle-up, Trickle-down and Mass dissemination		
<b>3</b>	<b>Fashion Cycles and Fashion Consumers</b>	<b>8</b>	<b>15%</b>

	3.1	Five stages of the fashion cycle and the various types of cycles.		
	3.2	Fashion consumers at each stage		
<b>4</b>	<b>Introduction to the Fashion Industry</b>		<b>8</b>	<b>15%</b>
	4.1	A brief global overview of the textile and apparel industry. Sectoral overview of the fashion industry in India		
	4.2	Fashion capitals of the world: Paris, Milan, New York, London, Tokyo (Uniqueness and 5 top designers/brands from each capital)		
<b>5</b>	<b>Fashion Details</b>		<b>9</b>	<b>20%</b>
	5.1	Component details of necklines, collars, sleeves, cuffs, belts, pockets, drapes, yokes, gathers, frills, pleats, and tucks.		
	5.2	Understanding and Identification of applique, patchwork, embroideries, beadwork, fringes, tassels, quilting, smocking, shearing,		
	5.3	Types of hemlines, trims, fasteners, laces, zippers, buttons, rouleau, drawstrings, vents, and rivets.		
	5.4	Jewelry, handbags, hats, headgear, footwear, watches, scarves, sunglasses, pins.		
<b>6</b>	<b>Regional Styles, Culture and Fashion</b>		<b>9</b>	<b>15%</b>
	6.1	Mediterranean, Latino, and Scandinavian styles- history, culture and society, lifestyle, textiles and clothing, accessories, home furnishings.		
	6.2	Fashion in relation to sports, movies, and music- types of styles and trends, textiles and fabrics.		
<b>Total</b>			<b>52</b>	<b>100%</b>



**References:**

- Frings, G. S. (1999). Fashion: From Concept to Consumer. Prentice-Hall Inc.
- Tortora, P. (Ed.). (n.d.). The Fairchild Dictionary of Fashion. Fairchild Publications.
- Hussain, S. A. (n.d.). Variety: Fashion For Freedom. [Publisher information needed].
- Keiser, S. J., & Garner, M. B. (2023.). Beyond Design. Fairchild Publications.
- Sumathi, G. J. (2021). Elements of Fashion & Apparel Design. [Publisher information needed].
- Solomon, M. R. (n.d.). Consumer Behavior: In Fashion. Pearson Education India.

<b>Semester - I</b>
<b>INTERIOR DESIGN</b>

Course Code	Course Name	Credits
IND2110N	Interior Design -I	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	03	01	-	03	04

		Theory			Term Work / Practical/Oral			Total
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal					
15	30	05	50	-	-	50	-	100

<b>Course outcomes</b>
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- Understand the field of Interior Design as a profession
- Familiarization with Colours, textures and materials used in the interior spaces
- Awareness of drawing at scale, lettering and dimensioning
- Understanding basics of technical drawing
- Familiarize with Anthropometry of interior space
- Designing of residential interior space

<b>Course Objectives</b>
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- To enable students to understand the design aspects and constraints of residential interiors.
- To appraise the students about the role and complexity in interior design.

## Detailed Syllabus

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction to Interior Design</b>		<b>12</b>	<b>20%</b>
	1.1	Introduction to the profession of Interior Design. Difference between design & decoration.		
	1.2	Basics of sheet formats		
	1.3	Introduction to elements and principles of design and Interior Design as a profession.		
	1.4	Basics of Sketching		
<b>2</b>	<b>Basics of colors, textures, and materials</b>		<b>8</b>	<b>12%</b>
	2.1	To enable the students to understand the basics of Colors in form of colour wheel and colour schemes		
	2.2	Understanding of materials and textures		
<b>3</b>	<b>Introduction to basics of lettering, and scales</b>		<b>8</b>	<b>12%</b>
	2.1	Basics of lettering		
	2.2	Basics of scales		
	2.3	Basics of Dimensioning		
<b>4</b>	<b>Basics of Drawing and Technical Drafting</b>		<b>8</b>	<b>13%</b>
	3.1	Understanding 2D drafting		
	3.2	Understanding plans and elevations of basic objects		
<b>5</b>	<b>Study of Anthropometry, human proportions and required spaces</b>		<b>8</b>	<b>13%</b>
	4.1	Anthropometric study of various residential spaces.		
	4.2	Discussion of various activities in a residence		
	4.3	Studying circulation in residential interior spaces		
<b>6</b>	<b>Layout of residential interior space</b>		<b>16</b>	<b>30%</b>
	6.1	Making final layout plan with suggested design		
	6.2	Understanding Interior Design from reference images		
	6.3	Preparing a final portfolio		
<b>Total</b>			<b>60</b>	<b>100%</b>

<b>References:</b>
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- |   |
|---|
| • Neufert, E. (2019). Neufert's Architects' DATA (5th ed.). Wiley-Blackwell.                          |
| • Ching, F. D. K. (2014). Architecture: Form, Space, and Order (4th ed.). Wiley.                      |
| • Chiara, J., & Callender, J. (2008). Time-Saver Standards for Building Types (2nd ed.). McGraw-Hill. |
| • Ramsey, C. E., & Sleeper, H. R. (2016). Architectural Graphic Standards (11th ed.). Wiley.          |
| • Plunkett, D. (2016). Drawing For Interior Design. Laurence King Publishing                          |

## Semester - I

Course Code	Course Name	Credits
FLF2111N	FRENCH I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Theory							Term Work / Practical/Oral			Total
Internal Assessment				Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Viva	Continuous Evaluation	Attendance							
15	20	10	05	50	50	75 mins	-	-	-	100

### Course Objectives

- To familiarize students with the French language, with its phonetic system and its accents.
- To make the students understand simple spoken French, including greetings, introductions, and basic conversational phrases.
- To engage the students in basic conversations, introduce yourself, ask and answer simple questions, and use common expressions.
- To familiarize the students to write simple sentences and paragraphs about familiar topics, such as daily activities, personal information, and immediate needs.
- To compare cultural differences and similarities between French-speaking countries and the student's own culture.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Module I</b>		
	Leçon 1	<b>6</b>	<b>50%</b>
	Bienvenue !		
	Leçon 2		
	Le français de A à Z		
	Leçon 3		
	Le monde en français		
	Leçon 4		
	La classe et nous		
<b>2</b>	<b>Module II</b>		
	Leçon 1	<b>3</b>	<b>20%</b>
	Bonjour !		
	Leçon 2		
	Ça se passe où ?		
	Leçon 3		
	Ils sont francophones.		
<b>3</b>	<b>Module III</b>		
	Leçon 1	<b>4</b>	<b>30%</b>
	Portraits		
	Leçon 2		
	En classe		
	Leçon 3		
	Je parle français pour ...		
	<b>Total</b>	<b>13</b>	<b>100%</b>

## Course Outcomes

After the completion of this course Students will be able to:

- Read French language, with its phonetic system and its accents and greet someone in French.
- Understand simple spoken French, including greetings, introductions, and basic conversational phrases.
- Introduce themselves, ask and answer simple questions, and use common expressions.
- Write simple sentences and paragraphs about familiar topics, such as daily activities, personal information, and immediate needs.
- Compare cultural differences and similarities between French-speaking countries and the student's own culture.

### References :

- Berthet, H., Hugot, S., & others. (2012). Alter Ego - Méthode De Français, A1. Hachette.
- Girardeau, B., & Mous, N. (2011). Réussir Le Delf A1. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Cahier D'exercices. Didier.

• Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Guide Pédagogique. Didier.
• Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Livre De L'élève. Didier.
• Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Cahier D'exercices. Didier.
• Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Guide Pédagogique. Didier.
• Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Guide Pédagogique Téléchargeable. Didier.
• Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Livre D'élève + CD. Didier.
• Hirschsprung, N., & Tricot, T. (2017). Cosmopolite 1 Méthode De Français A1. Hachette.
• Hirschsprung, N., & Tricot, T. (2017). Cosmopolite 1 Cahier D'activités A1. Hachette.

## Semester – I

Course Code	Course Name	Credits
FLG2111N	German I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	-	-	1	-	-	1

		Theory				Term Work / Practical/Oral			Total	
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	

### Course Objectives

The course is designed :

- To introduce oneself and others
- To greet and have a basic conversation in German
- To frame and understand simple sentences in present tense
- To ask and answer basic questions pertaining to one's and other's name, residence, or similar topics from one's direct surroundings
- To pronounce and read known names, words, and simple sentences

### Course Outcomes

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

- Introduce themselves and others.
- Greet each other.
- Frame and understand simple sentences in present tense.
- Ask and answer basic questions pertaining to one's and other's name, residence, or similar topics from one's direct surroundings.



- Correctly pronounce and read known names, words, and simple sentences.

### Detailed Curriculam

Module/ Unit	Course Module / Contents	Hours	Marks Weightage		
<b>1</b>	<b>Kapitel 1</b>	<b>05</b>	<b>34%</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>Grammatischer Aspekt</b></td> <td> <ul style="list-style-type: none"> <li>· Verben für Vorstellung - heißen, kommen, wohnen (Vorstellung) + Personalpronomen Sie, ich, er, sie</li> <li>· Verben für Vorstellung+ sprechen und sein + Personalpronomen du, ihr, wir, es, sie (pl.)</li> <li>· W-Fragen u. Aussagen</li> </ul> </td> </tr> <tr> <td><b>Thematischer Aspekt</b></td> <td> <ul style="list-style-type: none"> <li>· grüßen und verabschieden sich und andere vorstellen</li> <li>· über sich und andere sprechen</li> <li>· Zahlen bis 20, Telefonnummer und E-Mail-Adresse nennen</li> <li>· Buchstabieren über Länder und Sprachen sprechen</li> </ul> </td> </tr> </table>			<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>· Verben für Vorstellung - heißen, kommen, wohnen (Vorstellung) + Personalpronomen Sie, ich, er, sie</li> <li>· Verben für Vorstellung+ sprechen und sein + Personalpronomen du, ihr, wir, es, sie (pl.)</li> <li>· W-Fragen u. Aussagen</li> </ul>
<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>· Verben für Vorstellung - heißen, kommen, wohnen (Vorstellung) + Personalpronomen Sie, ich, er, sie</li> <li>· Verben für Vorstellung+ sprechen und sein + Personalpronomen du, ihr, wir, es, sie (pl.)</li> <li>· W-Fragen u. Aussagen</li> </ul>				
<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>· grüßen und verabschieden sich und andere vorstellen</li> <li>· über sich und andere sprechen</li> <li>· Zahlen bis 20, Telefonnummer und E-Mail-Adresse nennen</li> <li>· Buchstabieren über Länder und Sprachen sprechen</li> </ul>				
<b>2</b>	<b>Kapitel 2</b>	<b>04</b>	<b>33%</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>Grammatischer Aspekt</b></td> <td> <ul style="list-style-type: none"> <li>· Verbstamm mit ‚d‘ oder ‚t‘, z.B. arbeiten, unterrichten, schneiden</li> <li>· Unregelmäßige Verben, z.B. fahren, lesen, sein, haben</li> <li>· Ja-Nein Frage</li> <li>· Bestimmter Artikel</li> </ul> </td> </tr> <tr> <td><b>Thematischer Aspekt</b></td> <td> <ul style="list-style-type: none"> <li>· Wochentage benennen</li> <li>· über Arbeit, Berufe und Arbeitszeiten sprechen</li> <li>· Zahlen ab 20 nennen</li> <li>· über Jahreszeiten sprechen</li> </ul> </td> </tr> </table>			<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>· Verbstamm mit ‚d‘ oder ‚t‘, z.B. arbeiten, unterrichten, schneiden</li> <li>· Unregelmäßige Verben, z.B. fahren, lesen, sein, haben</li> <li>· Ja-Nein Frage</li> <li>· Bestimmter Artikel</li> </ul>
<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>· Verbstamm mit ‚d‘ oder ‚t‘, z.B. arbeiten, unterrichten, schneiden</li> <li>· Unregelmäßige Verben, z.B. fahren, lesen, sein, haben</li> <li>· Ja-Nein Frage</li> <li>· Bestimmter Artikel</li> </ul>				
<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>· Wochentage benennen</li> <li>· über Arbeit, Berufe und Arbeitszeiten sprechen</li> <li>· Zahlen ab 20 nennen</li> <li>· über Jahreszeiten sprechen</li> </ul>				

		ein Profil im Internet erstellen		
<b>3</b>	<b>Kapitel 3</b>		<b>04</b>	<b>33%</b>
	<b>Grammatischer Aspekt</b>	Unregelmäßige Verben, z.B. fahren, geben, sprechen, sehen, nehmen Unbestimmter Artikel: Ein, eine, ein und Bestimmter Artikel		
	<b>Thematischer Aspekt</b>	Texte einer Bildergeschichte zuordnen Verkehrsmittel benennen Artikel lernen		
<b>Total</b>			<b>13</b>	<b>100%</b>

#### References:

- Aufderstraße, H. (2012). Lagune 1. Deutsch Als Fremdsprache: Kursbuch Und Arbeitsbuch. Max Hueber Verlag.
- Braun, A., & Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.
- Dengler, S. (2012). Netzwerk A1. Teil 2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache. Langenscheidt.
- Funk, H., Kuhn, C., & Demme, S. (2015). Studio D A1: Deutsch Als Fremdsprache. Cornelsen Verlag.
- Langenscheidt. (2022). Langenscheidt Pocket Dictionary German: German-English, English-German. Langenscheidt Publishing Group.
- Niebisch, D., Specht, F., Krieger, G., & Reimann, M. (2016). Lagune A1: Kursbuch. Hueber Verlag.

## Semester – I

Course Code	Course Name	Credits
FLS2111N	SPANISH I	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
1	-	-	1	-	-	1

		Theory					Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Objectives

The course is designed:

- To enable the student present and describe oneself and people.
- To enable to enter in contact and begin a conversation.
- To enable to talk about one's family, tastes, and preferences.
- To familiarize students with the Spanish language, with its phonetic system and its accents.
- To enable the student to read and understand texts in Spanish adapted for the level.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>Quiero aprender español.</b>	<b>4</b>	<b>30%</b>
	1.1 Los saludos y las despedidas		
	1.2 Los alfabetos		
	1.3 Las reglas de pronunciaciones		
	1.4 Los números en español (0-100)		
<b>2</b>	<b>Gramática y nosotros</b>	<b>4</b>	<b>30%</b>
	2.1 Los artículos		
	2.2 Los sustantivos, adjetivos y los géneros		
	2.3 Las profesiones y las nacionalidades		
	2.4 Vocabulario de la familia.		
<b>3</b>	<b>Quiero aprender los verbos</b>	<b>5</b>	<b>40%</b>
	3.1 El sujeto en español.		
	3.2 Los verbos en español (el verbo en SER)		
	3.3 Los verbos regulares (AR, ER, IR)		
<b>Total</b>		<b>13</b>	<b>100%</b>

## Course Outcome

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

- Present himself/herself to people.
- Initiate conversation and formal talk with fellow native speakers.
- Talk about his/her tastes, preferences, and choices.
- Pronounce Spanish words and dictions in the correct form.
- Read Spanish texts, stories, newspapers, and magazines and comprehend them.

### References:

- García, J., & Garmendia, J. (2020). Aula Internacional Plus. [Publisher information needed].
- Hidalgo, A. F. (2020). Preparacion Dele. [Publisher information needed].
- Hollis, M. R. (2010). Essential Spanish Verbs. Teach Yourself.
- Moya, F., & Pérez, L. (2019). Spanish Short Stories For Beginners. [Publisher information needed].

<ul style="list-style-type: none"> <li>• Nissenberg, G. (2020). Practice Makes Perfect: Complete Spanish Grammar (Premium 4th ed.). McGraw-Hill Education.</li> </ul>
<ul style="list-style-type: none"> <li>• Equipo Nuevo Prisma, &amp; Aixalà I. Pozas, E. (2014). Nuevo Prisma A2. [Publisher information needed].</li> </ul>
<ul style="list-style-type: none"> <li>• Richards, O. (2018). Short Stories In Spanish For Beginners. Teach Yourself.</li> </ul>
<ul style="list-style-type: none"> <li>• Simpson, B. (2008). Spanish Verb Tenses. [Publisher information needed].</li> </ul>
<ul style="list-style-type: none"> <li>• Soriano, J., &amp; Garmendia, J. (2020). Aula Internacional Plus. [Publisher information needed].</li> </ul>
<ul style="list-style-type: none"> <li>• Verblix, &amp; Torres Sánchez, M. (2018). Spanish Short Stories for Beginners. [Publisher information needed].</li> </ul>

## Semester - I

Course Code	Course Name	Credits
CSE2112N	Effective Listening	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Objectives

The course is designed:

- To familiarize students with the fundamentals, types and barriers to communication.
- To provide guidelines and improve the student's communication skills.
- To enable students to learn the principles of listening.
- To guide the students about different types of listening.
- To make the students better listeners and make listening the most important source of knowledge.

### Course Outcomes

After completion of this course Students will be able to:

- Recognize the importance of basic communication and barriers in professional arenas.
- Participate in and develop listening skills through Group discussion and extempore.
- Enhance proficiency in speaking and active listening.
- Decipher as to which type of listening they should practice according to the situation.
- Practice and perfect their listening skills and thus will become better communicators.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Fundamentals of Communication</b>		<b>6</b>	<b>46%</b>
	1.1	Communication: Definition, Meaning, Process, Cycle, Purpose of communication		
	1.2	7 Cs of communication: Clear, concise, concrete, correct, coherent, complete, and courteous.		
	1.3	Barriers to effective communication: Language/semantic barriers, Physical barriers, physiological barriers, psychological barriers, cross-cultural barriers & organizational barriers.		
	1.4	Types of Communication: Depending on Method (Verbal & Non-verbal), Business (Internal & External), Individuals Involved (Intrapersonal & Interpersonal), Rules (Formal & Informal).		
<b>2</b>	<b>Communication Skills</b>		<b>5</b>	<b>39%</b>
	2.1	The process of listening, importance of listening		
	2.2	Types of listening: Informative/comprehensive, attentive, appreciative, discriminative, emphatic, active, selective & critical/evaluative.		
	2.3	Effective Listening: Principles and Barriers		
<b>3</b>	<b>Enhancing Listening Skills</b>		<b>2</b>	<b>15%</b>
	3.1	Guidelines to improve listening & avoiding common barriers		
	3.2	Activities to enhance listening; Listening exercise for main idea- vocabulary, Phrases & idioms, (news debate/conversations, audio scripts to draw conclusion based on context).		
<b>Total</b>			<b>13</b>	<b>100</b>

**References:**

- Apple, S. (2022). Active Listening Techniques: The 10 Steps to Effective Listening for Better Relationships And More Productivity. Notion Press.
- Beck, J. (2022). The Art of Effective Listening: How to Communicate Better with Others. HarperCollins.
- Brown, D. (2021). Effective Communication: Mastering The Art of Listening. Wiley.
- Chaturvedi, M. (2012). Fundamentals of Business Communication. Pearson Education India.
- Raman, M., & Sharma, S. (2009). Technical Communication: Principles and Practice. Oxford University Press.
- Raman, M., & Singh, P. (2012). Business Communication. Oxford University Press.
- Rizvi, A. (2017). Effective Technical Communication. McGraw Hill Education.
- MindTools. (2023). Tips for Effective Listening. MindTools Ltd.
- Psychology Today. (2023). The Psychology of Listening: What it is and How To Improve it. Susse Publishers.
- " [www.psychologytoday.com/articles/psychology-listening](http://www.psychologytoday.com/articles/psychology-listening).
- [www.mindtools.com/pages/article/newLDR\\_66.htm](http://www.mindtools.com/pages/article/newLDR_66.htm).



## Semester – I

Course Code	Course Name	Credits
BEH2151N	Behavioral Science-I (Understanding Self for Effectiveness)	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01			01			01

Theory							Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	
Activity	Assignment	Viva	Attendance	Total Internal			
20	40	35	05	100	00	-	100

### Course Outcomes

• Understanding oneself aids in making informed, value-aligned decisions.
• Self-awareness leads to clearer and more empathetic communication.
• Knowing personal strengths and weaknesses helps set realistic goals.
• Authenticity from self-awareness fosters deeper connections with others.
• Self-understanding enhances resilience and adaptability to change.
• Identifying development areas encourages ongoing self-improvement.

### Course Objective

• To introduce the student to the variety of principles influencing human behaviour.
• To take students, step by step, through an interactive understanding of each of these principles.
• To Gain a clear understanding of your abilities and limitations. Understand what motivates you and drives your decisions.
• To Identifying development areas encourages ongoing self-improvement.
• To Make choices that align with your values and goals.
• To Understand how your style affects interactions with others.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Core Competency &amp; Techniques of self-awareness</b>			
	1.1	Understanding of Self, Components of Self – Self-identity	<b>04</b>	<b>15</b>
	1.2	Self-concept, Self-confidence, Self-image, self-awareness, self-acceptance, and self-realization		
	1.3	Self-concept, Self-confidence, Self-image, self-awareness, self-acceptance, and self-realization		
	1.4	Mapping the key characteristics of self and framing a character for self		
<b>2</b>	<b>Self Esteem &amp; Effectiveness</b>			
	2.1	Meaning and Importance of self-esteem and self-effectiveness	<b>02</b>	<b>15</b>
	2.2	Process of Attitude formation, Factors that influence Attitude formation.		
	2.3	Components and Types of attitudes		
	2.4	Components and Types of attitudes		
<b>3</b>	<b>Building Positive Attitude</b>			
	3.1	Meaning and nature of attitude	<b>02</b>	<b>16</b>
	3.2	Common myths related to mental health		
	3.3	Strategies to improve mental health: Robert Plutchik’s Feeling wheel.		
<b>4</b>	<b>Building Emotional Competence</b>			
	4.1	Emotional Intelligence – Meaning, components, Importance and Relevance	<b>02</b>	<b>18</b>
	4.2	Techniques of improving emotional intelligence		
	4.3	Types of emotions, Healthy and Unhealthy expression of emotions		
	4.4	Theories & Models of emotions		

<b>Total</b>	26	<b>100%</b>
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<b>References:</b>	
•	Tanner, J. L., Arnett, J. J., & Leis, J. (2009). Self-awareness and identity in emerging adulthood: Timing mechanisms and contexts. <i>Emerging Adulthood</i> , 37(2), 55-74.
•	McKay, M., & Fanning, P. (2016). <i>Self-Esteem: A Proven Program of Cognitive Techniques for Assessing, Improving, And Maintaining Your Self-Esteem</i> . New Harbinger Publications.
•	Maio, G. R., & Haddock, G. (2015). <i>Attitudes and Attitude Change</i> . Sage.
•	Zuboff, S. (2019). <i>The Age of Surveillance Capitalism: The Fight for A Human Future at The New Frontier Of Power</i> . PublicAffairs.
•	Pankhurst, D. A., & White, K. A. H. (2020). The impact of social media on self-esteem: The mediating role of body image and perceived social support. <i>Computers in Human Behavior</i> , 112, 106441.

## Semester - I

Course Code	Course Name	Credits
ENV2116N	ENVIRONMENTAL STUDIES	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Theory				Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Continuo us Evaluation	Attenda nce	Total					
15	10	05	30	70	3 Hours	-	-	- 100

### Course Outcomes

- The course educates students in various waste management techniques and effective pollution control strategies.
- The course covers sustainable use of natural resources and biodiversity conservation. Students will learn how to balance resource utilization.
- This course equipped students with the ability to apply their knowledge, skills, values to mitigate environmental challenges and foster sustainable development.
- Students will learn about international efforts taken to safeguard the Earth's environment and resources.
- This course enables students to sensitize themselves to adverse health impacts of pollution and develop an understanding of the broad aspects of environmental management systems.
- Students will learn about Environmental legal framework to protect and conserve environment

### Course Objectives

- To identify and address environmental issues at local, regional, and global level.
- To impart basic knowledge about the environment and its allied problems.
- To develop an attitude of concern for the environment.
- To motivate learners to participate in environment protection and environment improvement.
- To acquire skills to help the concerned individuals in solving environmental problems.
- Strive to attain harmony with Nature.

## Detailed Syllabus

Module	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	Multidisciplinary nature of environmental studies	<b>06</b>	<b>10%</b>
	Definition, scope, and importance, need for public awareness.		
	Origin of agriculture, Industrial revolution, and its impact on the environment, water conflicts.		
	Sustainable Development Goals (SDGs)- Targets, challenges, and strategies.		
	Natural Resources: Types, Use and Exploitation.		
<b>2</b>	Ecosystem and Conservation of Biodiversity	<b>10</b>	<b>20%</b>
	Ecosystem: Definition, Structure, and function		
	Ecosystem types, significance, and ecosystem services		
	Biodiversity: Definition, types, and values of Biodiversity		
	Biogeographical zones and Hot spots in India and convention on Biological Diversity (CBD)		
	Conservation of Biodiversity, Biodiversity Laws, and Regulations		
<b>3</b>	Environmental Pollution and Control	<b>08</b>	<b>15%</b>
	Definition, types, sources, effects, and control of pollution:		
	Air & Noise Pollution		
	Water Pollution		
	Soil Pollution & Solid waste		
<b>4</b>	Environment Quality Standards and Management	<b>06</b>	<b>10%</b>
	An introduction of Environment Management System (EMS)		
	circular economy, eco Labelling, eco mark scheme.		
	Brief introduction of Environmental Impact Assessment: Concept and application		
<b>5</b>	IPR & Biosafety	<b>10</b>	<b>20%</b>
	Introduction and Concept of IPR, Advantages and		
	disadvantages of IPR		
	Introduction and concepts of biosafety, its levels in terms of environment and Human protection.		
<b>6</b>	Environmental Treaties and Legislation		

	Introduction to Environmental laws and Regulation. National Green Tribunal: Landmark Supreme court Judgements.		
	Salient Features of following Acts:		
	The Environment Protection Act-1986, an Umbrella Act	<b>12</b>	<b>25%</b>
	The Water (P & CP) Act-1974.		
	The Air (P & CP) Act-1981, Noise pollution (regulation & control) Rules		
	E-waste, Biomedical waste and Plastic waste management and handling rules.		
	Factories Act		
	<b>Total</b>	<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Chauhan, B. S. (2012). Environmental Studies. University Science Press.</li> <li>• Katewa, D. (2011). Textbook of Environmental Studies. Cengage Learning Pvt. Ltd.</li> <li>• Kaushik, C. P., &amp; Kaushik, A. (2012). Perspectives in Environmental Studies. New Age International Pvt. Ltd.</li> <li>• Gregory, &amp; Others. (2019). Environmental Sciences: A Student's Companion. Sage Publications.</li> <li>• Rao, C. S. (n.d.). Environmental Pollution Control Engineering. New Age International Pvt. Ltd.</li> <li>• Bharucha, E. (n.d.). Textbook of Environmental Studies For Undergraduate Courses. Universities Press.</li> </ul>

## Semester II

Course Code	Course Name	Credits
ECO 2201N	Development Economics	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

								Credits	
Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Assignment & Presentation	Attendance							
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- Students learn the different measures to calculate the development of the economy.
- Students also learn that the proper economic policies help the countries to improve the standard of living.
- Students will gain a deep understanding of the concepts and measures of economic development, distinguishing it from mere economic growth, and recognizing its multifaceted nature, including social, political, and environmental dimensions.
- Students will understand and critically evaluate different theories of economic development, including classical, neoclassical, structuralist, and contemporary models, and their applicability to various countries and regions.
- Students will analyze the importance of institutions, governance, and political economy in the development process, and understand how institutional quality impacts economic outcomes.

### Course Objectives

- To learn different theories of growth models viz. Adam Smith, Myrdal, Rostow and Harrod-Domar model and their applications for Indian Economy
- To provide students with a comprehensive understanding of the concept of economic development, including its various dimensions such as economic growth, poverty reduction, social inclusion, and environmental sustainability.

- To equip students with the tools to analyze the causes and consequences of poverty and income inequality, and to evaluate the effectiveness of various policies and interventions aimed at reducing poverty and promoting more equitable.
- To explore the importance of institutions, governance, and political economy in the development process, and to understand how institutional quality and governance structures impact economic outcomes and development trajectories.
- To examine the impact of globalization on developing economies, including the effects of trade, foreign direct investment, technology transfer, and migration, and to understand the challenges and opportunities presented by global economic integration.



	<b>Detailed Syllabus</b>			
<b>Module/Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction</b>			
	1.1	Economic growth, Economic Development and Sustainable Development-Factors determining economic development.	<b>10</b>	<b>20%</b>
	1.2	Measurement of Development: Conventional, HDI and Physical Quality of life Indies (PQLI).		
	1.3	Obstacles of economic development: vicious circle of poverty.		
<b>2</b>	<b>Growth Theories</b>			
	2.1	Growth Theories-Adam Smith-Ricardo-Malthus- Karl Marx-Schumpeter 's theory of Development- Keynes theory	<b>12</b>	<b>20%</b>
	2.2	Rostow 's stages of Economic Growth-Big Bush theory.		
<b>3</b>	<b>Growth Theories ...continued</b>			
	3.1	Doctrine of balanced growth-Concept of unbalanced growth-Dualistic theories-Myrdal theory- Growth Models-Harrod-Domar – Joan Robinson's model of capital accumulation-Meade's neoclassical model-Solow Model of Long Run Growth-Kaldor's model of growth-Models of Technical Change – Mahalanobis Model.	<b>12</b>	<b>20%</b>
<b>4</b>		<b>Economic Planning and Growth Theories- Application in India</b>		
	4.1	Economic planning-Planning process in a mixed economy-Growth Models in Indian Planning-	<b>08</b>	<b>20%</b>
<b>5</b>	5.1	Need for Foreign Capital-Forms of Foreign Capital- Multinational Corporations and foreign collaborations	<b>05</b>	<b>10%</b>
<b>6</b>	6.1	India 's Balance of Payments- different components of BoP and the recent trends in India's inflows and outflows of foreign exchange	<b>05</b>	<b>10%</b>
		<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

- Agarwal, R. C., & Seth, M. L. (2013). Economics of Development and Planning. Lakshmi Narain Agarwal.
- Agarwal, A. N., & Kundanlal. (2015.). Economics of Development and Planning. Vikas Publishing House Pvt. Ltd.
- Ray, D. (2009). Development Economics. Oxford University Press.
- Ray, D. The Economics of Development and Planning (With Special Reference to India). (n.d.). Vani Education Books.
- Todaro, M. P., & Smith, S. C. (2020). Economic Development (13th ed.). Pearson.

## Semester II

Course Code	Course Name	Credits
ECO 2202N	International Economics-I	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Internal Assessment			Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Credits
Test	Assignment & Presentation	Attendance							
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- To study the theories of International Trade and to highlight the trends and challenges faced by nations in a challenging global environment.
- Students learn the importance of international trade in growth of the world economy
- Students will gain a comprehensive understanding of classical and modern trade theories, including comparative advantage, Heckscher-Ohlin theory, and new trade theories, and be able to apply these theories to explain international trade patterns.
- Students will be able to critically evaluate the impact of different trade policies, such as tariffs, quotas, subsidies, and trade agreements, on domestic and global economies.
- Students will learn to analyze a country's balance of payments, understanding its components (current account, capital account, and financial account) and the implications of deficits and surpluses.

### Course objectives

- Students learn different theories of international trade, the concepts of terms of trade and the different trade agreements and regional blocks.
- To provide students with a solid foundation in classical and contemporary trade theories, including

concepts such as comparative advantage, factor endowments, and new trade theories, and to enable them to apply these theories to real-world trade scenarios.

- To equip students with the skills to evaluate the effects of various trade policies and instruments, such as tariffs, quotas, subsidies, and trade agreements, on national and global economies.
- To help students understand the processes and impacts of globalization, including how economic integration affects trade, investment, and economic development across countries.
- To enable students to analyze a country's balance of payments, including its components (current account, capital account, and financial account), and to understand the implications of imbalances and adjustments.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction</b>		
	<b>1.1</b> Meaning and Scope of International Economics, Importance of International Trade Domestic Trade Vs International Trade, Role of International Trade in Economic Growth	<b>10</b>	<b>20%</b>
2	<b>Theories of International Trade</b>		
	<b>2.1</b> Theory of absolute cost advantage, Theory of comparative cost advantage, Theory of factor endowment (Ohlin Theory, Leontief Paradox) , Intra Industrial Trade	<b>12</b>	<b>20%</b>
	<b>2.2</b> Intra Industrial Trade		
<b>3</b>	<b>Terms of Trade</b>		
	<b>3.1</b> Terms of Trade -Concept of Terms of Trade - Gross Barter Terms of Trade -) Net Barter Terms of Trade -Income Terms of Trade and Trade Policy - Single Factorial Terms of Trade - Double Factorial Terms of Trade - Factors affecting on Terms of Trade -	<b>12</b>	<b>20 %</b>
4	<b>4.1</b> Free Trade Policy – Meaning, Arguments for and against - Protection Policy – Meaning, Arguments for and against	<b>06</b>	<b>20%</b>
5	<b>Regional and International Economic Co- operation</b>		
	<b>5.1</b> Regional Co-operation, European Union (E.U), South Asian Association for Regional co-operation (SAARC) , Concept of Trade Blocks and Economic Integration, South American Preferential Trading Arrangement (SAPTA), North Atlantic free Trade Agreement (NAFTA) , BRICS – Introduction & Functions	<b>06</b>	<b>10%</b>

6		<b>Balance of Payments</b>	<b>06</b>	<b>10%</b>
	6.1	Introduction to the theories of Balance of Payments		
		<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

- Krugman, P., Obstfeld, M., & Melitz, M. (2012). International Economics: Theory And Policy (9th ed.). Addison-Wesley (Pearson Education Indian Edition).
- Salvatore, D. (2011). International Economics: Trade and Finance (10th ed.). John Wiley International Student Edition.
- Corden, W. M. (1997). Trade Policy and Welfare (2nd ed.). Clarendon Press.
- Srinivasan, T. N. (1998). Developing Countries and The Multilateral Trading System. Oxford University Press.
- Sodersten, B., & Reed, G. (1994). International Economics (3rd ed.). Palgrave Macmillan.

## Semester - II

Course Code	Course Name	Credits
POL2201N	Contemporary Debates on Indian Constitution	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

Upon completion of this course, students will:

- The students will possess a comprehensive understanding of the Indian Constitution,
- The students will understand the historical background, structure, key provisions, fundamental rights, duties, directive principles of state policy, Schedules, and the process of amending the Constitution.
- Help students to actively engage in constitutional debates, drawing on their comprehensive understanding of the Indian Constitution.
- The students will foster an understanding of the importance of secularism in the Indian context.
- Contribute to the promotion of an inclusive and equitable democracy through their knowledge and analysis of the Indian Constitution.

### Course Objectives

- To develop a comprehensive understanding of the Indian Constitution's foundational principles, structure, and key provisions, including its historical context and evolution.
- To explore different perspectives and evaluate the implications of various interpretations of Indian Constitution.
- To examine the intersections between constitutional law, political philosophy, and social dynamics to gain a deeper appreciation of the constitution's role in shaping society.
- To develop a nuanced understanding of the concept of secularism in the Indian context, recognizing its importance in fostering religious tolerance, pluralism, and equality.
- To participate in discussions and debates on constitutional issues, applying their knowledge to analyze current events and propose solutions to constitutional challenges.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Indian Constitution</b>		<b>8</b>	<b>15%</b>
	1.1	Definition of Constitution & Need for Constitution		
	1.2	Classification of Constitutions		
	1.3	Constitutionalism and Indian Constitution		
	1.4	Framing of Indian Constitution		
<b>2</b>	<b>Division of Constitution</b>		<b>8</b>	<b>15%</b>
	2.1	Concepts of Fundamental Rights – Origin and Development		
	2.2	Fundamental Rights in India		
	2.3	Fundamental Duties: Objectives and Purpose		
	2.4	Classification of Fundamental Duties		
	2.5	Relation between Fundamental Rights and Directive Principles of State Policy		
<b>3</b>	<b>Schedules &amp; Amendment to the Constitution</b>		<b>8</b>	<b>15%</b>
	3.1	Content of the Constitutional Schedules		
	3.2	Amendment of the Indian Constitution: Kinds & Methods of amendments		
	3.3	Scope of amending power of the Parliament		
	3.4	Amendment of Fundamental Rights		
	3.5	Debate on the 'basic structure' of Indian Constitution		
<b>4</b>	<b>Secularism &amp; Indian Constitution</b>		<b>8</b>	<b>15%</b>
	4.1	Overview of major world religions: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Jainism		
	4.2	Secularism and Religious Pluralism in India		
	4.3	Constitutional Rights and Religious Minorities		



<b>5</b>	<b>Organs of Government</b>			
	5.1	The Legislature: Power and Functions of Parliament	<b>10</b>	<b>20%</b>
	5.2	The Executive: Election, Power, Functions, and the changing role of President and Prime Minister.		
	5.3	The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.		
<b>6</b>	<b>Election Commission</b>			
	6	Election Commission: Role and Function of Chief Election Commissioner and Election Commissioners, State Election Commission: Role and Function.	<b>10</b>	<b>20%</b>
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Jain, M. P. (2018). Indian Constitutional Law (8th ed.). LexisNexis.
- Basu, D. D. (1981). Shorter Constitution of India (6th ed.). Prentice-Hall of India.
- Shukla, V. N. (2018). Constitution of India (11th ed.). Eastern Book Company.
- Bhatia, U. (Ed.). (2017). The Indian Constituent Assembly: Deliberations on Democracy. Taylor & Francis.
- Pylee, M. V. (2009). An Introduction to The Constitution of India. S. Chand Publishing

## Semester - II

Course Code	Course Name	Credits
HIS2201N	History of Ancient India (600 BC- 647 AD)	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	1	03	-	1	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- Demonstrate a comprehensive understanding of the key events and figures in Ancient Indian history between 600 BC and 647 AD.
- Analyze the factors that contributed to the rise and decline of empires and states during this period.
- Critically evaluate the contributions of Ancient Indian thought, religion, and philosophy to the broader cultural landscape.
- Assess the impact of trade and urbanization on the social and economic structures of Ancient India.
- Articulate the significance of cultural and intellectual achievements in shaping the historical legacy of Ancient India.

### Course Objectives

- Understand the major political, social, and economic developments in Ancient India from 600 BC to 647 AD.
- Analyze the rise and impact of major dynasties and empires during this period.
- Explore the evolution of religious and philosophical thought in Ancient India.
- Examine the role of trade, commerce, and urbanization in shaping Ancient Indian society.
- Investigate the cultural and intellectual achievements of Ancient India, including art, architecture, and literature.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>The Rise of Mahajanapadas and the Age of Buddha</b>		<b>8</b>	<b>15%</b>
	1.1	The Sixteen Mahajanapadas: Geographical spread and political significance		
	1.2	Rise of new religious ideas: Buddhism and Jainism		
	1.3	Role of the Buddha in socio-political changes.		
	1.4	Impact of the Second Urbanization on Indian society		
<b>2</b>	<b>The Mauryan Empire</b>		<b>8</b>	<b>15%</b>
	2.1	Chandragupta Maurya and the foundation of the Mauryan Empire		
	2.2	Administration and governance under Ashoka		
	2.3	Ashoka's Dhamma: Spread and influence		
	2.4	Decline of the Mauryan Empire and its legacy		
<b>3</b>	<b>The Post-Mauryan Period</b>		<b>8</b>	<b>15%</b>
	3.1	The Shunga, Kanva, and Satavahana dynasties		
	3.2	Indo-Greeks, Sakas, and Kushans: Political and cultural interactions		
	3.3	The spread of Mahayana Buddhism and its impact		
	3.4	Trade and commerce: Role of guilds (Shrenis) and external trade		
<b>4</b>	<b>The Gupta Empire</b>		<b>8</b>	<b>15%</b>
	4.1	Rise of the Gupta Empire: Chandragupta I to Skandagupta		
	4.2	Golden Age of India: Science, art, and culture		

	4.3	The Gupta administrative system and feudalism		
	4.4	Decline of the Gupta Empire and regional powers		
<b>5.</b>	<b>Southern Kingdoms and the Deccan</b>		<b>10</b>	<b>20%</b>
	5.1	The Satavahanas and their role in Deccan history		
	5.2	Rise of the Pallavas and Chalukyas: Political and cultural developments		
	5.3	Sangam Age: Literature and society		
	5.4	The spread of Jainism and Buddhism in South India		
<b>6.</b>	<b>The Early Medieval Period and the Harsha Empire</b>		<b>10</b>	<b>20%</b>
	6.1	The reign of Harshavardhana: Political consolidation and administration		
	6.2	Cultural and religious developments under Harsha		
	6.3	The decline of centralized power and rise of regional kingdoms		
	6.4	The early medieval period: Transition from ancient to medieval India		
<b>Total</b>			<b>52</b>	<b>100%</b>

#### References:

- Singh, U. (2008). A History of Ancient and Early Medieval India: From The Stone Age To The 12th Century. Pearson Educationo
- Sastri, K. A. N. (1952/1988). The Age of The Nandas and Mauryas. Motilal Banarsidass.
- Smith, V. A. (1924/1999). The Early History of India. Oxford University Press.
- Thapar, R. (1961/2012). Ashoka and The Decline of The Mauryas (Revised ed.). Oxford University Press.
- Sharma, R. S. (1987). The Gupta Empire. Macmillan Publishers.

## Semester – II

Course Code	Course Name	Credits
BSW 2201N	Social Problems in India	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- Students will understand conceptual and theoretical aspects of social problems in India.
- Students will be aware of the problems and crimes of society.
- Students will be able to understand the problems and effects of individuals, family & society.
- Students should be able to handle social problems and treatment. In future, students as professionals will be able to contribute to social policy making.

### Course Objectives

- To study the basic concepts of the concepts and social work approaches.
- To understand various social problems, its management, and legislative measures.
- To study social development and social change process to deal with social problems.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Social Problems</b>			
1	1.1	Social problems: Meaning, Concept and Definitions, Classification of social problems, Causes and consequences of social problems.	10	20%
	1.2	Social work approach in the prevention, control and management of social problems.		
2	<b>Social Problems in India I</b>			
		Extent, causes, management and legislative measures pertaining to:	10	20%
	2.1	Youth Unrest		
	2.2	Human Trafficking		
	2.3	Substance Abuse		
3	<b>Social Problems in India II</b>			
	31	Beggary	10	20%
	32	Commercial Sex Work		
	33	Corruption		
4	<b>Social Problems in India III</b>			
	41	Unwed Mother	10	20%
	42	Terrorism		
	43	Child labour		
	44	Role of social worker in identifying social problems and developing strategies for help		
5	<b>Social Development</b>			
	5.1	Social Development: Meaning, Definition, Approaches. Interrelationship between different sectors: Economic, Political, Ethnic and Culture.	06	10%

6	<b>Social Change</b>			
	6.1	Social Change: Meaning, Definition and Nature, Indicators for social change and social development in India.	<b>06</b>	<b>10%</b>
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Ahuja, R. (1992). Social Problems in India. Rawat Publications.</li> <li>• Keneth, H. (1978). Social Problems: Institutional and Interpersonal Perspectives. Scott, Foresman and Company.</li> <li>• Merton, R. K., &amp; Nisbet, R. (1971). Contemporary Social Problems (4th ed.). Harcourt Brace and Co.</li> <li>• Turner, J. H. (1987). The Structure of Sociological Theory (4th ed.). Rawat Publications.</li> <li>• Singh, Y. (1988). Modernisation of Indian Tradition (Reprint ed.). Rawat Publications.</li> </ul>

## Semester - II

Course Code	Course Name	Credits
ABM2210N	Advances in Business Management	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	02	03	-	01	04

				Theory			Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Continuous Evaluation	Attendance	Total Internal							
15	10	05	30	70	3 Hours	-	-	-	100	

### Course outcomes

- Identify and analyze the key qualities, characteristics, and challenges of entrepreneurs, including women entrepreneurs, and evaluate the process of venture idea generation and screening.
- Develop skills to prepare pre-feasibility and project reports, compare product ideas, and identify appropriate sources of finance for entrepreneurial ventures.
- Assess various financing options, including venture capital, and understand what investors look for in investment proposals, as well as outline effective venture capital proposals.
- Evaluate vendor development processes, vendor selection criteria, pricing methods, and understand the direct and hidden costs associated with material management.
- Apply the steps and procedures necessary for setting up small-scale enterprises, and address challenges in project management, including e-commerce and cluster development.
- Gain insights into the reasons for entrepreneurial failure, understand the organizational forms under the MSMED Act, and evaluate the implications of the SMERA rating on small enterprises.



## Course Objectives

- Provide students with a deep understanding of the qualities, characteristics, and challenges faced by entrepreneurs, with a focus on venture idea generation and preliminary screening.
- Equip students with the ability to conduct project appraisals, including preparing pre-feasibility reports, comparing product ideas, and identifying suitable financing options.
- Teach students to analyze financial options for entrepreneurial ventures, including venture capital, and understand the key components of a successful investment proposal.
- Educate students on the essentials of market and materials management, focusing on vendor development, selection processes, pricing strategies, and cost management.
- Provide students with practical knowledge of the steps and procedures involved in setting up and managing small-scale enterprises, including the use of e-commerce and addressing project management challenges.
- Introduce students to the MSMED Act, reasons for entrepreneurial failure, and the organizational forms available to small enterprises, including the role of SMERA in enterprise rating.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
	<b>Introduction to Entrepreneurship</b>			
<b>1</b>	1.1	Qualities, Characteristics of an entrepreneur, Venture idea generation, Ideas and the entrepreneurship, Women entrepreneurs, Preliminary Screening, Drawbacks or Problems of entrepreneurship	<b>09</b>	<b>20%</b>
<b>2</b>	<b>Project Appraisal</b>			
	2.1	Pre-feasibility Report, Project Report, Comparative Rating of Product ideas, Sources of Finance	<b>09</b>	<b>15%</b>
	2.2	Stages of Project Feasibility Analysis-Market, Technical,		
<b>3</b>	<b>Financial Analysis</b>			
	3.1	Financing the project, Sources of finance, Venture Capital Sources, What Investor looks in the Investment Proposal	<b>09</b>	<b>20%</b>
	3.2	Outline for a Venture Capital Proposal, Sources of finance from different banks		
<b>4</b>	<b>Market and Materials Management Analysis</b>			
	4.1	Vendor development, vendor selection decision factors, methods of price determination, direct and hidden cost in material management	<b>09</b>	<b>15%</b>
<b>5</b>	<b>Project Management</b>			
	5.1	Steps and procedure for setting up small scale	<b>09</b>	<b>15%</b>
	5.2	E-Commerce, E-Business, E-Auction, Project management problems. SEZ, Cluster Development.		
<b>6</b>	<b>MSMED Act 2006</b>			
	6.1	Reasons of failure, Overview of setting up an enterprise with organizational forms – MSMED Act and SMERA Overview.	<b>07</b>	<b>15%</b>
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Drucker, P. F. (2015). *Innovation and Entrepreneurship (Reprint ed.)*. Harper Business.
- Pareek, U., & Rao, T. V. (n.d.). *Developing Entrepreneurship*. Printers.
- Sharma, S. V. S. (2016). *Issues and Problems: Small. Industry Extension Training Institute*.
- Srivastava, S. B. (2019). *A Practical Guide to Industrial Entrepreneurs*. Sultan Chand & Sons.
- Bhansali, P. (2019). *Entrepreneurship Development*. Himalaya Publishing.
- Desai, V. (2019). *Entrepreneurship Development And Management (6th ed.)*. Himalaya Publishing House.

## Semester – II

Course Code	Course Name	Credits
ECO2210N	Economics-II	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03		01	03		01	04

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment					End Sem Exam	Duration of End Sem Exam	Term Work	Prac .	Oral	
Test	Assignment	Viva	Attendance	Total Internal						
20	15	10	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

- Knowledge of this subject is essential to understand facts, concepts of macroeconomics.
- Students understand the basic theories behind decision making process of the Govt.
- Students understand the short run and the long run theories of Macroeconomics
- Students understand the importance of moderating the inflation
- Students understand the impact of microeconomic decisions at macroeconomic level.

### Course Objectives

- Students are able to describe the objective macroeconomics
- Students are able understand classical and Keynesian models
- Students are able compare the different GDP Growths, inflation levels and per capita income of different countries
- Students are able to understand the different types of inflation
- Students are able to understand the Philips curve

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Introduction to Macroeconomics</b>		<b>7</b>	<b>15%</b>
	1.1	The roots of Macroeconomics		
	1.2	Macroeconomic concerns		
	1.3	Objectives of Macroeconomics		
	1.4	The role of government in the macro economy		
	1.5	Components of Macroeconomy		
	1.6	Methodology of Macroeconomics		
<b>2</b>	<b>Introduction to National Income Accounting</b>		<b>7</b>	<b>15%</b>
	2.1	Concepts of GDP and national income.		
	2.2	Approaches to calculating GDP, GDP and personal income		
	2.3	Nominal and real GDP,		
	2.4	Limitations of the GDP concept.		
<b>3</b>	<b>Schools of Macroeconomic Thoughts</b>		<b>8</b>	<b>16%</b>
	3.1	Classical Model		
	3.2	<b>Neo Classical Model</b>		
	3.3	Keynesian Models		
	3.4	<b>Say's Law of Market</b>		
<b>4</b>	<b>Keynesian Model</b>		<b>10</b>	<b>18%</b>
	4.1	Keynes theory of income and employment; Consumption function; theory of investment-marginal efficiency of capital; saving and investment		
	4.2	Consumption Function		
	4.3	Theory of Investment		

	4.4	Marginal Efficiency of Capital		
	4.5	Saving and Investment		
	4.6	The Investment Multiplier and its application to LDC's		
<b>5</b>	<b>Money in the Modern Economy</b>			
	5.1	Theories of Demand for Money: Quantity Theory of Money and Keynes approach;	<b>10</b>	<b>18%</b>
	5.2	Keynes's approach to QTM		
	5.3	Characteristics of a monetary economy		
	5.4	The supply of money and overall liquidity position; credit creation		
<b>6</b>	<b>Inflation</b>			
	6.1	Inflation: types, causes, consequences	<b>10</b>	<b>18%</b>
	6.2	Impact of Inflation on Indian Economy		
	6.3	Remedial Measures		
	6.4	Philips Curve		
<b>Total</b>			<b>52</b>	<b>100%</b>

### References:

• Dornbusch, R., Fischer, S., & Startz, R. (2010). Macroeconomics (11th ed.). McGraw-Hill.
• Mankiw, N. G. (2010). Macroeconomics (7th ed.). Worth Publishers.
• D'Souza, E. (2009). Macroeconomics. Pearson Education.
• Blanchard, O. (2009). Macroeconomics (5th ed.). Pearson Education, Inc.
• Froyen, R. T. (2005). Macroeconomics (2nd ed.). Pearson Education Asia.

## Semester – II

Course Code	Course Name	Credits
HMR2210N	HUMAN RIGHTS- II - INDIAN PERSPECTIVES	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04			04			04

Theory					Term Work/ Practical/ Oral			Total		
Internal Assessment					End Sem Exam	Durati on of End Sem Exam	Term Work	Prac.	Oral	
Test	Assign ment	Viva	Atten dance	Total Inter nal						
20	15	10	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

• Foster respect for human dignity and individual self-respect.
• Ensure genuine gender equality and equal opportunities for all.
• Promote understanding and appreciation of diverse communities.
• Empower students towards active citizenship and social engagement.
• Support the values of democracy, development, and social justice.
• Encourage communal harmony and solidarity among diverse groups.

### Course Objective

• Describe and critically analyze various spheres of human rights in India.
• Communicate effectively on socio-legal aspects of human rights in India.
• Assess specific areas of human rights law with reference to legal instruments and cases.
• Analyze contemporary challenges and trends in human rights theory and practice.
• Understand affinities and divergences in rights across international, regional, and domestic contexts.
• Examine the sources, substance, and application of human rights in different legal frameworks.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Indian Constitutional Perspectives- Fundamental Rights I</b>			
	1.1	Right to Equality: Equality before law and prohibition of discrimination.	<b>8</b>	<b>15</b>
	1.2	Right to Freedom: Freedom of speech, assembly, and movement.		
	1.3	Right to Protection in Respect of Conviction: Safeguards against arbitrary arrest and detention.		
	1.4	Right to Constitutional Remedies: Access to judicial recourse for the enforcement of rights.		
	1.5	Right to Education: Right to free and compulsory education for children.		
	1.6	Right to Life and Personal Liberty: Protection of life and personal freedom.		
<b>2</b>	<b>Indian Constitutional Perspectives- Fundamental Rights II</b>			
	2.1	Right against Exploitation: Prohibition of human trafficking and forced labor.	<b>8</b>	<b>15</b>
	2.2	Right to Privacy: Protection of personal privacy and confidentiality.		
	2.3	Right to Freedom of Religion: Freedom to practice, profess, and propagate religion.		
	2.4	Cultural and Educational Rights: Protection of cultural and educational rights of minorities.		
	2.5	Directive Principles of State Policy: Guidelines for state policy and governance.		
	2.6	Judicial Review: Power of the judiciary to review laws and protect fundamental rights.		
<b>3</b>	<b>Constitutional perspectives III- Directive Perspectives of State Policy</b>			
	3.1	Promotion of Social Welfare: Ensuring the welfare of individuals and communities.	<b>8</b>	<b>15</b>
	3.2	Economic Justice: Achieving fair distribution of wealth and resources.		
	3.3	Education and Health: Ensuring access to quality education and healthcare for all.		
	3.4	Protection of Marginalized Groups: Safeguarding the rights of disadvantaged and marginalized communities.		



	3.5	Environmental Sustainability: Promoting environmental protection and sustainable development.		
	3.6	Labor Rights: Ensuring fair working conditions and the rights of workers.		
<b>4</b>	<b>General Problems of Human Rights</b>			
	4.1	National Human Rights Commission (NHRC)	<b>10</b>	<b>19</b>
	4.2	National Commission for Women (NCW)		
	4.3	National Commission for Scheduled Castes (NCSC).		
	4.4	National Commission for Scheduled Tribes (NCST)		
	4.5	National Commission for Protection of Child Rights (NCPCR)		
	4.6	National Commission for Persons with Disabilities (NCPWD)		
<b>5</b>	<b>National Human Rights Commission and State Human Rights Commission</b>			
	5.1	Establishment and Structure: NHRC and SHRC	<b>9</b>	<b>18</b>
	5.2	Jurisdiction and Functions		
	5.3	Powers of NHRC and SHRC		
	5.4	Composition of NHRC and SHRC		
	5.5	Investigation and Redressal Mechanism		
	5.6	Role in Policy and Advocacy		
<b>6</b>	<b>Different Scheme of the Govt to Promote Equality to Human beings</b>			
	6.1	Pradhan Mantri Jan Arogya Yojana (PMJAY)	<b>9</b>	<b>18</b>
	6.2	Integrated Child Development Services (ICDS)		
	6.3	National Rural Employment Guarantee Act (MGNREGA)		
	6.4	National Action Plan for Children (NAPC)		
	6.5	Swachh Bharat Mission (SBM)		
	6.6	Pradhan Mantri Awas Yojana (PMAY)te of the International Criminal Court (1998)		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Jagrut Bharut (1985). Legal Aid as Human Rights..
- Diwan, P. (1985). Human Rights and The Law: Universal And Indian. Deep and Deep Publishers.
- Mohanti, M. (1998). Peoples Rights. Sage Publications.
- Pal, R. M. (Ed.). (1995). Human Rights Education. PUDR.
- Pandey, J., & Dubey, R. K. (1995). Civil Liberty Under Indian Constitution. Deep and Deep Publishers.
- 1985). Legal Aid As Human Rights. Jagrut Bharut.

## Semester – II

Course Code	Course Name	Credits
CSW 2210N	Technical and Literary Writing	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
04	00	-	04	00	-	04

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
30	15	05	50	50	2 Hours	100

### Course Objectives

The course is designed:

- To understand the basic tenets of Technical Writing
- To seek the writer within
- To learn how to critique constructively.
- To understand the basic tenets of Literary Writing
- To prepare a portfolio of original work

### Course Outcomes

After completion of this course Students will be able to:

- Understand practical skills for writing and appreciating written work.
- Master different writing styles and techniques
- Enhance vocabulary to improve communication skills and be more prepared to take English based proficiency exams like IELTS, SAT
- Empower oneself as a writer and improve creativity.
- Produce original work of research.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Basics of Technical Writing</b>		<b>8</b>	<b>15%</b>
	1.1	Introduction to technical writing		
	1.2	Types of technical writing and reader mapping		
	1.3	Developing argumentation and critical thinking for writing		
<b>2</b>	<b>Structure of Technical Writing</b>		<b>8</b>	<b>15%</b>
	2.1	Instructions and procedures		
	2.2	Writing technical reports		
	2.3	Document design and visuals		
<b>3</b>	<b>Writing a Research Paper</b>		<b>10</b>	<b>20%</b>
	3.1	Writing process and strategies		
	3.2	Research and planning		
	3.3	Summarizing and organizing		
	3.4	Employing correct citation styles and avoiding plagiarism		
<b>4</b>	<b>Basics of Literary Writing</b>		<b>10</b>	<b>20%</b>
	4.1	Introduction to literary writing		
	4.2	Mechanics of literary writing		
	4.3	Adapting writing style and tone according to context and purpose		
<b>5</b>	<b>New Trends in Literary Writing</b>		<b>8</b>	<b>15%</b>
	5.1	Gender-neutral terms, avoiding ableist language, and being mindful of cultural sensitivity		
	5.2	Micro Fiction and Flash Fiction		
	5.3	AI based Writing		
	5.4	Travelogues and Memoirs		

<b>6</b>	<b>Writing for Media</b>		<b>8</b>	<b>15%</b>
	6.1	Journalistic Writing		
	6.2	Basics of copywriting		
	6.3	Web Content Writing		
	6.4	Blogging skills		
<b>Total</b>			<b>52</b>	<b>100</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Bailey, S. (2011). <i>Academic Writing: A Handbook For International Students</i>. Routledge.</li> <li>• Lawfield, T. (n.d.). <i>Blogging for Beginners: Learn How to Start and Maintain A Successful Blog The Simple Way</i>.</li> <li>• Bloom, W. C. (2008). <i>The Craft of Research</i> (3rd ed.). University of Chicago Press.</li> <li>• Dev, A. N. (Ed.). (2016). <i>A Handbook of Academic Writing and Composition</i>. Pinnacle.</li> <li>• Eckert, K. (2021). <i>Writing Academic Research Papers</i>. Moldy Rutabaga.</li> <li>• Gupta, R. (2010). <i>A Course in Academic Writing</i>. Orient BlackSwan.</li> <li>• Bennet, H. Z. (2001). <i>Write From The Heart: Unleashing The Power of Your Creativity</i>. New World Library.</li> </ul>

## Semester - II

Course Code	Course Name	Credits
FST2210N	Fashion Technology II (Trend Research & Fashion Forecasting)	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02		02	02		02	04

Theory					Term Work/ Practical/ Oral				
Internal Assessment				End Sem Exam	Duration of End Sem Exam	Term Work	Prac .	Ora l	Total
Test	Contin uous Evaluation	Attend ance	Total Internal						
15	30	05	50	50	2 Hours	-	-	-	100

### Course Outcomes

- Understand the concept and importance of trend analysis and fashion forecasting, including its impact on product development, marketing strategies, and overall business success.
- Develop trend analysis and prediction skills by learning to interpret cultural, social, economic, and technological influences on fashion trends.
- Master research methods for fashion forecasting, including effective data gathering, market trend analysis, and forecasting techniques.
- Enhance creativity and innovation in trend interpretation to translate fashion trends into innovative design concepts and adapt them to various market segments.

### Course Objective

- The course aims to provide students with a comprehensive understanding of trend forecasting and its significance in the fashion industry, to develop skills in trend analysis, prediction, and research methods to identify emerging fashion trends and predict future directions.
- The course emphasizes the utilization of forecasting tools and technologies, such as data analysis software and trend forecasting platforms.

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Fundamentals of Design Thinking.</b>			
	1.1	Stages of Thinking-Define, Research Ideate, Prototype, Implement, Learn.	<b>8</b>	<b>15%</b>
	1.2	Research- Identifying drivers, Information gathering, Target Groups, Samples and feedback;		
	1.3	Idea generation- Basic design directions, Themes for thinking, Inspiration and reference, Brainstorming, Value, Inclusion, Sketching, Presenting Ideas; <b>Creative Thinking Methods</b> - Innovation through Design Thinking - The Need for Creative and Design Thinking.		
<b>2</b>	<b>The Research Method and Design Process.</b>			
	2.1	<b>Research</b> -Nature and Definition; <b>Research</b> Process – Preparation, Information Gathering-Goal, Identification of Problems and Hypothesis, Exposition of facts and interpretation, Presentation of result and findings;	<b>9</b>	<b>20%</b>
	2.2	<b>Research Methods</b> – Literature review, Collection of preliminary field data, Define the problem, Analysis and Modification, Presentation of findings;		
	2.3	<b>Design Process</b> – Study historical and contemporary examples, Experimentation with materials and visual Ideas, Visual analysis and identification of design problems, Create the work series and explore in subsequent work, Board presentation.		
<b>3</b>	<b>Concept of Fashion Forecasting</b>			
	3.1	Awareness of fashion fairs and fashion centers, Knowledge of creative writing	<b>8</b>	<b>15%</b>
	3.2	Reading of fashion forecast magazine, Sources of information		
	3.3	Role of Exhibitions and Fashion Shows		
<b>4</b>	<b>Fashion Forecasting Process</b>			
	4.1	Market Research- Consumer research, Shopping, Sales records.	<b>9</b>	<b>15%</b>
<b>4</b>	4.2	Evaluating the collections- Similar Ideas indicate fashion trends, Trends for the target market;		
	4.3	Fashion services – Collection reports, Trend books, consulting, Color services, Television/Video services, Newsletter services, Websites, Directories and reference books, Fashion Magazines and newspapers, and Catalogs.		

	4.4	Design Sources- Historic inspirations, Folk influences, Vintage clothing shops, Museums, Libraries and bookstores, Arts, Fabrics/Textiles, Travel, Form follows function, The street scene, The turn of the century, innovations, and technologies.		
<b>5</b>	<b>Fashion Forecasting Report and Trend Analysis</b>			
<b>5</b>	5.1	Market Research - On-site visits to fashion retailers and cloth markets to study market trends and collect various cloth samples, catalogues, etc.	<b>9</b>	<b>20%</b>
	5.2	Forecasting Exploration through sources like - Magazines, Newspapers, Internet sites to become familiar with apparel, textile, colour, style, and general culture and consumer forecasting resources.		
	5.3	Preparation of storyboards - Students will prepare storyboards for specific targets.		
	5.4	Presentation of designs - Students will prepare a fashion forecast for different seasons.		
<b>6</b>	<b>Fashion Product Development.</b>			
<b>6</b>	6.1	<b>Introduction to Product development process</b> – Target market, Merchandising, Season; <b>Design</b> – Concept boards, knockoffs, Fakes, Design elements – Color and Fabric selection, Design principles, Sketching Ideas – Style boards. Sample Development – Draping, Flat pattern, Prototype, Fit;	<b>9</b>	<b>15%</b>
	6.2	<b>Tech packs</b> – Designer worksheets, <b>Line selection</b> - Editing, Reassessment of merchandising plan, Line presentation; <b>Manufacturing</b> - Duplicates the samples.		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Frings, G. S. (1999). Fashion: From Concept to Consumer. Prentice-Hall Inc.</li> <li>• Ambrose, G., &amp; Harris, P. (n.d.). Design Thinking. AVA Publishing.</li> <li>• Watton, H. B. (2019.). New Product Planning. Prentice-Hall Inc.</li> <li>• Laurel, B. (Ed.). (2013.). Design Research: Methods And Perspectives.</li> <li>• De Bono, E. (2019). Lateral Thinking: Creativity Step By Step.</li> <li>• Zaltman, G. (2017). How Customers Think: Essential Insights Into The Mind Of The Market.</li> </ul>



## Semester - II

Course Code	Course Name	Credits
IND2210N	Interior Design -II	04

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	03	01	-	03	04

Theory				Term Work / Practical/Oral			Total		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Continuous Evaluation	Attendance					Total Internal		
15	30	05	50	-	-	50	-	-	100

### Course outcomes

- Introduction of Interior Design of Office spaces
- Understanding requirements of office spaces
- Developed ability to identify colors, materials and lighting fixtures for office spaces
- Develop understanding of ancillary services
- Design of an office interior

### Course Objectives

- To encourage the students to develop visual thinking of the designed space.
- To familiarize the students with the design process and the aspects and constraints to be considered while designing interior spaces.
- To evolve concept and designs for a complete project like an office space

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to commercial interiors</b>		<b>8</b>	<b>10%</b>
	1.1	Introduction to Interiors of other spaces such as hospitality spaces, shopping areas, salons, spa, gymnasiums, healthcare facilities, specialty stores, etc.		
	1.2	Understanding of common spaces in commercial building		
	1.3	Introduction to Interiors of Office spaces		
<b>2</b>	<b>Office Interiors</b>		<b>12</b>	<b>20%</b>
	2.1	Identifying the requirements for the office spaces		
	2.2	Study of anthropometry of office furniture		
	2.3	Understanding the circulation		
	2.4	Introduction to furniture		
<b>3</b>	<b>Materials and color scheme</b>		<b>12</b>	<b>20%</b>
	3.1	Identifying Materials for walls, flooring and ceiling		
	3.2	Identifying color schemes		
	3.3	Discussion on lighting fixtures		
<b>4</b>	<b>Ancillary services</b>		<b>12</b>	<b>20%</b>
	4.1	Pantry		
	4.2	Toilets		
	4.3	False ceiling, Airconditioning, sprinkles, smoke detectors		
<b>5</b>	<b>Interior Design Project</b>		<b>16</b>	<b>30%</b>
	5.1	Design drawings, plans, elevations, with furniture layout to given scale		
	5.2	Presentation in the given format		
	5.3	Preparing the final portfolio		
		<b>Total</b>	<b>60</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"><li>• Chiara, J., &amp; Callend, J. (2019). Time Saver Standards For Building Types.</li></ul>
<ul style="list-style-type: none"><li>• Panero, J. (2013). Human Dimensions and Interior Space: A Source Book of Design Reference Standards.</li></ul>
<ul style="list-style-type: none"><li>• Plunkett, D. (2017). Drawing For Interior Design.</li></ul>

## Semester - II

Course Code	Course Name	Credits
FLF2211N	FRENCH II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

					Theory		Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract	Oral	
Mid Term	Viva	Continuou s Evaluation	Attendanc e	Total Interna l						
15	20	10	05	50	50	75 mins	-	-	-	100

### Course Outcomes

After the completion of this course Students will be able to:

- Engage in meaningful conversations in the target language, demonstrating a solid understanding of its nuances.
- Exhibit advanced grammar skills that encompass a wide range of tenses.
- Well-informed about the culture, societal norms and civilization related to the language, enriching the conversational experience.
- Demonstrate conversational proficiency across various real-life scenarios, including but not limited to dining in restaurants and making hotel reservations, thus enhancing everyday communication.
- Speak fluently, conveying thoughts and ideas with confidence, accuracy, and an enjoyable ease, making interactions both effective and pleasant. Reading exercises, writing tasks and grammar of:

## Course Objectives

The course is designed:

- To develop the ability to engage in detailed conversations, expressing opinions, narrating events, and describing experiences.
- To master complex grammatical structures, including past and future tenses, relative pronouns, and compound sentences.
- To explore cultural practices and social norms more deeply to understand their impact on communication and behavior.
- To enquire about products and place orders in shops or restaurants.
- To enhance speaking fluency and confidence, reducing hesitation and errors.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Module I</b>		<b>6</b>	<b>20%</b>
	Leçon 1	Aller voir ailleurs		
	Leçon 2	Balade autoguidée		
	Leçon 3	Week-end à Aoste		
<b>2</b>	<b>Module II</b>		<b>7</b>	<b>30%</b>
	Leçon 1	Parle avec moi		
	Leçon 2	Nous couchsurfons		
	Leçon 3	En route !		
<b>3</b>	<b>Module III</b>		<b>6</b>	<b>20%</b>
	Leçon 1	En route !		
	Leçon 2	Concours de selfies		
	Leçon 3	La France et nous		
<b>4</b>	<b>Module IV</b>		<b>7</b>	<b>30%</b>
	Leçon 1	Vive le speak dating !		
	Leçon 2	Quartier Libre		
	Leçon 3	Vous avez mal où ?		
	<b>Total</b>			<b>26</b>

**References:**

- Berthet, H., Hugot, L., et al. (2012). Alter Ego - Méthode De Français, A1. Hachette.
- Girardeau, B., & Mous, N. (2011). Réussir Le Delf A1. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Cahier D'exercices. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Guide Pédagogique. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Livre De L'élève. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Cahier D'exercices. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Guide Pédagogique. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Livre D'élève + CD. Didier.
- Hirschsprung, N., & Tricot, T. (2017). Cosmopolite 1 Méthode De Français A1. Hachette.

## Semester – II

Course Code	Course Name	Credits
FLG2211N	GERMAN II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

					Theory		Term Work / Practical/Oral			
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course students will be able to:

- Understand basic language structures when applied in authentic situations.
- Build and understand simple sentences pertaining to concrete necessities.
- Read and enhance comprehension skills with special focus on vocabulary and syntax.
- Have a global and fine understanding of written texts.
- Have a basic conversation using the vocabulary related to food and beverages.

### Course Objectives

The course is designed to:

- To understand basic language structures when applied in authentic situations.
- To build and understand simple sentences pertaining to concrete necessities.
- To read and enhance comprehension skills with special focus on vocabulary and syntax.
- To have a global and fine understanding of written texts.
- To have a basic understanding of vocabulary related to food and beverages.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Kapitel 4</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>- Unregelmäßige Verbformen, z.B. essen, mögen, möchten</li> <li>- Unbestimmter Artikel und Bestimmter Artikel im Akkusativ</li> <li>- Verben mit Akkusativkel</li> </ul>	<b>05</b>	<b>20%</b>
<b>2</b>	<b>Kapitel 4</b>		
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>- über Essen sprechen</li> <li>- einen Einkauf planen</li> <li>- Gespräche beim Einkauf und Essen führen</li> <li>- mit W-Fragen Texte verstehen</li> <li>- Wörter ordnen und lernen</li> </ul>	<b>05</b>	<b>20%</b>
<b>3</b>	<b>Kapitel 5</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>- Modalverben, z.B. müssen, wollen, können</li> <li>- Possessivartikel im Nominativ</li> <li>- Zeitangaben: am, um, von...bis, W-Fragen</li> </ul>	<b>10</b>	<b>35%</b>
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>- die Uhrzeit verstehen und nennen</li> <li>- Zeitangaben machen</li> <li>- über die Familie sprechen</li> <li>- sich verabreden</li> <li>- einen Termin telefonisch vereinbaren</li> </ul>		
<b>4</b>	<b>Kapitel 6</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>- Datumsangaben: wann, am Ordinalzahlen</li> <li>- Trennbare Verben: Thema Tagesablauf</li> <li>- Personalpronomen im Akkusativ</li> <li>- Präposition für+Akku.</li> </ul>	<b>06</b>	<b>25%</b>



	<b>Thematischer Aspekt</b>	etwas gemeinsam planen über Geburtstage sprechen eine Einladung verstehen und schreiben im Restaurant bestellen und bezahlen		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Aufderstraße, H. (2012). Lagune 1. Deutsch Als Fremdsprache: Kursbuch Und Arbeitsbuch. Max Hueber Verlag.</li> <li>• Braun, A., &amp; Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.</li> <li>• Dengler, S. (2012). Netzwerk A1. Teil 2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache Langenscheidt.</li> <li>• Funk, H., et al. (2015). Studio D A1: Deutsch Als Fremdsprache. Cornelsen Verlag.</li> <li>• Langenscheidt. (2022). Langenscheidt Pocket Dictionary German: German-English, English-German. Langenscheidt Publishing Group.</li> <li>• Niebisch, D., et al. (2016). Lagune A1: Kursbuch. Hueber Verlag.</li> </ul>

## Semester – II

Course Code	Course Name	Credits
FLS2211N	SPANISH II	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course, students will be able:

- To use future tense with the correct conjugation and use of the verbs which will enable the students to express their future plans.
- To use prepositions and will be able to locate people, places and things.
- To use the vocabulary in a proficient way and incorporate it with prepositions.
- To understand and comprehend basic Spanish conversations and songs.

### Course Objectives

The course is designed:

- To enable the student to use future tense to express his/her plans.
- To enable the student to use prepositions and directions to locate people, things and places.
- To enhance the vocabulary of the students about house, body parts, city.
- To enhance the listening ability of students.
- To enable the students to express their likes, dislikes, tastes and preferences and of others.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>¿Cuál preferís? Ser O estar</b>		<b>7</b>	<b>25 %</b>
	1.1	El verbo SER e introducción del verbo ESTAR		
	1.2	Diferencias entre SER y ESTAR		
	1.3	Los números (hasta un millón)		
<b>2</b>	<b>¿Dónde está Santiago?</b>		<b>6</b>	<b>25 %</b>
	2.1	Las preposiciones de lugar		
	2.2	La forma impersonal del verbo HABER		
	2.3	El vocabulario basado en casa.		
<b>3</b>	<b>Quiero expresar mis gustos</b>		<b>7</b>	<b>25 %</b>
	3.1	El verbo GUSTAR		
	3.2	Los verbos como GUSTAR (Encantar y doler)		
	3.3	Vocabulario de cuerpo.		
<b>4</b>	<b>Entra el mundo del futuro</b>		<b>6</b>	<b>25 %</b>
	4.1	El futuro inmediato (Ir + a + infinitivo)		
	4.2	Un ensayo basado en el futuro inmediato		
<b>Total</b>			<b>26</b>	<b>100 %</b>

**References:**

- Blanco, B. (2011). Nuevo Avance: Con CD Audio.
- Bregstein, B. (2005). Easy Spanish Step-By-Step. McGraw-Hill Professional.
- García, C. M., et al. (2011). Nuevo Avance: CON CD AUDIO.
- Hutchinson, S. (2022). Los Números - Numbers: Find and Speak Spanish. Find and Speak Spanish.
- Meredith, S. (2010). Spanish For Beginners Flashcards.
- Moreno, C., et al. (2010). Nuevo Avance Básico Alumno + CD.
- Richmond, D. (2010). Practice Makes Perfect: Spanish Verb Tenses (2nd ed.). McGraw-Hill Professional.
- Richmond, D. (2020). Practice Makes Perfect: Spanish Pronouns And Prepositions (Premium 4th ed.). McGraw-Hill Education.

## Semester – II

Course Code	Course Name	Credits
CSE2212N	Presentation Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Outcomes

After completion of this course Students will be able to:

- Identify the importance of presentation skills in career advancement.
- Comprehend the steps for planning and preparing professional presentations.
- Use proficiency in delivering well prepared and articulated presentations effectively.
- Understand and demonstrate the nuances of non-verbal communication. Practice the socially appropriate behavior and communication.

### Course Objectives

The course is designed:

- To explain the utility of Presentation Skills and incorporate it with career advancement.
- To discuss and explore important steps of business presentation.
- To enhance the knowledge of linguistics aspect of oral presentation.
- To teach the nuances of non-verbal communication
- To guide the students to become better communicators in social gatherings.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction Non-Verbal Communication</b>			
	1.1	Define Non-Verbal Communication, importance of Non-Verbal communication, characteristics of Non-Verbal communication, relevance, and significance.	05	39%
	1.2	Types of Non-Verbal communication: Kinesics (Body Language), proxemics, chronemics, haptics, paralinguistics, artifacts, audio-visual & olfactics.		
<b>2</b>	<b>Business Presentation</b>			
	2.1	What is a business presentation? 3 Ps of Presentation Importance of business presentation Stages of presentation: Planning- (Purpose audience analysis, occasion, & select title), Preparation, Practice/rehearsal Performing/delivery.	04	31%
	2.2	Preparing effective Power Point presentation		
	2.3	Delivering of presentation Handling questions, Corrections		
<b>3</b>	<b>Social Communication Skills</b>			
	3.1	Appropriateness: Define social communication, appropriateness in social communication & developing social communication skills.	02	15%
	3.2	Building rapport: what is building rapport? Principles of rapport building, rapport building in online & face to face to communication, rapport building with employees, customers, higher authorities & colleagues.		
<b>4</b>	<b>Context Based Speaking</b>			
	4.1	In general situations: Conversation between people	02	15%
	4.2	In specific professional situations: Meetings, seminars, interviews, public speeches.		
	4.3	Simulations/Role Play		
<b>Total</b>			13	100

<b>References:</b>
• Adair, J. (2003). <i>Effective Communication</i> . Pan Macmillan Ltd.
• Ajmani, J. C. (2012). <i>Good English: Getting It Right</i> . Rupa Publications.
• Anderson, M. (2010). <i>Critical Thinking, Academic Writing and Presentation Skills</i> . Pearson Education.
• Carnegie, D. (1977). <i>The Quick and Easy Way To Effective Speaking</i> . Pocket Books.
• Collins, P. (2009). <i>Speak With Power and Confidence</i> . Sterling.
• Hargie, O. (Ed.). (2006). <i>The Handbook of Communication Skills</i> . Routledge.
• Mackall, J. (Ed.). (2009). <i>Career Skills Library: Communication Skills</i> . Ferguson Publishing.
• Raman, M., & Sharma, S. (2009). <i>Technical Communication: Principles and Practice</i> . Oxford University Press.
• Raman, M., & Singh, P. (2012). <i>Business Communication</i> . Oxford University Press.
• Rizvi, A. (2017). <i>Effective Technical Communication</i> . McGraw Hill Education.
• Smith, J. (2020). <i>Effective Presentation Skills</i> . Academic Press.

## Semester – II

Course Code	Course Name	Credits
BEH2251N	Behavioral Science-II (Problem Solving and Creative Thinking)	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01			01			01

Theory					Total		
Internal Assessment				End Sem Exam			Duration of End Sem Exam
Acti vity	Assignment	Viva	Atten dance		Total Internal		
20	40	35	05	100	00	-	100

### Course Outcomes

<ul style="list-style-type: none"> <li>The knowledge of this subject is essential to understand problem solving behavior as a human is very important concept to understand self and other human behavior</li> </ul>
<ul style="list-style-type: none"> <li>variety of principles related to problem solving behavior and creative thinking influencing human behavior,</li> </ul>
<ul style="list-style-type: none"> <li>to give students to understand aspects related how to solve problem in their student and personal life so that they can have a batter point of view about themselves and society.</li> </ul>
<ul style="list-style-type: none"> <li>Authenticity from self-awareness fosters deeper connections with others.</li> </ul>
<ul style="list-style-type: none"> <li>Self-understanding enhances resilience and adaptability to change.</li> </ul>
<ul style="list-style-type: none"> <li>Foster an open-minded and flexible mindset.</li> </ul>

### Course Objective

<ul style="list-style-type: none"> <li>To introduce the student to the variety of principles influencing problem solving behavior</li> </ul>
<ul style="list-style-type: none"> <li>To take students, step by step, through an interactive understanding of each of the principles related to problem solving behavior and creative thinking.</li> </ul>
<ul style="list-style-type: none"> <li>To give the student a basic understanding of these principles that he/she has a better understanding of problem-solving behavior and creative thinking.</li> </ul>
<ul style="list-style-type: none"> <li>To give the student a basic understanding which will act as a foundation problem solving behavior and creative thinking.</li> </ul>
<ul style="list-style-type: none"> <li>To develop an understanding of problem-solving behavior and creative thinking so that they can boost their problem-solving behavior and creative thinking</li> </ul>
<ul style="list-style-type: none"> <li>To Develop logical and practical solutions.</li> </ul>

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Thinking as a tool for Problem Solving</b>		<b>04</b>	<b>15</b>
	1.1	What is thinking: The Mind/Brain/behavior		
	1.2	Critical Thinking and Learning		
	1.3	Making Predictions and Reasoning		
	1.4	Memory and Critical Thinking, Emotions and Critical Thinking and thinking skills.		
<b>2</b>	<b>Hindrances to Problem Solving Process</b>		<b>02</b>	<b>15</b>
	2.1	Recognizing and defining a problem, Analyzing the problem (potential causes)		
	2.2	Developing possible alternatives		
	2.3	Evaluating solution and resolution of problem and implementation		
	2.4	Barriers of problem solving perception, expression, Perception, emotion, intellect & work environment, Perception Expression, Emotion Intellect and Work environment		
<b>3</b>	<b>Plan of Action</b>		<b>02</b>	<b>16</b>
	3.1	Construction of POA		
	3.2	Monitoring		
	3.3	Reviewing and analyzing the outcome		
	3.4	Implications of Plan of action in students' life		
<b>4</b>	<b>Critical Thinking</b>		<b>02</b>	<b>18</b>
	4.1	Definition, Nature and meaning of creativity.		
	4.2	Convergent and Divergent thinking		
	4.3	Idea generation and evaluation (Brainstorming) Image generation and evaluation Debating		



	4.4	The six-phase model of Creative Thinking: ICEDIP model		
<b>5</b>		<b>Problem Solving Process</b>		
	5.1	Recognizing and defining a problem	02	
	5.2	Analyzing the problem (potential causes)		
	5.3	Developing possible alternatives		
	5.4	Evaluating Solutions and Resolution of problem		
<b>Total</b>			10	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• De Bono, E. (2015). Serious Creativity: Using The Power Of Lateral Thinking To Create New Ideas. HarperCollins.</li> <li>• Kahneman, D. (2011). Thinking, Fast and Slow. Farrar, Straus, and Giroux.</li> <li>• Mayer, R. E. (2013). Thinking, Problem Solving, Cognition. Cambridge University Press.</li> <li>• Runco, M. A., &amp; Acar, S. (2012). Divergent thinking as an indicator of creative potential. Creativity Research Journal, 24(1), 66-75.</li> <li>• Schunk, D. H. (2012). Learning Theories: An Educational Perspective. Pearson.</li> <li>• Jonassen, D. H. (2000). Toward a design theory of problem solving. Educational Technology Research and Development, 48(4), 63-85.</li> </ul>

## Semester - II

Course Code	Course Name	Credits
ANM2217N	Animation	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam Practical/Project Presentation	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	100

### Course Outcomes

- Upon completion of the course, students will demonstrate a thorough understanding of the historical and theoretical foundations of animation, as evidenced by their ability to analyze and discuss the evolution of animation techniques and their applications.
- Students will acquire practical skills in 3D modeling, evidenced by their ability to create and manipulate 3D models using industry-standard software, effectively translating conceptual ideas into digital representations.
- By the end of the course, students will be proficient in rotoscoping techniques, capable of producing accurate roto work for integration into visual effects sequences, demonstrating an understanding of the collaborative nature of rotoscope work within the VFX pipeline.
- Upon successful completion of the program, students will demonstrate advanced proficiency in UV unwrapping and texturing techniques, as evidenced by their ability to unwrap complex geometry, optimize texture distribution, and apply procedural textures to enhance the visual quality of 3D models.

### Course Objective

- To introduce students to the foundational concepts and principles of animation, including its historical evolution, core principles, and various animation techniques.
- To equip students with practical skills in 3D modeling using industry-standard software, enabling them to create and manipulate digital models effectively.
- To provide students with a comprehensive understanding of rotoscoping techniques in visual effects (VFX), emphasizing the role of rotoscope artists and the importance of accurate roto work in compositing.
- To enable students to explore advanced UV unwrapping and texturing techniques, including complex geometry, texture channels, and procedural texturing, enhancing their proficiency in 3D modelling and animation production.

### Detailed syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>Foundations of Animation</b>		
	1.1 Overview of Early Animation Techniques Introduction to pre-cinematic animation forms such as zoetrope's and flipbooks.	<b>6</b>	<b>20%</b>
	1.2 Milestones in Animation History Examination of key developments in animation, including the invention of the multiplane camera and the release of iconic animated films.		
	1.3 Impact of Animation on Contemporary Media Analysis of animation's influence on modern media, exploring its role in advertising, education, and visual storytelling		
	1.4 Cultural Impact of Animation Discussion on how animation has shaped cultural narratives and influenced global perspectives.		
<b>2</b>	<b>Principles of Animation</b>		
	2.1 Understanding Squash and Stretch Explanation of how squash and stretch principles create fluid and lifelike motion in animated characters and objects.	<b>6</b>	<b>20%</b>
	2.2 Mastering Timing and Spacing Exploration of timing and spacing principles to convey weight, emotion, and realism in animation sequences.		

	2.3	Exploring Anticipation and Follow-through Examination of anticipation and follow-through principles to enhance the believability and impact of animated actions.		
	2.4	Secondary Animation Principles Analysis of secondary animation principles such as overlapping action and exaggeration in creating dynamic and expressive characters.		
<b>3</b>	<b>Types of Animation Techniques</b>			
	3.1	Hand-Drawn Animation: Techniques and Examples Overview of traditional hand-drawn animation methods and analysis of classic hand-drawn animated films.		
	3.2	Computer-Generated Animation: Processes and Applications Introduction to computer-generated animation techniques, including 3D modeling, rigging, and rendering, and exploration of its applications in film, gaming, and virtual reality.	<b>6</b>	<b>30%</b>
	3.3	Stop-Motion Animation: Methods and Innovations Investigation of stop-motion animation techniques, including claymation and puppet animation, and examination of innovative stop-motion films and commercials.		
	3.4	Experimental Animation Forms Exploration of experimental animation techniques and avant-garde animation movements in the context of artistic expression and creative exploration.		
<b>4</b>	<b>Fundamentals of Animation</b>			
	4.1	Character Development: Character Design: Techniques for designing characters with unique features and personalities.		
	4.2	Storyboarding and Planning: Storyboarding Techniques: Fundamentals of creating storyboards to plan and visualize animation sequences.	<b>8</b>	<b>30%</b>
	4.3	Introduction to Animation Software: Software Training: Basics of using popular animation software such as Adobe Animate or Blender. Tool Utilization: Learning key tools and features necessary for creating and editing animations.		

	4.4	<p>Project Creation and Review:  Animation Projects: Development of short animation projects that incorporate learned techniques and principles.</p> <p>Feedback and Refinement: Presentation of projects for peer and instructor feedback, with focus on refining and improving the final output.</p>		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Williams, R. (2012). <i>The Animator's Survival Kit</i>. Faber &amp; Faber.</li> <li>• Hooks, E. (2017). <i>Acting for Animators</i> (4th ed.). Routledge.</li> <li>• Vaughan, W. (2012). <i>Digital Modeling</i>. New Riders.</li> <li>• Kerlow, I. V. (2017). <i>The Art Of 3d Computer Animation and Effects</i> (4th ed.). Wiley.</li> <li>• Goldberg, E. (2008). <i>Character Animation Crash Course</i>. Silman-James Press.</li> <li>• Osipa, J. (2013). <i>Stop Staring: Facial Modeling and Animation Done Right</i> (3rd ed.). Wiley.</li> </ul>

## Semester - II

Course Code	Course Name	Credits
PHT2217N	Introduction to Photography	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Practical						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam – End Semester Practical/Project/presentation	Duration of End Sem Exam	Term Work	Practical	Oral	
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	100

### Course Outcomes

Develop a comprehensive understanding of digital photography techniques.
Acquire foundational knowledge of the principles governing light and its application in photography.
Demonstrate proficiency in operating cameras, including an understanding of their components and functionality.
Explore the intricacies of camera lenses, encompassing their types, functions, and optimal usage in various photographic contexts.

### Course Objective

Develop proficiency in composition techniques, enabling students to capture compelling photographs across diverse subjects such as people and nature.
Master the principles of lighting and colour in photography to effectively manipulate mood, atmosphere, and visual impact within images.
Acquire skills in displaying and presenting photographs, encompassing various formats and platforms to communicate messages effectively.
Gain a deep understanding of the mechanics of imaging, including technical aspects such as exposure, focus, and image processing, to achieve desired photographic outcomes.

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Understanding Digital Photography</b>		<b>06</b>	<b>20</b>
	1.1	Inside the Digital Camera: Exploring the internal mechanisms and components of digital cameras.		
	1.2	Principles of Photography: Introduction to the fundamental principles governing the art and science of photography.		
	1.3	General Principles of Photography: Understanding key concepts such as exposure, focus, and composition.		
	1.4	Types of Cameras: Overview of different camera types and their respective functionalities.		
<b>2</b>	<b>Camera Varieties and Comparative Analysis</b>		<b>06</b>	<b>20</b>
	2.1	Camera Types: Exploring a range of cameras including medium format, large format, and digital cameras.		
	2.2	Comparative Study: Analyzing the differences between digital and analogue (SLR) cameras, along with their advantages and applications.		
	2.3	Lens Types: Overview of normal, wide, telephoto, zoom, PC (Perspective Control), and TS (Tilt-Shift) lenses.		
	2.4	SLR & DSLR		
<b>3</b>	<b>Camera Controls and Composition Techniques</b>		<b>06</b>	<b>30</b>
	3.1	Camera Controls: Exploring shutter speed, aperture, exposure control, depth of field, and selective focus.		
	3.2	Exposure Metering and Filters: Understanding exposure meters, metering systems, and various filters such as UV, polarizing, and special effect filters. Introduction to tripods.		
	3.3	Composition Techniques: Learning creative composition techniques including the rule of thirds and the Golden section. Managing digital assets and image printouts.		
	3.4	Camera Accessories and Maintenance: Overview of camera mounts, accessories, and maintenance practices. Understanding the differences between multicamera and single camera setups.		

<b>4</b>	<b>Assignment: Outdoor Photography</b>			
	4.1	Lens Selection	<b>08</b>	<b>30</b>
	4.2	Use of Aperture		
	4.3	Use of shutter speed		
	4.4	Use of white balance		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Langford, M. (2015). Langford's Basic Photography: The Guide for Serious Photographers (10th Ed.). Focal Press.</li> <li>• Freeman, M. (2017). The Photographer's Eye: Composition and Design for Better Digital Photos (The Photographer's Guide) (2nd Ed.). Focal Press.</li> <li>• London, B. (2016). Photography (12th Ed.). Pearson.</li> <li>• Hunter, F., Biver, S., &amp; Fuqua, P. (2012). Light: Science and Magic: An Introduction to Photographic Lighting (5th Ed.). Routledge.</li> <li>• Peterson, B. (2016). Understanding Exposure: How to Shoot Great Photographs With any Camera (5th Ed.). Amphoto Books.</li> <li>• Kelby, S. (2017). The Digital Photography Book: Part 1 (6th Ed.). Peachpit Press.</li> </ul>



## Semester - II

Course Code	Course Name	Credits
POL2217N	Political Science- I- Fundamentals of Indian Constitution	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

### Course Outcomes

- Upon completion of this course, students will possess a comprehensive understanding of the Indian Constitution, including its historical background, structure, key provisions, fundamental rights, duties, directive principles of state policy, Schedules, and the process of amending the Constitution.
- After completing this course, students will be able to actively engage in constitutional debates, drawing on their comprehensive understanding of the Indian Constitution. They will demonstrate the ability to analyze and articulate the core principles and concepts embedded in the Constitution.
- Through participation in discussions and case studies, students will foster an understanding of the importance of secularism in the Indian context. They will be able to apply their knowledge to real-world scenarios, demonstrating how constitutional principles shape and influence issues related to secularism in India.
- By the end of this course, students will contribute to the promotion of an inclusive and equitable democracy through their knowledge and analysis of the Indian Constitution. They will critically evaluate the impact of constitutional provisions on democratic principles and formulate informed perspectives on how to enhance inclusivity and equity within the democratic framework.
- After completing the course, students will critically assess historical events' impact on the Indian Constitution's evolution. They will analyze framers' decisions, evaluate constitutional provisions' relevance, and construct well-reasoned judgments on the strengths and weaknesses of the constitutional framework.

- Upon course completion, students will creatively apply their understanding of the Indian Constitution. They will propose innovative solutions to constitutional dilemmas and recommend policy changes, showcasing their ability to contribute constructively to constitutional discourse and development.

### Course Objectives

- To develop a comprehensive understanding of the Indian Constitution's foundational principles, structure, and key provisions, including its historical context and evolution.
- To explore different perspectives and evaluate the implications of various interpretations of Indian Constitution.
- To examine the intersections between constitutional law, political philosophy, and social dynamics to gain a deeper appreciation of the constitution's role in shaping society.

### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Introduction to Indian Constitution</b>	<b>7</b>	<b>25%</b>
	1.1 Definition of Constitution & Need for Constitution		
	1.2 Historical background of the Indian constitution		
	1.3 Constitutionalism and Indian Constitution		
<b>2</b>	<b>Division of Constitution</b>	<b>7</b>	<b>30%</b>
	2.1 Concepts of Fundamental Rights, Fundamental Rights in India, Safeguards of Fundamental Rights		
	2.2 Fundamental Duties in India: Objectives and Purpose, Relation between Fundamental Rights and Directive Principles of State Policy		
<b>3</b>	<b>Secularism &amp; Indian Constitution</b>	<b>5</b>	<b>15%</b>
	3.1 Secularism and Religious Pluralism in India, Constitutional Rights and Religious Minorities		
<b>4</b>	<b>Structure of Government - Legislature, Executive, Judiciary</b>	<b>7</b>	<b>30%</b>
	4.1 The Legislature: Power and Functions of Parliament		
	4.2 The Executive: Election, Power, Functions, and the changing role of President and Prime Minister.		

	4.3	The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Jain, M. P. (2018). Indian Constitutional Law (8th ed.). LexisNexis.</li> <li>• Basu, D. D. (1981). Shorter Constitution Of India (6th ed.). Prentice-Hall of India.</li> <li>• Shukla, V. N. (2018). Constitution of India (11th ed.). Eastern Book Company.</li> <li>• Sreevai, H. M. (1991). Constitutional Law of India: A Critical Commentary (4th ed.). N. M. Tripathi.</li> <li>• Bhatia, U. (Ed.). (2017). The Indian Constituent Assembly: Deliberations on Democracy. Taylor &amp; Francis.</li> <li>• Pylee, M. V. (2009). An Introduction to The Constitution of India. S. Chand Publishing.</li> </ul>

## Semester - II

Course Code	Course Name	Credits
TSM2217N	Tourism Geography	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

### Course Outcomes

- Students will recall and describe the importance of geography in tourism, providing an overview of continents and oceans, and understanding the concepts of latitudes, longitudes, climatic zones, and vegetation.
- Students will demonstrate an understanding of the general geographical features of Asia, Oceania, Europe, Africa, North America, and South America. They will comprehend the physiographic units, climate, vegetation, main countries, capitals, and key tourist attractions of each region.
- Given specific countries from Asia, Oceania, Europe, Africa, North America, and South America, students will apply their knowledge to complete assignments. They will identify and analyze the geographical features, capitals, and tourist attractions of assigned countries.
- Students will analyze the relationships between physiography, climate, and vegetation in each region. They will critically evaluate how these geographical features influence tourism and identify patterns or trends that emerge across continents.
- Students will evaluate the tourism potential of specific countries in each region, considering factors such as geographical features, climate, and key attractions. They will critically assess the impact of these factors on tourism development and make informed judgments about the attractiveness of destinations.

- Students will synthesize information to create comprehensive summaries of the general geographical features, climate, vegetation, and tourist attractions of Asia, Oceania, Europe, Africa, North America, and South America. They will integrate knowledge from different modules to develop a holistic understanding of world geography in the context of tourism.

### Course Objectives

- To gain knowledge about the characteristics of tourist attractions across the globe.
- To study the Earth's physical features, climate, natural resources, human populations, and their interactions according to tourism Industry.
- To understand major destinations & accessibility of the world.
- To gain knowledge on case studies & broad information about the continents.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
1	<b>Introduction to Tourism Geography</b>		<b>7</b>	<b>25%</b>
	1.1	Brief Introduction of Geography and Tourism Geography		
	1.2	Continents & Oceans		
	1.3	Elements of Weather & Climate. Climatic Zones of the World.		
	1.4	Natural Vegetation of the World.		
2	<b>Asia and Europe</b>		<b>7</b>	<b>30%</b>
	2.1	General Geographical Features: Physiographic Units, Climate, Vegetation Main Countries, Capitals & their Tourist Attractions.		
3	<b>America and Other Countries</b>		<b>7</b>	<b>30%</b>
	3.1	General Geographical Features; Physiography, Climate, Vegetation. Main Countries, Capitals & Their Tourist Attractions.		
4	<b>Case Study</b>		<b>5</b>	<b>15%</b>
	4.1	Case Studies/Assignments/Presentations on the tourist attractions of one continent/country/climatic region		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Williams, S., & Lew, A. A. (2017). *Tourism Geography: Critical Understandings of Place, Space and Experience* (3rd ed.). Routledge.
- Pulsipher, L. M., & Pulsipher, A. (2019). *World Regional Geography: Global Patterns, Local Lives* (8th ed.). W.H. Freeman and Company.
- Hudman, L., & Jackson, R. (2018). *Geography of Travel and Tourism* (5th ed.). Cengage Learning.
- Bradshaw, M., Dymond, J., & Carney, G. F. (2016). *Contemporary World Regional Geography* (4th ed.). McGraw-Hill Education.
- Lyon, S. M., & Wells, C. (Eds.). (2017). *Global Tourism: Cultural Heritage and Economic Encounters*. AltaMira Press.

## Semester - II

Course Code	Course Name	Credits
SCW2217N	Social Entrepreneurship	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

### Course outcomes

- Students will understand conceptual and theoretical aspects of social entrepreneurship in India.
- Students will be aware about the challenges of social entrepreneurship.
- Students will be able to understand the process to start a social entrepreneurship project.

### Course Objectives

- To study the basic concepts of social entrepreneurship.
- To understand various social entrepreneurship processes.
- To understand role and responsibilities in the management of social entrepreneurship.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Social entrepreneurship</b>		<b>7</b>	<b>25%</b>
	1.1	Introduction and basics of Social Entrepreneurship		
	1.2	Approaches to social development		
<b>2</b>			<b>7</b>	<b>30%</b>
	2.1	Strategic venture design, resource management and social sector marketing.		
	2.2	Funding and legal framework for social ventures		
<b>3</b>	<b>Social entrepreneurship in India</b>		<b>7</b>	<b>30%</b>
	3.1	Social impact assessment		
	3.2	Sustainable development		
<b>4</b>	4.1	Case-studies	<b>5</b>	<b>15%</b>
<b>Total</b>			<b>26</b>	<b>100%</b>

### References:

- Bornstein, D., & Davis, S. (2010). Social Entrepreneurship: What Everyone Needs to Know. Oxford University Press.
- Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and The Power of New Ideas. Oxford University Press.
- Kickul, J., & Lyons, T. S. (2012). Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World. Routledge.
- Kramer, M. R. (2005). Measuring Innovation: Evaluation in The Field of Social Entrepreneurship. Foundation Strategy Group.



### Semester - III

Course Code	Course Name	Credits
ECO 2301N	Agricultural Economics	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- The students come to learn about agricultural economy and its relationship with nonagricultural sector
- Students understand the problems in agricultural sector and the reforms which have taken place in these sectors
- Students will gain an understanding of how agricultural markets operate, including supply and demand dynamics, price determination, and the role of market institutions and policies.
- Students will learn to analyze factors influencing agricultural production, including technology, resource allocation, and the impact of production decisions on farm income and sustainability.
- Students will develop the ability to critically evaluate agricultural policies and programs, including subsidies, trade policies, and conservation measures, and their effects on farmers, consumers, and the environment.

### Course Objectives

- This subject is aimed at providing knowledge on the agricultural economy of India, its development, productivity, rural indebtedness and defects in the agricultural market and to develop a critical study on recent agricultural crises in India
- To familiarize the agricultural situation in India
- To provide sound knowledge base on India 's Agricultural economy before green revolution and after it. To develop study on recent Agricultural crises in India.
- To provide students with a comprehensive understanding of agricultural systems, including the economic principles and factors that influence agricultural production, distribution, and consumption.
- To enable students to analyze the dynamics of agricultural markets, including supply and demand, price formation, and the impact of market structures and institutions on agricultural performance.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction</b>			
	1.1	Features of Agriculture - Importance of Agriculture in the Indian Economy – Relationship between Agriculture and Non-Agriculture sectors.	<b>08</b>	<b>15%</b>
<b>2</b>	<b>Risk and Return</b>			
	2.1	Agriculture Development in India - Subdivision and Fragmentation of holdings in India and causes - Land Tenure and Land Reforms Productivity in Agriculture -	<b>08</b>	<b>15%</b>
	2.2	New Agriculture Strategy - Green Revolution - Nature of Food Economy - Agriculture price policy in India - Public Distribution system	<b>06</b>	<b>15%</b>
<b>3</b>	<b>Agricultural Finance</b>			
	3.1	Rural Indebtedness - Causes of Rural Indebtedness -	<b>06</b>	<b>15%</b>
	3.2	Sources of Agricultural Finance. Market and Marketed Surplus - Defects in marketing Agricultural produce – Regulated markets - Co-operative marketing - Farmers Market.	<b>08</b>	<b>15%</b>
<b>4</b>	<b>Issues in Agricultures</b>		<b>06</b>	<b>10%</b>
	4.1	Current Issues in Indian Agriculture Sustainable Agricultural growth- Concepts & Constraints		
<b>5</b>	<b>Farm Management</b>		<b>04</b>	<b>10%</b>
	5.1	Meaning and concept of farm management: objectives and relationship with other sciences. Meaning and definition of farms, its types and characteristics, factor determining types and size of farms Principles of farm management: concept of production function and its type, use of production function in decision-making o		
<b>6</b>	<b>Production and Resource Economics</b>		<b>04</b>	<b>10%</b>
	6.1	Concepts of resource economics: differences between NRE and agricultural economics, unique properties of natural resources, Positive and negative externalities in agriculture, inefficiency and welfare loss solutions.		

		Important issues in economics and management of common property resources of land, water, pasture and forest resources etc.		
		<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

• Dutt, R. D., & Sundaram, K. P. M. (2012). Indian Economy. S. Chand & Co. Ltd.
• Bansil, B. C. (2017). Agricultural Problems of India. Vikas Publishing House Pvt. Ltd.
• Misra, S., & Puri, V. K. (2009.). Indian Economy. Himalaya Publishing House.
• Sankaran, A. (2019). Agricultural Economy of India. Progressive Corporation Pvt. Ltd.
• Srivastava, O. S. (1996). Agricultural Economics. Rawat Publications.

### Semester - III

Course Code	Course Name	Credits
ECO 2302N	Statistical Methods for Economics	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

#### Course outcomes

- Students understand the higher level of statistical concepts and different tests to be performed in various statistical data.
- Students will gain a solid understanding of fundamental statistical concepts, including measures of central tendency (mean, median, mode) and measures of variability (variance, standard deviation).
- Students will learn how to design experiments and surveys, collect data, and apply different sampling techniques to ensure data accuracy and representativeness.
- Students will be able to summarize and describe data sets using graphical methods (e.g., histograms, scatter plots) and numerical measures (e.g., mean, median, range).
- Students will understand the basic principles of probability, including the rules of probability, conditional probability, and the concept of random variables.

#### Course Objectives

- Students learn the elements of probability, binomial, normal, Poisson and exponential random variables. They also get acquainted with type 1 and type 2 error and different statistical tests.
- To provide students with a fundamental understanding of key statistical concepts, including descriptive and inferential statistics, and their importance in data analysis and decision-making.
- To teach students how to design experiments, surveys, and studies, as well as to collect and organize data in a manner that ensures reliability, validity, and representativeness.
- To enable students to summarize and describe data using measures of central tendency, measures of dispersion, and graphical methods such as histograms, box plots, and scatter plots.

## Detailed Syllabus

Module/ Unit		Course Module / Contents	Hours	Marks Weightage
1		<b>Probability Theory</b>		
	1.1	Elements of Probability Theory: Sample space Events, meaning of probability, Classical definition of probability,	<b>08</b>	<b>15%</b>
	1.2	The addition rule, Multiplication Rule, Theorems of total probability, conditional and statistical independence, limitation of classical definition,		
	1.3	Bayes formula, random variable, expectation and variance of random variable (for random sampling with or without replacement)		
2		<b>Random Variables and Probability Distribution</b>		
	2.1	Defining random variables; probability distributions; expected values of random variables and of functions of random variables	<b>08</b>	<b>15%</b>
	2.2	Properties of commonly used discrete and continuous distributions (uniform, binomial, normal, Poisson and exponential random variables).		
3		<b>Introduction to Estimation</b>		
	3.1	Methods of sampling; sampling distribution of a statistic; distribution of the sample mean; sampling error and standard error of a statistic with special reference to the mean.	<b>08</b>	<b>15%</b>
	3.2	Point and interval estimation of parameters; properties of an estimator; unbiasedness, relative efficiency and consistency.		
4		<b>Hypothesis Testing</b>	<b>08</b>	<b>15%</b>
	4.1	Testing of Hypothesis; type I and type II errors, power of a test; large sample tests, —t— test for the mean; one tail and two tail tests for difference of means; z-test, f-test, Chi-square test for (i) goodness of fit and (ii) independence of two attributes.	<b>08</b>	<b>10%</b>
5		<b>Correlation and Regression</b>	<b>07</b>	<b>10%</b>
	5.1	Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3 variables only), rank		

		correlation. Simple linear regression, principle of least squares and fitting of polynomials and exponential curves.		
<b>6</b>		<b>Index Numbers</b>	<b>07</b>	<b>10%</b>
	6.1	Index Numbers: Definition, construction of index numbers and problems thereof for weighted and unweighted index numbers including Laspeyre's, Paasche's, Edgeworth- Marshall and Fisher's Ideal Index numbers. Errors in Index numbers. Chain index numbers, conversion of fixed based to chain based index numbers and vice-versa. Consumer price index numbers. Uses and limitations of index numbers.		
		<b>Total</b>	<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Webster, A. (1998). Applied Statistics for Business and Economics (3rd ed.). McGraw Hill.</li> <li>• Karmel, P. H., &amp; Polasek, M. (2019). Applied Statistics for Economists (4th ed.). Pitman.</li> <li>• Spiegel, M. R. (n.d.). Theory And Problems of Statistics (2nd ed.). Schaum Series.</li> <li>• Walpole, R. E., Myers, R. H., Myers, S. L., &amp; Ye, K. (2016). Probability And Statistics for Engineers And Scientists (9th ed.). Pearson.</li> <li>• Freund, J. E., &amp; Perles, B. M. (2006). Modern Elementary Statistics (12th ed.). Pearson.</li> </ul>

### Semester - III

Course Code	Course Name	Credits
POL2301N	Western Political Thought	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code					Course Name			Credits	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Assignment & Presentation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

#### Course Outcomes

- Students will critically evaluate the strengths and weaknesses of various political regimes, gaining a nuanced understanding of how different philosophical approaches influence governance.
- Students will develop a thorough understanding of the fundamental assumptions and basic concepts that define the field of political science, enabling them to engage with complex political theories and ideas.
- Students will analyze the impact of major political philosophies on the development of various forms of government, from tyranny to republican democracy and welfare states.
- Students will apply theoretical frameworks to assess contemporary political issues, enhancing their ability to connect historical political thought with modern-day challenges.
- Students will gain interdisciplinary insights by exploring the connections between political science and related fields, such as history, economics, and sociology, enriching their overall understanding of politics.

#### Course Objectives

- To explore significant texts in the history of political thought, delving into the challenging questions they raise regarding the political community, social order, and human nature.
- To examine different perspectives on human nature and the role of history, we will analyze how these ideas shape the design of government.
- To examine the responses of influential thinkers such as Plato, Aristotle, Machiavelli, Hobbes, and Locke to the political challenges of their times.
- To engage in a broader discourse on human goods, justice, democracy, and the evolving dynamics between citizens and the state.
- To identify and explore the interdisciplinary connections between Western political thought and other fields such as ethics, economics, history, and sociology, highlighting the broader implications of political ideas on society and culture.



## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Plato</b>		<b>14</b>	<b>25%</b>
	1.1	Introduction		
	1.2	Philosophical Foundations of Plato's Political Theory		
	1.3	Theory of Ideas		
	1.4	Theory of Justice		
	1.5	Scheme of Education		
	1.6	Communism of Wives and Property		
	1.7	Ideal Slate: The Ruling Class/Philosophic Ruler		
	1.8	Evaluation of Plato's Political Thought		
<b>2</b>	<b>Aristotle</b>		<b>8</b>	<b>15%</b>
	2.1	Introduction		
	2.2	Philosophical Foundations of Aristotle's Political Theory		
	2.3	Political Ideas of Aristotle: Theory of Justice, Property, Family and Slavery, Theory of Revolution, Theory of State		
	2.4	Evaluation of Aristotle's Political Thought		
<b>3</b>	<b>Niccolo Machiavelli</b>		<b>7</b>	<b>15%</b>
	3.1	Introduction		
	3.2	Methods of Machiavelli's Study		
	3.3	Concept of Universal Egoism		
	3.4.	Machiavelli's Classification of Forms of Government		
	3.5.	The Doctrine of Aggrandisement		
	3.6	Evaluation of Machiavelli's Political Thought		
<b>4</b>	<b>Thomas Hobbes</b>			
	4.1	Introduction		

	4.2	The State of Nature and Natural Rights	<b>8</b>	<b>20%</b>
	4.3	The Covenants and the Creation of the Sovereign		
	4.4	Rights and Duties of the Sovereign		
	4.5	The Church and the State		
	4.6	Civil Law and Natural Law		
	4.7	Evaluation of Hobbesian Political Thought		
<b>5</b>	<b>John Locke</b>			
	5.1	Introduction	<b>8</b>	<b>15%</b>
	5.2	The State of Nature and Natural Rights		
	5.3	Social Contract and Civil Society		
	5.4	Consent, Resistance and Toleration		
	5.5	The Lockean Legacy		
<b>6</b>	<b>Jean Jacques Rousseau</b>			
	6.1	Introduction	<b>7</b>	<b>10%</b>
	6.2	Revolt against Reason		
	6.3	Critique of Civil Society		
	6.4	Social Contract Theory of General Will		
	6.5	Critical Appreciation		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Skinner, Q. (1990). The Foundations of Modern Political Thought (Vols. 1-2). Cambridge University Press.
- Wolin, S. (1960). Politics And Vision: Continuity and Innovation in Western Political Thought. Little, Brown.
- Warburton, N., Pike, J., & Matravers, D. (2000). Reading Political Philosophy: Machiavelli to Mill. Routledge in association with Open University.
- Boucher, D., & Kelly, P. (2003). Political Thinkers: From Socrates to the Present. Oxford University Press.
- Mukherjee, S., & Ramaswamy, S. (1999). A History of Political Thought. Prentice Hall.

### Semester - III

Course Code	Course Name	Credits
HIS2301N	Political and Administrative History of India c. 900-1526	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	1	03	-	1	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- This course is designed to develop the understanding of India with the advent of Timurs, Afghans and subsequently the establishment of Mughal rule in parts of India.
- An emphasis has also been laid to cover the regions of India not under the dominations of the Sultanate and Mughals.
- This course covers the territorial expansion and the evolution of medieval political and administrative processes.
- The course will cover entire political history of the period in consideration
- The course will give an insight to spread of Islam in India.

### Course Objectives

- To introduce students to a wide array of sources and interpretations available for the study of medieval Indian history.
- To aid students to form a deeper understanding and critically reflect on transitions, continuity, and political processes at work for the period under consideration.
- To study the change in administrative systems of the period.
- To study the change in entire polity of India
- To study the spread of Islam in India

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>The Early Medieval Period (c. 900-1200)</b>		<b>8</b>	<b>15%</b>
	1.1	The tripartite struggle: Palas, Pratiharas, and Rashtrakutas		
	1.2	The Cholas: Political expansion and administration		
	1.3	The Rajputs: Regional kingdoms and feudal structures		
	1.4	The growth of regional powers: The Yadavas, Hoysalas, and Kakatiyas		
<b>2</b>	<b>The Emergence of the Delhi Sultanate (1206-1290)</b>		<b>8</b>	<b>15%</b>
	2.1	The Ghurid invasions and the establishment of Turkish rule in India		
	2.2	The Slave Dynasty: Qutb-ud-din Aibak, Iltutmish, and Balban		
	2.3	Administrative structure: Iqta system and military organization		
	2.4	Challenges and consolidation under the early Delhi Sultans		
<b>3</b>	<b>The Khalji and Tughlaq Dynasties (1290-1414)</b>		<b>8</b>	<b>15%</b>
	3.1	The Khalji Revolution and the expansion of the Sultanate under Alauddin Khalji		
	3.2	The Tughlaq Dynasty: Muhammad bin Tughlaq and Firoz Shah Tughlaq		
<b>4</b>	3.3	Decline of the Tughlaq Dynasty: Causes and consequences		
	<b>The Decline of the Delhi Sultanate and the Rise of Regional Kingdoms (1414-1526)</b>		<b>8</b>	<b>15%</b>
	4.1	The Sayyid and Lodi dynasties: Political challenges and administration		
	4.2	The rise of regional kingdoms: Bengal, Gujarat, Malwa, and Jaunpur		
	4.3	The Vijayanagara and Bahmani Kingdoms: Political structures and administration		
	4.4	Conflicts and alliances between regional powers and the Sultanate		

<b>5</b>	<b>The Administration and Society under the Delhi Sultanate</b>			
	5.1	Central and provincial administration: Roles of the Sultan, Wazir, and Muqti	<b>10</b>	<b>20%</b>
	5.2	The judicial system and the role of the Qazi		
	5.3	Revenue system: Land revenue, taxation, and the impact on agriculture		
	5.4	Social structure: Nobility, townsmen, and rural communities		
<b>6.</b>	6.1	The political situation in India on the eve of Babur's invasion	<b>10</b>	<b>20%</b>
	6.2	The First Battle of Panipat and the fall of the Delhi Sultanate		
	6.3	The establishment of Mughal rule: Babur's administration and military strategies		
	6.4	Transition from the Sultanate to Mughal administration: Continuities and changes		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Farooqui, S. A. (2011). A Comprehensive History of Medieval India. Pearson Education.
- Chattopadhyaya, B. (2012). The Early Medieval India: 600 – 1200. Pearson Education.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge University Press.
- Chandra, S. (1997). Medieval India: From Sultanat to The Mughals Part - I: Delhi Sultanat (1206-1526). Har-Anand Publications.
- Chattopadhyaya, B. (1994). The Making of Early Medieval India. Oxford University Press.

### Semester – III

Course Code	Course Name	Credits
BSW 2301N	Working with Group	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

		Theory			Term Work / Practical/Oral			Total
Internal Assessment		Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Assignment and Presentation	Attendance							
25	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- The knowledge of this subject is essential to understand facts and concepts.
- It also highlights various models of group work.
- The knowledge of group work and its development in different settings.
- It will also be helpful to develop self-awareness and sensitivity as a group working while practicing in the field.

### Course Objectives

- Understand the main features and concerns of various models of social group work.
- Acquire knowledge of development of group work in institutional
- Acquire knowledge of group work in community settings.
- Develop self-awareness and sensitivity as a group worker.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Group Work</b>		<b>8</b>	<b>15%</b>
	1.1	Introduction to Group Work: Characteristics and significance of group.		
	1.2	Definition of Social Group Work - Characteristics of Social Group Work.		
	1.3	-Historical evolution of group work with special emphasis on the Indian Context.		
<b>2</b>	<b>Values and Principles in group work.</b>		<b>8</b>	<b>15%</b>
	2.1	Values and Principles in group work. -		
	2.2	Characteristics of Group formation:		
	2.3	Factors of group formation		
	2.4	Formulation of goals - Identification of problems for work.		
<b>3</b>	<b>Group Processes and Group Dynamics</b>		<b>10</b>	<b>20%</b>
	3.1	Group Processes and Group Dynamics: Importance of group processes.		
	3.2	Role of group workers.		
<b>4</b>	<b>Leadership</b>		<b>8</b>	<b>10%</b>
	4.1	Meaning, types of leadership.		
<b>5</b>	<b>Recordings in Group work</b>		<b>10</b>	<b>20%</b>
	5.1	Recordings in Group work: Importance of recording in social group work -		
	5.2	Principles of recording - Recording structure - Types of recording.		
<b>6</b>	<b>Application of Group Work</b>		<b>8</b>	<b>15%</b>
	6.1	Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"><li>• Bhatt, R. M. (1960). Records of Group Work Practice in India. Baroda University.</li></ul>
<ul style="list-style-type: none"><li>• Delhi School of Social Work. (1958). Field Work Records in Group Work and Community Organization. Tavistock Publications.</li></ul>
<ul style="list-style-type: none"><li>• Douglas, T. (1976). Group Process in Social Work: A Theoretical Synthesis. John Wiley &amp; Sons.</li></ul>
<ul style="list-style-type: none"><li>• Northen, H. (1969). Social Work with Groups. Columbia University Press.</li></ul>
<ul style="list-style-type: none"><li>• Bhattacharya, S. (2003). Social Work: An Integrated Approach. Deep and Deep Publications.</li></ul>
<ul style="list-style-type: none"><li>• Trecker, H. (1970). Social Group Work: Principles and Practices. Associate Press.</li></ul>



### Semester - III

Course Code	Course Name	Credits
FLF2311N	FRENCH III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral				
Internal Assessment			End Sem Exam		Duration Of End Sem Exam	Term Work	Pract.	Oral	Total
Mid Term	Viva	Continuous Evaluation	Attendance	Total Internal					
15	20	10	05	50	50	75 mins	-	-	100

### Course Outcomes

After the completion of this course Students will be able to:

- Get in depth Knowledge of accents and French phonetics.
- Write about placements of objects.
- Talk about recent experiences or recent plans.
- Understand the important geographic locations and culture of France.
- Gain mastery over complex grammatical structures, including the subjunctive mood, advanced verb tenses, and intricate sentence formations.

### Course Objectives

The course is designed:

- To engage the students to continue to refine pronunciation, focusing on more subtle aspects of accent and intonation.
- To describe the placements of the objects etc.
- To talk about recent experiences or of recent plans.
- To understand biographical information.
- To master complex grammatical structures, including the subjunctive mood, advanced tenses, and nuanced sentence structures. Reading exercises, writing tasks and grammar of:

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>				
	Leçon 1	Une journée sur Terre	<b>7</b>	<b>50%</b>
	Leçon 2	Une journée « écolo »		
	Leçon 3	Une journée avec...		
	Leçon 4	Une journée en Pologne		
<b>2</b>				
	Leçon 1	Sortir « à la française »	<b>6</b>	<b>20%</b>
	Leçon 2	Soyez les bienvenus !		
	Leçon 3	Apprendre autrement		
<b>3</b>				
	Leçon 1	Jeunes talents	<b>6</b>	<b>30%</b>
	Leçon 2	Écrivains francophones		
	Leçon 3	Un livre, un jour		
<b>4</b>				
	Leçon 1	Il a choisi la France	<b>5</b>	<b>30%</b>
	Leçon 2	Informons-nous		
	<b>Total</b>		<b>26</b>	<b>100%</b>

**References:**

- Berthet, H., Hugot, et al. (2012). *Alter Ego - Méthode De Français, A1*. Hachette.
- Girardeau, B., & Mous, N. (2011). *Réussir Le Delf A1*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Cahier D'exercices*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Guide Pédagogique*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Livre De L'élève*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Cahier D'exercices*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Guide Pédagogique*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Guide Pédagogique Téléchargeable*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Livre D'élève + CD*. Didier.
- Hirschsprung, N., & Tricot, T. (2017). *Cosmopolite 1 Méthode De Français A1*. Hachette.
- Hirschsprung, N., & Tricot, T. (2017). *Cosmopolite 1 Cahier D'activités A1*. Hachette.

### Semester – III

Course Code	Course Name	Credits
FLG2311N	UG FL GERMAN III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

Theory						Term Work / Practical/Oral			Total	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course students will be able to:

1. Listen and comprehend.
2. Understand and respond to audio texts, telephonic messages, and announcements.
3. Listen and speak.
4. Have proficiency in pronunciation.
5. Communicate in routine situations where exchange of basic information is required.

### Course Objectives

The course is designed :

- To listen and comprehend.
- To understand and respond to audio texts, telephonic messages, and announcements.
- To listen and speak.
- To have proficiency in pronunciation.
- To communicate in routine situations where exchange of basic information is required.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Kapitel 7</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>· Präpositionen mit Dativ, z.B. aus, bei</li> <li>· Artikelwörter: bestimmt, unbestimmt, negativ im Nom., Akku., Dativ</li> <li>· Possessivartikel im Dativ</li> </ul>	<b>06</b>	<b>25%</b>
<b>2</b>	<b>Kapitel 7</b>		
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>· Termine absprechen</li> <li>· Anleitungen verstehen und geben</li> <li>· Briefe verstehen und beantworten</li> <li>· über Sprachenlernen sprechen</li> <li>· Informationen in Texten finden</li> </ul>	<b>07</b>	<b>25%</b>
<b>3</b>	<b>Kapitel 8</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>· Adjektiv mit sein</li> <li>· Thema: Wohnungsbeschreibung</li> <li>· Adjektiv sehr, zu</li> <li>· Wohin: in+Akku.</li> <li>· Wo: in+Dativ</li> <li>· Wechselpräpositionen z.B. über, auf, unter, vor</li> </ul>	<b>06</b>	<b>25%</b>
<b>4</b>	<b>Kapitel 8</b>		
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>· Wohnungsanzeigen verstehen</li> <li>· eine Wohnung beschreiben</li> <li>· die Wohnungseinrichtung planen</li> <li>· eine Einladung schriftlich beantworten</li> <li>· über eine Wohnungseinrichtung sprechen</li> <li>· einen Text über eine Wohnung schreiben</li> </ul>	<b>07</b>	<b>25%</b>
<b>Total</b>		<b>26</b>	<b>100%</b>

**References:**

- Aufderstraße, H. (2012). Lagune 1: Deutsch Als Fremdsprache: Kursbuch Und Arbeitsbuch. Max Hueber Verlag.
- Braun, A., & Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.
- Dengler, S. (2012). Netzwerk A1: Teil 2: Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache. Langenscheidt.
- Funk, H., et al. (2015). Studio D A1: Deutsch Als Fremdsprache. Cornelsen Verlag.
- Langenscheidt. (2022). Langenscheidt Pocket Dictionary German: German-English, English-German. Langenscheidt Publishing Group.
- Niebisch, D., et al. (2016). Lagune A1: Kursbuch. Hueber Verlag.

### Semester – III

Course Code	Course Name	Credits
FLS2311N	SPANISH III	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

					Theory		Term Work / Practical/Oral		Total	
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract .	Or al	Total
Mid Term	Contin uous Evalua tion	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course, students will be able:

- To speak and write about his/her daily routine and will be able to describe the daily routine of others and express the frequency.
- To effectively understand time, tell time and ask questions using time.
- To understand and explain the geographical structure such as area, population etc. of Spanish speaking countries along with food and local cuisines.
- To effectively write an informal E-mail.

To conjugate irregular verbs and use them in their day-to-day life.

## Course Objectives

The course is designed:

- To enable the students to talk and discuss about their routine and/or daily routine of others effectively and express the frequency.
- To enable the students to understand time.
- To enable the student to understand the geography of Spanish speaking countries along with local cuisines and food.
- To teach the students how to write an informal E-mail.
- To teach how to conjugate irregular verbs and incorporate them in day-to-day life.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage (%)
<b>1</b>	<b>¿Tus amigos son mis amigos?</b>	<b>3</b>	<b>20%</b>
	1.1 La geografía de España		
	1.2 Los verbos en presente de indicativo		
<b>2</b>	<b>¿Dónde está mi reloj?</b>	<b>7</b>	<b>30%</b>
	2.1 La hora en español		
	2.2 El verbo Tener en la forma TENER QUE + Infinitivo		
<b>3</b>	<b>¿Sabes estos verbos?</b>	<b>6</b>	<b>20%</b>
	3.1 Los verbos irregulares		
<b>4</b>	<b>¿Día a día</b>	<b>10</b>	<b>30%</b>
	4.1 Los verbos reflexivos		
	4.2 La frecuencia para la rutina diaria		
	4.3 Hablar de la rutina diaria		
<b>Total</b>		<b>26</b>	<b>100%</b>



**References:**

- Espinosa, Nat. 100 Reflexive Verbs In Spanish That You Need To Know. Independently Published, 2022.
- Gordon, R., & Stillman, D. (2008). The Big Red Book of Spanish Verbs (2nd ed.). McGraw-Hill.
- Palencia, R., & Aragoes, L. (2014). McGraw-Hill Education Intermediate Spanish Grammar. McGraw-Hill Education.
- Powell. (2019). Autodisciplina. Create Your Reality.
- Reid, S. (2013). La Hora (Time) (Early Childhood Themes) (Spanish Edition).
- Richmond, D. (2020). Practice Makes Perfect: Spanish Pronouns and Prepositions (Premium 4th ed.). McGraw-Hill Education.
- Saavedra, E. (2017). La Geografía De España Del Idrisi (Classic Reprint). Forgotten Books.
- Tormo, A. B., Del Moral Manzanares, F., et al. (2020). El Cronómetro En Clase.
- Tormo, A. B. (2013). Cronómetro: Nivel B1. Con Espansione Online. Con Cd. Per Le Scuole Superiori (EL). Edinumen Editorial.
- Gordon, R., & Stillman, D. (2008). The Big Red Book of Spanish Verbs (2nd ed.). McGraw-Hill.

### Semester – III

Course Code	Course Name	Credits
CSE2312N	Reading and Comprehension	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Outcomes

After completion of this course Students will be able to:

- Attain and enhance competence in reading and comprehension skills and develop reading skills, speed and keen interest in reading different genres.
- Read university text, manuals, technical contents and expand their vocabulary.
- Produce best reviews after analytical and critical reading.
- Employ various reading techniques and strategies to gain maximum output from reading.
- Understand the nuances of reading as a skill.

### Course Objectives

The course is designed:

- To discuss the techniques of reading and comprehension
- To illustrate the methods of reading technical and non-technical texts
- To enhance the knowledge of graphic, mind maps and pyramids
- To guide about ways of gathering information and processing it through effective reading strategies
- To teach how to do review writing after effectively applying appropriate reading methods.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Effective Reading</b>			
	1.1	What is reading comprehension? Process of reading, Types of reading: (Academic reading, Professional reading, Literary reading, Technical reading & Critical reading) Strategies and Techniques of reading: (Skimming, Scanning, Intensive, Extensive, Loud & Silent reading, SQ3R etc.) Reading speed & Tips for improving reading skills	<b>04</b>	<b>31%</b>
	1.2	Strategies for Reading Comprehension		
	1.3	Note taking and Note Making,		
<b>2</b>	<b>Technical Language Development</b>			
	2.1	Reading Manuals: What is technical language? Characteristics of technical texts User guide – manuals: (Lab reports, Brochures, Proposals, Technical specifications & descriptions) Instructions & warnings etc.	<b>04</b>	<b>31%</b>
	2.2	Difference between Literary and Technical reading		
<b>3</b>	<b>Summarization</b>			
	3.1	Summarization of reading passages, reports, chapters, books & selected passages from competitive examinations.	<b>03</b>	<b>23%</b>
	3.2	Graphic organizers for summaries: Mind maps, flow charts, tree diagrams, pyramids		
<b>4</b>	<b>Activities</b>			
	4.1	News reading, Picture reading,	<b>02</b>	<b>15%</b>
	4.2	Review of a book/journal, Paraphrasing		
<b>Total</b>			<b>13</b>	<b>100</b>

**References:**

- Hasson, G. (2012). Brilliant Communication Skills. Pearson Education.
- Krishnaswamy, N., & Sriraman, T. (2000). Creative English for Communication. Macmillan India Limited.
- Lesikar, R. V., & Flatley, M. E. (2002). Basic Business Communication: Skills for Empowering the Internet Generation (9th ed.). Tata McGraw-Hill.
- Mascull, B. (2004). Business Vocabulary in Use Advanced. Cambridge University Press.
- Raman, M., & Singh, P. (2006). Business Communication. Oxford University Press.
- Neuliep, J. W. (2003). Intercultural Communication: A Contextual Approach. Houghton Mifflin Co.
- Rizvi, A. M. (2017). Effective Technical Communication. McGraw Hill Education.
- Sethi, A., & Adhikari, B. (2009). Business Communication. Tata McGraw Hill.
- Kumar, V., & Raj, B. (2022). Comprehension and Communication Skills in English. Kalyani Publishers.
- 4o mini

### Semester – III

Course Code	Course Name	Credits
BEH2351N	Behavioral science-III (Group Dynamics and Team Building)	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01			01			01

Theory						Total	
Internal Assessment					End Sem Exam		Duration of End Sem Exam
Activity	Assignment	Viva	Attendance	Total Internal			
20	40	35	05	100	00	-	100

#### Course Outcomes

- Enhanced communication and understanding among team members
- Increased trust and respect within the team.
- Improved collaboration and problem-solving abilities.
- Greater appreciation for diversity and different perspectives.
- Clearer roles, responsibilities, and accountability.
- Stronger team unity and alignment towards common goals.

#### Course Objective

- To Foster open communication and active listening among team members.
- To Build trust and mutual respect within the group.
- To Encourage collaboration and shared decision-making.
- To Promote diversity and inclusion within the team.
- To Develop clear roles and responsibilities for each member.
- To Strengthen team cohesion through shared goals and experiences.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Group formation</b>			
	1.1	Definition and Characteristics of group	<b>04</b>	<b>15</b>
	1.2	Importance of groups formation		
	1.3	Classification and stages of groups formation		
	1.4	Benefits of group formation		
<b>2</b>	<b>Teams</b>			
	2.1	Meaning and nature of teams	<b>02</b>	<b>15</b>
	2.2	External and internal factors effecting team.		
	2.3	Building Effective Teams		
	2.4	Consensus Building and Collaboration		
<b>3</b>	<b>Group Functions</b>			
	3.1	External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.	<b>02</b>	<b>16</b>
	3.2	Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.		
	3.3	Group Cohesiveness and Group Conflict		
	3.4	Adjustment in Groups		
<b>4</b>	<b>Leadership</b>			
	4.1	Meaning, Nature, and Functions	<b>02</b>	<b>18</b>
	4.2	Self-leadership		
	4.3	Leadership styles in organization		
	4.4	Leadership in Teams		
<b>5</b>	<b>Power to empower: Individual and Teams</b>		<b>02</b>	

	5.1	Meaning, Nature, and Types of Power and Empower		
	5.2	Identify the sources and uses of Power		
	5.3	Relevance in organization and Society		
	5.4	Feeling power and powerlessness		
<b>Total</b>			<b>10</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Forsyth, D. R. (2018). <i>Group Dynamics</i>. Wadsworth, Cengage Learning.</li> <li>• Robbins, S. P., &amp; Judge, T. A. (2019). <i>Organizational Behavior</i> (18th ed.). Pearson.</li> <li>• Kouzes, J. M., &amp; Posner, B. Z. (2017). <i>The Leadership Challenge: How to Make Extraordinary Things Happen In Organizations</i> (6th ed.). Jossey-Bass.</li> <li>• Pfeffer, J. (2010). <i>Power: Why Some People Have It—And Others Don't</i>. Harper Business.</li> <li>• Lencioni, P. (2002). <i>The Five Dysfunctions of A Team: A Leadership Fable</i>. Jossey-Bass.</li> <li>• Hackman, J. R., &amp; Wageman, R. (2005). A theory of team coaching. <i>Academy of Management Review</i>, 30(2), 269-287.</li> </ul>

**Semester - III**

**Vocational Courses/ Entrepreneurship\*/ Industry Led Courses**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
SPU2314N	Sustainable Practices in Urban Community	3

<b>Contact Hours</b>			<b>Credits Assigned</b>			
<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Total</b>
02	-	01	02	-	01	03

<b>Theory</b>						<b>Term Work / Practical/Oral</b>			<b>Total</b>
<b>Written test</b>	<b>Internal Assessment</b>		<b>Total Internal</b>	<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	<b>Term Work</b>	<b>Pract .</b>	<b>Oral</b>	
	<b>Assignment (10) and Presentation (10)</b>	<b>Attendance</b>							
25	20	05	50	50	2Hours	-	-	-	100

**Course outcomes**

- Students will understand conceptual and theoretical aspects of sustainable development.
- Students will be aware about familiar with indicators of sustainability, their application and limitations.
- Student will be able to understand and assess whether a city is making progress toward sustainable urban development goals
- Student will be able to learn about programs for sustainable urban development

**Course Objectives**

- Be familiar with the framework of sustainable development and the way it is applied to cities and urban areas.
- Be familiar with indicators of sustainability, their application and limitations.
- Be able to assess whether a city is making progress toward sustainable urban development goals and objectives.
- Students will be oriented about programs for sustainable urban development



## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>				
	1.1	What is sustainable urban development?	<b>8</b>	<b>20%</b>
	1.2	Trends in urban population		
	1.3	Urban areas and global climate change		
<b>2</b>				
	2.1	Measuring sustainability	<b>8</b>	<b>25%</b>
	2.2	Urban sprawl and smart growth		
	2.3	Sustainable transportation		
<b>3</b>				
	3.1	Sustainable energy	<b>8</b>	<b>25%</b>
	3.2	Environmental justice		
	3.3	Sustainable use of materials and waste management		
<b>4</b>				
	4.1	Sustainable water use	<b>8</b>	<b>15%</b>
	4.2	Green buildings		
	4.3	New Sustainable Cities and Future Directions		
<b>5</b>				
	5.1	Policies for sustainable urban development	<b>7</b>	<b>1%</b>
	5.2	Programmes for sustainable urban development		
<b>Total</b>			<b>39</b>	<b>100%</b>

### References:

- Wheeler, S. M. (Ed.). (2023). *The Sustainable Urban Development Reader* (4th ed.). Routledge.
- Portney, K. E. (2013). *Taking Sustainable Cities Seriously* (2nd ed.). The MIT Press.

### Semester – III

Course Code	Course Name	Credits
ANM2317N	Animation (Advanced Animation Techniques)	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam Practical/Project Presentation	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	02	-	100

#### Course Outcomes

<ul style="list-style-type: none"> <li>Advanced Animation Skills: Students will develop advanced skills in character animation, including character posing, movement, and expression, applying the 12 principles of animation effectively.</li> </ul>
<ul style="list-style-type: none"> <li>Technical Proficiency: Students will gain proficiency in advanced rigging techniques, character setup for complex movements, and the use of advanced features in animation software.</li> </ul>
<ul style="list-style-type: none"> <li>Visual Storytelling: Students will understand narrative structure in animation, create storyboards and animatics, and apply visual language and symbolism to enhance storytelling in their animations.</li> </ul>
<ul style="list-style-type: none"> <li>Application of Innovative Methods: Students will apply cutting-edge animation techniques to create professional-quality projects.</li> </ul>

#### Course Objective

<ul style="list-style-type: none"> <li>Enhanced Animation Skills: Develop advanced skills in character animation, including character posing, movement, and expression, applying the 12 principles of animation effectively.</li> </ul>
<ul style="list-style-type: none"> <li>Technical Proficiency: Gain proficiency in advanced rigging techniques, character setup for complex movements, and the use of advanced features in animation software.</li> </ul>
<ul style="list-style-type: none"> <li>Creative Storytelling: Understand narrative structure in animation, create storyboards and animatics, and apply visual language and symbolism to enhance storytelling in animations.</li> </ul>
<ul style="list-style-type: none"> <li>Professional Portfolio Development: Create a professional animation portfolio that showcases advanced skills, creativity, and understanding of industry practices, preparing for careers in animation.</li> </ul>

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Foundations of Animation</b>		<b>06</b>	<b>20%</b>
	1.1	Principles of Animation: Explore and apply the 12 principles of animation to create believable and dynamic motion.		
	1.2	Storyboarding Techniques: Learn to develop and present visual stories through storyboards, focusing on composition and narrative flow.		
	1.3	Character Design Basics: Understand the fundamentals of character design, including silhouette, shape language, and visual appeal.		
	1.4	Introduction to 3D Animation: Gain a basic understanding of 3D animation software and its interface, focusing on keyframe animation.		
<b>2</b>	<b>Intermediate Animation Techniques</b>		<b>06</b>	<b>20%</b>
	2.1	Character Rigging and Weighting: Learn advanced rigging techniques to create flexible and realistic character movements.		
	2.2	Advanced Keyframe Animation: Refine keyframe animation skills, focusing on timing, spacing, and character performance.		
	2.3	Lip Sync and Facial Animation: Explore techniques for syncing character dialogue with lip movements and expressive facial animations.		
	2.4	Camera and Cinematography: Understand the principles of camera movement and shot composition to enhance storytelling and visual interest.		
<b>3</b>	<b>Specialized Animation Skills</b>		<b>06</b>	<b>30%</b>
	3.1	Creature Animation: Study the principles of creature animation, focusing on animalistic movement and behaviour.		
	3.2	Physics-based Animation: Learn to create realistic animations using physics simulations for objects like cloth, hair, and fluid.		
	3.3	Character Animation for Games: Explore the unique challenges and techniques involved in creating animations for interactive game environments.		

	3.4	Advanced Techniques and Styles: Exploration of niche animation styles and techniques, such as motion capture, effects animation, or advanced 3D modeling.		
<b>4</b>	<b>Advanced Character Animation and Dynamics</b>			
	4.1	Complex Character Rigging: Advanced rigging techniques for creating detailed and flexible character rigs. Setup of facial rigs and body deformations for realistic movement.	<b>08</b>	<b>30%</b>
	4.2	Dynamic Motion and Simulation: Implementation of physics-based simulations for natural movement, including cloth and hair simulations. Techniques for simulating natural forces and interactions.		
	4.3	Dynamic Motion: Physics-based simulations for natural movement.		
	4.4	Complex Rigging: Advanced character rigging and facial deformation		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
• Williams, R. (2012). The Animator's Survival Kit. Faber & Faber.
• Hooks, E. (2017). Acting For Animators (4th ed.). Routledge.
• Maestri, G. (2006). Digital Character Animation 3. New Riders.
• Kerlow, I. V. (2017). The Art Of 3d Computer Animation and Effects (4th ed.). Wiley.
• Roberts, S. (2007). Advanced Animation: An Illustrated Approach. Focal Press.
• Osipa, J. (2013). Stop Staring: Facial Modeling and Animation Done Right (3rd ed.). Wiley.

### Semester - III

Course Code	Course Name	Credits
PHT2317N	Camera Design & Types of Lenses	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam- End Semester Practical/Project/ presentation	Duration of End Sem Exam	Term Work	Prac.	Or al	
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	100

#### Course Outcomes

• Students will know Camera modes
• Student will know about lenses
• Students will know about different cameras & lenses
• Field visit Studios or art gallery, Outdoor Photography Practice.

#### Course Objective

• Students will gain a basic knowledge of camera parts.
• Gain knowledge about controlling light to get desired Results.
• Technicalities to take photographs during nighttime & Day Time
• The aim of the course is to train the mind in how to see the world through a camera.

<b>Detailed Syllabus</b>				
<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Camera and its Parts</b>		<b>06</b>	<b>20</b>
	1.1	Introduction to Camera parts & Different Modes of Camera Dial		
	1.2	Shutter speed		
	1.3	Aperture, ISO		
	1.4	Exposure		
<b>2</b>	<b>Different types of cameras</b>		<b>06</b>	<b>20</b>
	2.1	Pinhole camera		
	2.2	Compact camera		
	2.3	Mirrorless		
	2.4	SLR & DSLR		
<b>3</b>	<b>Different types of Lenses</b>		<b>06</b>	<b>30</b>
	3.1	Wide Angle		
	3.2	Tele-photo lens		
	3.3	Macro Lens		
	3.4	Prime Lens		
<b>4</b>	<b>Assignment: Use of Mirror Less cameras &amp; Large Format Cameras, Sensor Size</b>		<b>08</b>	<b>30</b>
	4.1	Mirror less cameras		
	4.2	DSLR Crop Sensor		
	4.3	Full Frame Sensor		
	4.4	Large Format Cameras		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
• Judge, A. I. (2019.). Mastering Shutter Speed. Prescribed Textbooks.
• Horenstein, H. (2012). Digital Photography: A Basic Manual. Little, Brown and Company.
• Shore, S. (2007). The Nature Of Photographs. Aperture.
• Birnbaum, B. (2010). The Art Of Photography: A Personal Approach To Artistic Expression. Rocky Nook.

### Semester - III

Course Code	Course Name	Credits
POL2317N	Political Science- II- Fundamentals of India's Foreign Policy	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

### Course Outcomes

- Recall the historical events and milestones that have shaped India's foreign policy.
- Explain the underlying principles and ideologies guiding India's foreign policy decisions.
- Apply theoretical frameworks to analyze contemporary challenges and opportunities in India's foreign relations.
- Compare and contrast India's foreign policy approaches with those of other major powers, such as China and the United States.
- Critically assess the successes and failures of India's foreign policy initiatives in promoting national interests and global stability.
- Develop policy recommendations to enhance India's role in regional and global governance structures.

### Course Objectives

- To comprehend the historical evolution and underlying principles of India's foreign policy.
- To analyze contemporary challenges and opportunities in India's foreign relations.
- To evaluate the effectiveness and impact of India's diplomatic strategies

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Determinants of India's Foreign Policy</b>		<b>5</b>	<b>20%</b>
	1.1	Domestic sources of India's Foreign Policy		
	1.2	International sources of India's Foreign Policy		
<b>2</b>	<b>Objectives and Principles of India's Foreign Policy</b>		<b>6</b>	<b>20%</b>
	2.1	Objectives of India's Foreign Policy		
	2.2	Principles of India's Foreign Policy		
<b>3</b>	<b>Non-Alignment in Indian Foreign Policy</b>		<b>7</b>	<b>30%</b>
	3.1	Conceptual Framework & Principles of Non-Alignment Policy		
	3.2	Relevance of Non-Alignment Policy		
<b>4</b>	<b>India &amp; the World</b>		<b>8</b>	<b>30%</b>
	4.1	India and the major powers- US, Russia, China		
	4.2	India and Global Institutions		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Bandhopadhyaya. (1970). The Making of India's Foreign Policy. Allied Publishers.
- Basu, R. (2004). The United Nations: Structure and Functions of An International Organisation (Revised and enlarged ed.). Sterling.
- Mattoo, A., & Jacob, H. (Eds.). (2014). India and The Contemporary International System. Manohar Publications in collaboration with RCSS Colombo.
- Cohen, S. (2002). India: Emerging Power. Brookings Institution Press



Course Code	Course Name	Credits
TSM2317N	Tourism Product	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

Course Outcomes
<ul style="list-style-type: none"> <li>Students will be able to remember and identify the basic concepts and types of tourism products, including heritage, wildlife, religious, and cultural tourism.</li> </ul>
<ul style="list-style-type: none"> <li>Students will be able to describe the different types of heritage tourism, the role of heritage management organizations, and identify major wildlife sanctuaries, national parks, and biological reserves in India.</li> </ul>
<ul style="list-style-type: none"> <li>Students will apply their understanding of religious and cultural tourism concepts to identify key centers for various religions, as well as important cultural sites and events, such as classical and folk dances, handicrafts, and tourism fairs and festivals.</li> </ul>
<ul style="list-style-type: none"> <li>Students will critically evaluate the impact of different tourism products on the promotion and preservation of heritage, wildlife, religious, and cultural tourism in India.</li> </ul>
<ul style="list-style-type: none"> <li>Students will evaluate the contributions of organizations like UNESCO, ASI, and INTACH in preserving and promoting heritage sites and will assess the importance of these sites in the context of tourism.</li> </ul>
<ul style="list-style-type: none"> <li>Students will synthesize their learning by creating a comprehensive presentation or case study on a chosen tourism product, analysing its significance, impact, and potential for tourism development.</li> </ul>

Course Objective
<ul style="list-style-type: none"> <li>To gain knowledge about the characteristics of tourist attractions in India.</li> </ul>
<ul style="list-style-type: none"> <li>To study the Cultural aspects, Fair &amp; festivals of India.</li> </ul>
<ul style="list-style-type: none"> <li>To gain destination knowledge of India through different tangible and non-tangible aspects</li> </ul>

**. Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Tourism Products</b>		<b>5</b>	<b>15%</b>
	1.1	Tourism Products: Definition, Concept and classification		
<b>2</b>	<b>Heritage &amp; Wildlife-based Tourism Products</b>		<b>7</b>	<b>30%</b>
	2.1	Heritage – Meaning, Types of Heritage Tourism, Heritage Management Organizations- UNESCO, ASI, INTACH		
	2.2	Major places for heritage tourism, important monuments, circuits etc		
	2.3	Major wildlife sanctuaries, national parks and biological reserves		
<b>3</b>	<b>Religious and Cultural Tourism Products</b>		<b>7</b>	<b>25%</b>
	3.1	Religious Tourism- concept and definition, two major centers of religious tourism of each religion.		
	3.2	Cultural Tourism – Concept		
	3.3	Classical and Folk dances of India, Handicrafts and textiles: important handicraft objects and centers, Tourism Fairs and festivals.		
<b>4</b>	<b>Case Study</b>		<b>7</b>	<b>30%</b>
	4.1	Prepare a presentation on any one of the above themes and explain in detail the tourism products		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Jayaram, N., & Krishna, A. P. (2017). Cultural Tourism In India: A Case Study Of Kerala.
- Timothy, D. J. (2018). Heritage Tourism: Theories And Practices.
- Newsome, D., & Moore, S. A. (2017). Wildlife Tourism: Theory and Practice.
- Bruntz, C., & Schedneck, B. (Eds.). (2020). Religious Tourism in Asia: Tradition and Change Through Case Studies And Narratives.
- Verma, P. (2019). Indian Classical Dance and Cultural Tourism: The Global Approach.

### Semester - III

Course Code	Course Name	Credits
SCW2317N	Introduction to Urban and Rural Development	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
-	45	5	50	50	100

### Course Outcomes

- To understand the concepts of rural, urban and tribal communities.
- To understand the issues of rural, urban and tribal communities.
- To understand policies and programmes of Urban and Rural Development and aspects of Panchayati Raj Institutions.
- To understand how to practice social work in different social work fields.

### Course Objectives

- The knowledge of this subject is essential to understand the concepts of rural, urban and tribal communities.
- It will be helpful to understand the issues of rural, urban and tribal communities.
- It will be helpful to gain a fundamental knowledge on policies and programmes of Urban and Rural Development and Panchayati Raj Institutions.
- The insights from this subject will help the students to understand how to practice social work in different social work fields.

## Detailed Syllabus

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction to Rural Society</b>		<b>13</b>	<b>50%</b>
	1.1	Introduction to Rural Society. Characteristics of Rural society.		
	1.2	Problems – Issues faced by the rural poor such as indebtedness, Bonded labour, Low wages, Unemployment.		
<b>2</b>	<b>Introduction to urban community</b>		<b>13</b>	<b>50%</b>
	2.1	<b>Introduction to urban community.</b> Characteristics of urban community. for urban development.		
	2.2	Problems- issues faced by urban community.		
	2.3	Government programmes for urban development.		
<b>Total</b>			<b>26</b>	<b>100</b>

### References:

- Alexander, K. C., Prasad, R. R., & Jahagirdar, M. P. (1991). Tribals - Rehabilitation and Development. Rawat Publications.
- Narang, A. (2006). Indian Rural Problems. Murari Lal & Sons.
- Baluchamy, S. (2004). Panchayat Raj Institutions. Mittal Publication.
- Pickvance, C. G. (Ed.). (1976). Urban Sociology: Critical Essays. Methuen.
- Chahar, S. S. (Ed.). (2005). Governance Of Grassroots Level In India. Kanishka.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
1			<b>5</b>	<b>10%</b>
	1.1	Les acteurs, les metiers, les lieux		
	1.2	Le marche du travail		
2			<b>6</b>	<b>25%</b>
	2.1	L'accueil et l'assistance		
	2.2	Les transports, les horaires, les programmes		
	2.3	L'hotellerie, la restauration, la gastronomie		
3			<b>5</b>	<b>30%</b>
	3.1	L'offre d'itineraires, d'excursions, de circuits		
	3.2	L'offre d'animations culturelles et de loisirs		
	3.3	L'offre d'hebergement et de restauration		
4			<b>10</b>	<b>35%</b>
	4.1	La vente des prestations et des services		
	4.2	Le paiement		
	4.3	Les reclamations		
	4.4	Promouvoir l'entreprise, son image, ses produits		
	4.5	Connaitre et faire connaitre le pays		
	4.6	Fideliser le client		
	<b>Total</b>		<b>26</b>	<b>100%</b>

<b>References:</b>
• Calmy, A.-M. (2004). <i>Le Français Du Tourisme</i> . Hachette.
• Bertier, A. (2023). <i>Français Du Tourisme: Méthodes Et Pratiques</i> . Éditions Hachette.
• Dubois, J., & Dupont, M. (2018). <i>Le Guide Du Voyageur En France</i> (3rd ed.). Éditions Gallimard.
• Dumont, M. (2022). <i>Français Pour Le Tourisme Et L'hôtellerie: Guide Pratique</i> . Éditions Larousse.
• Girard, S. (2023). <i>Le Français En Milieu Touristique: Cours Et Exercices</i> . Éditions du Seuil.
• Lemoine, C. (2024). <i>Communication En Français Pour Le Tourisme Et L'hôtellerie</i> . Éditions Clé International.
• Lemoine, M. (2021). <i>Bretagne, Guide Pratique Du Voyageur</i> . Lonely Planet.
• Christine, M., & Couet Lannes, (2004). <i>Tourisme.Com: Méthode De Français Professionnel Du Tourisme</i> . Éditions Clé International.
• Rivière, J. (2024). <i>Langue Et Culture Pour Le Secteur Hôtelier: Approche Moderne</i> . Éditions Nathan.

### Semester – III

Course Code		Course Name		Duration	Credits		
CES2319N		Community Engagement Services		12 Weeks (60 Hrs)	03		
Contact Hours				Credits Assigned			
Theory	Practical	Field Work	Tutorial	Theory	Practical	Tutorial	Total
--	-	5	-	--	-	-	03

	End Sem Exam				Total
Theory	Fieldwork Engagement and Participation	Effectiveness of the Intervention	Final Report	Presentation and Viva	
-	30	20	20	30	100

### Course Outcomes

- Students will gain deep insights into the social, economic, and cultural aspects of the communities they engage with.
- Students will learn to create and execute programs that address real-world issues.
- Students will develop the ability to assess the impact of their work and make data-driven adjustments.
- Students will refine their ability to articulate their findings and experiences clearly.
- Students will reflect on their experiences, gaining a better understanding of the complexities of community work and their role as social change agents.

### Course Objectives

- Equip students with the ability to effectively interact with diverse communities, understanding their unique social, economic, and cultural dynamics.
- Encourage students to identify community needs, design relevant interventions, and adapt strategies to address real-world challenges.
- Cultivate students' capacity to work collaboratively with community members, local organizations, and stakeholders to implement sustainable solutions.
- Develop students' competency in conducting needs assessments, monitoring project outcomes, and evaluating the impact of their interventions on the community.
- Instill a sense of ethical responsibility in students, encouraging them to reflect on their work's social impact and their role in promoting positive change within communities.



## Detailed Syllabus

<b>Module/ Unit</b>	<b>Course Module / Contents</b>	<b>Weeks</b>
<b>1</b>	<b>Understanding Community Dynamics</b>	
	<p>1.1 Identifying and Understanding Local Communities Students will identify a community or group within society to work with (e.g., rural villages, urban slums, marginalized groups, etc.).  Understand the social, economic, and cultural dynamics of the chosen community.</p>	<b>1</b>
	<p>1.2 Assessing Community Needs Conduct needs assessment through surveys, interviews, and participatory methods.  Identify key issues affecting the community (e.g., education, health, sanitation, livelihood).</p>	
	<p>1.3 Engaging with Community Leaders and Stakeholders Build relationships with local leaders, NGOs, and stakeholders.  Understand the existing community structures and support systems.</p>	
<b>2</b>	<b>Designing Community-Based Interventions</b>	
	<p>2.1 Students will spend time in the chosen community, conducting needs assessments and mapping out key issues and stakeholders.</p>	<b>9</b>
	<p>2.2 Analyze the effectiveness of the intervention and identify challenges. Engage in reflective practices to understand what worked and what didn't.</p>	
	<p>2.3 Modify intervention strategies based on ongoing evaluation and community feedback.</p>	
	<p>2.4 Ensure the interventions are flexible and responsive to the community's evolving needs.</p>	
	<p>2.5 Students will monitor and evaluate their report, making necessary adjustments based on the data collected and feedback from the community.</p>	

<b>3</b>	<b>Reporting, Presentation, and Reflection</b>		
	3.1	Preparing the Final Report	<b>1</b>
	3.2	Compile data, experiences, and learnings into a comprehensive report.	
	3.3	Include sections on the community’s needs, the intervention strategy, challenges, outcomes, and personal reflections.	
<b>4</b>	<b>Preparing the Final Report</b>		
	4.1	Prepare a presentation summarizing the project, its impact, and lessons learned.	<b>1</b>
	4.2	Present to the class, faculty, and, if possible, to community representatives.	
	4.3	Reflect on personal growth, challenges faced, and the overall impact of the project on both the community and oneself.	
	4.4	Engage in peer discussions to share insights and feedback on each other’s work.	
		<b>Total</b>	<b>12</b>

## Semester IV

Course Code	Course Name	Credits
ECO 2401N	Public Finance	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Assignment & Presentation	Attendance							Total Internal
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- The students learn about the role of the Govt. revenue and expenditure and priorities given to different sectors for the balanced growth of the economy.
- Students understand the role of fiscal policy in the development of the economy.
- Students will gain a comprehensive understanding of the role of government in the economy, including the rationale for government intervention, public goods, externalities, and the impact of government policies on economic efficiency and equity.
- Students will learn to analyze the structure and function of government revenues and expenditures, including taxation, public spending, and the implications of budget deficits and public debt.
- Students will be able to evaluate different types of taxes (e.g., income, consumption, property taxes) and their effects on economic behavior, income distribution, and economic growth.

### Course Objectives

- To provide students with a foundational understanding of the economic rationale for government intervention in the economy, including the concepts of public goods, externalities, and market failures.
- To teach students the principles and practices of government revenue generation (taxation, borrowing) and public expenditure, including budget processes, fiscal policy, and the impact on economic stability and growth.
- To familiarize students with different types of taxation systems, their economic effects, and how tax policies can influence behavior, resource allocation, and income distribution.

- To equip students with the tools to analyze fiscal policy, its objectives (e.g., economic stabilization, redistribution, resource allocation), and its effects on the economy, including inflation, unemployment, and growth.
- To enable students to identify public goods and externalities, and to analyze the efficiency and equity implications of government interventions aimed at addressing these issues.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction</b>			
	1.1	Nature, Scope and Importance, Theory of Maximum Social Advantage, Private goods, Public goods and Merit goods.	<b>06</b>	<b>10%</b>
	1.2	Planning in India	<b>10</b>	<b>20%</b>
	1.3	Role of government in managing the economy under different economic systems – Social Welfare Function.		
	1.4	Theory of Public goods - Market failure - Externalities - problems in allocation of resources - theoretical developments in Demand revelation for social goods -Public choice.		
<b>2</b>	<b>Public Expenditure</b>		<b>08</b>	<b>15%</b>
	2.1	Theories of Public Expenditure -Structure and growth of public expenditure - Criteria for public investment - Income Redistribution – Expenditure Programmes for the poor -		
	2.2	Social Insurance: Unemployment Insurance, Health Care, and Education - Social cost-benefit analysis - benefit estimation and evaluation		
<b>3</b>	<b>Taxation</b>		<b>10</b>	<b>20%</b>
	3.1	Theory of Taxation - Benefit and ability-to-pay approaches - Indian Direct and Indirect Taxes - Effects of taxation - Requirements of a sound tax system -.		
	3.2	Canons of taxation - Tax reforms since 1975 - Taxation Incidence and alternative concepts of Incidence		
	3.3	Chelliah Committee Report - Evaluation of Tax Reforms		
<b>4</b>	<b>Budgeting and Debt</b>		<b>10</b>	<b>20%</b>
	4.1	Budget - Concept of PPB - Zero-based Budgeting - Cash budgeting: Cash management and Treasury functions in Government - Deficit Budgeting - Types of Deficits -		

<b>5</b>	<b>Public Debt</b>			
	5.1	Trends and composition of Indian Public Debt: Instruments - Treasury bills, bonds and other securities, Role of RBI - Debt management - Methods of debt redemption		
<b>6</b>	<b>Role of Fiscal Policy</b>		<b>08</b>	<b>15%</b>
	6.1	Role of Fiscal Policy in India - Principles of Fiscal federalism in India; Finance Commissions and Niti Aayog		
		<b>Total</b>	<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Musgrave, R. A., &amp; Musgrave, P. B. (1976). Public Finance In Theory And Practice (3rd ed.). McGraw-Hill Kogakusha.</li> <li>• Jha, R. (1998). Modern Public Economics. Rosen.</li> <li>• Harway, S. (Ed.). (2014). Public Finance (4th ed.). Irwin.</li> <li>• Mueller, D. C. (1979). Public Choice. Cambridge University Press.</li> <li>• Brown, C. V., &amp; Jackson, M. (n.d.). Public Sector Economics.</li> </ul>

## Semester IV

Course Code	Course Name	Credits
ECO 2402N	Demography	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

		Theory				Term Work / Practical/Oral			Total
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Test	Assignment & Presentation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- To understand the basic tenets of demography as well as key demographic issues and illustrations in Indian context
- To comprehend the developments in demographic concepts like Fertility, Mortality and Migration.
- To apply quantitative and qualitative methods to study the characteristics of human population as well as the population processes.
- To analyse health care markets by studying the role of government and market failures.
- To evaluate the interplay between demographic processes and economic development.

### Course Objectives

- To provide students with a foundational understanding of key concepts in demography, including population size, distribution, composition, and the basic demographic processes of fertility, mortality, and migration.
- To teach students the factors that influence population change over time, including the determinants and consequences of birth rates, death rates, and migration patterns.
- To enable students to analyze population structures by age, sex, and other demographic variables, and to understand the implications of different population structures for society and the economy.
- To equip students with the tools to measure and analyze fertility and mortality rates, and to understand the social, economic, and cultural factors that influence these demographic processes.
- To explore the causes and consequences of migration, including internal and international migration, and to understand its impact on population distribution and composition.

<b>Detailed Syllabus</b>				
<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction</b>			
	1.1	Evolution of Demography as a Scientific Discipline Nature and Scope of Demography and Changes in it over Time Multi-Disciplinary Nature of Demography and its Links with Other Social Science Disciplines	<b>10</b>	<b>20%</b>
<b>2</b>				
	2.1	<ul style="list-style-type: none"> <li>• Basic Demographic Concepts</li> <li>• Components of Population Change</li> <li>• Sources of Data – Population Census, Sample Registration System, Vital Registration System, National Sample Survey, Large Sample Demographic and Health Surveys</li> <li>• Quality of Demographic Data</li> <li>• Demographic Transition</li> </ul>		
	2.2	<b>Population Size, Growth and Characteristics hours</b> Overview of the Size and Growth of World Population by Regions and Size; and Growth of India's Population Composition by Age and Sex Age Pyramids Determinants of Age and Sex Structure and its Economic and Social Implications	<b>10</b>	<b>20%</b>
	2.3	<b>Fertility and Nuptiality (6 hours)</b> <ul style="list-style-type: none"> <li>• Concepts and Measurements of Cohort and Period Fertility</li> <li>• Fertility Levels and Differentials in Developed and Developing Countries</li> <li>• Fertility Levels and Differentials in India</li> <li>• intermediate Variables Affecting Fertility</li> <li>• intergenerational Flow of Wealth</li> </ul>		
	2.4	<b>Mortality</b> <ul style="list-style-type: none"> <li>• Concepts and Measurement of Mortality</li> </ul>		

		<ul style="list-style-type: none"> <li>Standardization of Death Rates; Life Tables</li> <li>Levels, Trends and Determinants of Mortality in Modern Times</li> <li>Causes of Death and Epidemiological Transition</li> <li>Differentials in Mortality</li> <li>Infant and Child Mortality in India - Levels, Trends, and Determinants</li> <li>Maternal Mortality</li> </ul>		
<b>3</b>	<b>Urbanisation &amp; Migration</b>			
	3.1	<ul style="list-style-type: none"> <li>Trends, patterns, characteristics and differentials of Urbanization in India.</li> <li>Socioeconomic and Environmental Consequences of Urbanization</li> <li>Concept and types of migration; Internal Migration in India – Trends, Causes and Consequences</li> <li>Inter-relationship between urbanization and migration in developed and developing countries</li> </ul>	<b>08</b>	<b>10%</b>
			<b>06</b>	<b>05%</b>
<b>4</b>	<b>Population Growth Trends, Projections and Challenges- India and the World</b>		<b>08</b>	<b>15%</b>
	4.1	<ul style="list-style-type: none"> <li>Current Population Scenario and Demographic Profile of India and States</li> <li>Global Trends in Population Size and Growth</li> <li>Effect of Pandemics on the Demographic Dividend in India</li> </ul>		
<b>5</b>	<b>Health programmes: Management, Monitoring and Evaluation</b>		<b>0808</b>	<b>15%</b>
	5.1	<ul style="list-style-type: none"> <li>Project and programmes – differences, evolution, characteristics, and different phases of a project</li> <li>Monitoring and Evaluation – Definitions, differences, scope. M&amp;E Plan – functions, construction. Conceptual frameworks, results frameworks, and logic models</li> </ul>		
<b>6</b>	<b>National Health and Family Planning Programme</b>		<b>08</b>	<b>15%</b>
	6.1	National Health and Family Planning Programme in India- History, MCH Programmes, Reproductive and Child Health Programmes, Target free Approach-ASRH, NRHM, NHM; Use of M&E in these programmes in India		
		<b>Total</b>	<b>52</b>	<b>100%</b>



**References:**

- Bende, A., & Kanitkar, T. (2000). Principles of Population Studies. Himalayan Publishing House.
- Birdsall, N. (1988). Economic approaches to population growth. In H. Chenery & T. Srinivasan (Eds.), Handbook of Development Economics. North Holland.
- Birdsall, N., Kelley, A. C., & Sinding, S. W. (2001). Population Matters. Clarendon Press.
- Cleland, J. (2001). The effects of improved survival on fertility: A reassessment. In R. A. Bulatao & J. Casterline (Eds.), Global Fertility Transition, Population Council, Supplement to Population and Development Review, 27.
- Cleland, J., & Kaufmann, G. (1998). Education, fertility, and child survival: Unravelling the links. In A. M. Basu & P. Aaby (Eds.), The Methods and Uses of Anthropological Demography. Clarendon Press.

**Semester - IV**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>POL 2401 N</b>	<b>Indian Government &amp; Politics I</b>	<b>4</b>

<b>Contact Hours</b>			<b>Credits Assigned</b>			
<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Theory</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Total</b>
<b>03</b>	<b>-</b>	<b>01</b>	<b>03</b>	<b>-</b>	<b>01</b>	<b>04</b>

<b>Course Code</b>				<b>Course Name</b>			<b>Credits</b>		
<b>Internal Assessment</b>			<b>End Sem Exam</b>	<b>Duration Of End Sem Exam</b>	<b>Term Work</b>	<b>Pract.</b>		<b>Oral</b>	
<b>Test</b>	<b>Assignment &amp; Presentation</b>	<b>Attendance</b>					<b>Total Internal</b>		
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>

**Course Outcomes**

- Upon completing this course on Critical Phases in Indian Government and Politics, students will have the skills to analyze and evaluate significant periods in Indian government and politics.
- They will examine the historical context, including the pre- and post-independence era, the nationalist movement, and the formation of the Indian Constitution, to understand the factors that influenced India's political evolution.
- Students will also grasp the importance of key leaders, movements, and events during these phases.
- Furthermore, students will gain insights into the contemporary political dynamics of India, with a particular focus on the Parliamentary System.
- They will analyze the functioning of the three organs of India's political system and develop an understanding of the strengths, weaknesses, and challenges of India's democratic governance.

**Course Objectives**

- To acquaint the students with the various dimension of the Indian political system.
- To discuss the functioning of the various branches of the Government.
- To explain the emergence and growth of Indian politics since the colonial era.
- To understand the parliamentary system in India.
- To gain a comprehensive understanding of contemporary political dynamics in India, with a particular focus on the Parliamentary System and its influence on democratic governance.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Consequences of Colonialism</b>		<b>10</b>	<b>20%</b>
	1.1	Introduction		
	1.2	Defining Colonialism		
	1.3	Nature and phases of the Colonial Empire		
	1.4	The First Phase-Peasantry and its Impoverishment		
	1.5	The Second Phase-De-industrialisation and its Effects		
	1.6	The Third Phase-Imperialism and Industrialisation		
<b>2</b>	<b>National Movement</b>		<b>10</b>	<b>20%</b>
	2.1	Introduction		
	2.2	Early Nationalist Activities		
	2.3	Indians Realise Colonial Discrimination		
	2.4	Demand for Increase in Indian Representation		
	2.5	Extremist Nationalist Phase		
	2.6	Ghadar and the Home Rule Movement		
	2.7	Coming of Gandhi and the Non-Cooperation Movement		
	2.8	Rise of the Peasantry, Working Classes and the Left		
	2.9	Civil Disobedience Movement and its Aftermath		
	2.10	The War and the Quit India Movement		
	2.11	Communal Riots, Independence and Partition		
<b>3</b>	<b>Parliamentary Democracy in India</b>		<b>6</b>	<b>10%</b>
	3.1	Introduction		
	3.2	Evolution & Features of Parliamentary System of Government		
	3.3	Parliamentary System in India		
<b>4</b>	<b>Institutional Framework: Legislature</b>		<b>10</b>	<b>20%</b>
	4.1	Indian legislature: Historical background		
	4.2	Union Legislature: The President, The Parliament: Lok Sabha & Rajya Sabha, Special Powers of Rajya Sabha,		

	4.3	The Presiding Officers: The Speaker & The Chairperson of Rajya Sabha		
	4.4	Legislative Procedure & Parliamentary privileges		
	4.5	Parliamentary devices to control the executive		
	4.6	Decline of Legislature		
<b>5</b>	<b>Institutional Framework: Executive</b>			
	5.1	Introduction		
	5.2	President of India: Qualifications, Powers, Method of Election, and Removal of the President	<b>7</b>	<b>15%</b>
	5.3	The Prime Minister, The Council of Ministers and the Cabinet & Collective Responsibility		
	5.4	The President and the Prime Minister		
<b>6</b>	<b>Institutional Framework: Judiciary</b>			
	6.1	Evolution and Development of Judiciary in India	<b>9</b>	<b>15%</b>
	6.2	The Supreme Court		
	6.3	The High Court		
	6.4	Judicial Review & Judicial Reforms		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Sarkar, S. (1983). Modern India. Macmillan.
- Chandra, B., et al. (Eds.). (2016). India's Struggle For Independence. Penguin.
- Brass, P. (1994). The Politics of India Since Independence. Cambridge University Press.
- Chakrabarty, B., & Pandey, R. K. (2008). Indian Government and Politics. SAGE Publications India.
- Hoveyda, A. (2010). Indian Government and Politics. Pearson Education India.

### Semester - IV

Course Code	Course Name	Credits
HIS2401N	Political and Administrative History of India c. 1526 - 1707	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	1	03	-	1	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- Students will gain a comprehensive understanding of the Mughal Empire's political and administrative framework.
- Students will be able to critically assess the successes and failures of different Mughal rulers in governing a vast empire.
- Students will develop an appreciation for the cultural and architectural contributions of the Mughals to Indian civilization.
- Students will understand the socio-economic factors that contributed to the decline of the Mughal Empire.
- Students will be able to connect the historical developments of this period with the subsequent rise of colonial power in India.

### Course Objectives

- To understand the political and military strategies that led to the establishment and expansion of the Mughal Empire.
- To analyze the administrative systems and governance models implemented by the Mughal rulers.
- To explore the cultural and religious policies of the Mughals and their impact on Indian society.
- To examine the causes behind the decline of the Mughal Empire and the rise of regional powers.
- To evaluate the legacy of the Mughal Empire in shaping modern Indian history and culture.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>The Establishment of the Mughal Empire</b>		<b>8</b>	<b>15%</b>
	1.1	The First Battle of Panipat (1526) and the rise of Babur		
	1.2	Babur's administration and military strategies		
	1.3	Humayun's reign: Struggles and exile		
	1.4	The restoration of the Mughal Empire by Akbar		
<b>2</b>	<b>The Reign of Akbar the Great</b>		<b>8</b>	<b>15%</b>
	2.1	Akbar's policy of expansion: Rajput policy and Deccan campaigns		
	2.2	Administrative reforms: Mansabdari and revenue systems		
	2.3	Religious policies: Sulh-i-kul and Din-i-Ilahi		
	2.4	Cultural developments: Art, architecture, and literature		
<b>3</b>	<b>Jahangir and Shah Jahan</b>		<b>8</b>	<b>15%</b>
	3.1	Jahangir's consolidation of the empire: Nur Jahan's influence		
	3.2	The role of the Mughal court: Nobility and administration		
	3.3	Shah Jahan's reign: Architectural achievements and the concept of the divine kingship		
	3.4	The Mughal economy: Trade, commerce, and urbanization		
<b>4</b>	<b>Aurangzeb and the Expansion of the Mughal Empire</b>		<b>8</b>	<b>15%</b>
	4.1	Aurangzeb's Deccan campaigns and religious policies		
	4.2	Administrative challenges: Revenue and agrarian crisis		
	4.3	The Maratha resistance and the rise of Shivaji		
	4.4	Decline of the Mughal Empire: Causes and consequences		

<b>5</b>	<b>Mughal Administration and Governance</b>		<b>10</b>	<b>20%</b>
	5.1	Central and provincial administration: Role of the Emperor, Wazir, and provincial governors		
	5.2	Judicial system: Role of the Qazi and the Mufti		
	5.3	Revenue administration: Land revenue, taxation, and the Jagirdari system		
	5.4	Military organization: Mansabdari system, infantry, cavalry, and artillery		
<b>6</b>	<b>The Decline of the Mughal Empire</b>		<b>10</b>	<b>20%</b>
	6.1	The weakening of central authority: Factionalism and succession struggles		
	6.2	Regional powers and the emergence of successor states		
	6.3	Economic and social decline: Impact on the peasantry and artisans		
	6.4	The impact of foreign invasions: Nadir Shah and Ahmad Shah Abdali		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Richards, J. F. (1993). <i>The Mughal Empire</i>. Cambridge University Press.</li> <li>• Grewal, J. S. (1993). <i>The New Cambridge History of India, Vol. I: The Mughal Empire</i>. Cambridge University Press.</li> <li>• Prasad, I. (1974). <i>Mughal Administration</i>. Chugh Publications.</li> <li>• Habib, I. (1999). <i>The Agrarian System of Mughal India 1556-1707 (Revised edition)</i>. Oxford University Press. (Original work published 1963)</li> <li>• Alam, M., &amp; Subrahmanyam, S. (Eds.). (1998). <i>The Mughal State 1526-1750</i>. Oxford University Press.</li> </ul>

## Semester – IV

Course Code	Course Name	Credits
BSW2401N	Gender Studies	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	Credits
Test	Assignment & Presentation	Attendance	Total Internal						
15	10	05	30	70	3 Hours	-	-	-	100

## Course Outcomes

- The knowledge of this subject is essential to understand facts and the concepts and the status pertaining to women.
- It will be helpful to understand the issues related to development and empowerment of women in India.
- It will be also helpful to know different programmes and schemes for development and empowerment of women in India.
- The knowledge of this subject will be helpful to know the role of NGOs working on women development and empowerment.

## Course Objectives

- To understand facts and the concepts and the status pertaining to women.
- To understand the issues related to development and empowerment of women in India.
- To understand different programmes and schemes for development and empowerment of women in India.
- To understand the role of NGOs working on women development and empowerment.



**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Women in India</b>			
	1.1	Status of women in India: historical perspective (during Vedic period, medieval period and pre-independent India) status of women in independent India.	<b>8</b>	<b>15%</b>
	1.2	Women empowerment: Meaning, Definition, need for social work services.		
<b>2</b>	<b>Gender Sensitization</b>			
	2.1	Gender issues and evidence of gender discrimination-Key indicators: sex ratio, infant mortality rates, age at marriage,	<b>8</b>	<b>15%</b>
	2.2	literacy rate: enrolment and dropout rates in schools, education of women at different levels.		
	2.3	Employment: organized and unorganized sectors, gender index, improved self-esteem of girls and women.		
<b>3</b>	<b>Some major issues relating to women in India society</b>			
	3.1	Female feticide and infanticide Declining sex ratio	<b>10</b>	<b>20%</b>
	3.2	Rape and sexual abuse Dowry and domestic violence		
	3.3	Female infant mortality, girl child mortality and maternal mortality		
	3.4	Women, politics and representation		
<b>4</b>	<b>Women and law</b>			
	4.1	Legal enactments under the British rule, constitutional Safeguards for protective clauses for women.	<b>8</b>	<b>15%</b>
	4.2	Current legal position regarding marriage, dowry, divorce, problem of violence against women outside home and inside home, Legal provisions: equal remuneration, equal opportunity, women and property right.		
<b>5</b>	<b>Welfare programmes for women</b>			

	5.1	Welfare programmes for women: center and state level-hostel for working women, employment and income generation programme.	<b>10</b>	<b>20%</b>
	5.2	Department of women and child development: Women training centres, institutions for rehabilitation of women and girls Programmes. Women related rural development programmes.		
<b>6</b>		<b>Micro-Credit for Women</b>	<b>8</b>	<b>15%</b>
	6.1	Micro credit and women Self Help Groups.		
<b>Total</b>			<b>52</b>	<b>100%</b>

#### References:

- Alochana. (2007). Gender, Women and Panchayat Raj. Alochana Center for Documentation and Research on Women.
- Desai, N., & Thakkar, U. (2003). Women in India Society (Reprint). National Book Trust.
- Mohanty, M. (Ed.). (n.d.). Readings in Indian Government and Politics: Class, Caste and Gender. Sage.
- Omvedt, G. (1990). Violence Against Women: New Movements and New Theories in India. Kali for Women.
- Ray, R. (1999). Fields Of Protests: Women's Movements in India. Kali for Women.
- Rege, S. (2013). The Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy. Navayana Publication.

### Semester - IV

Course Code	Course Name	Credits
FLF2411N	FRENCH IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

					Theory		Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Viva	Continuous Evaluation	Attendance	Total Internal						
15	20	10	05	50	50	75 mins	-	-	-	100

### Course Outcomes

After the completion of this course Students will be able to:

- Enhance students' language skills in both spoken and written forms.
- Apply and the communicate tasks related to topics covered already
- Acquire the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks.
- To speak with near-native pronunciation and intonation, effectively conveying meaning and emotion.
- To differentiate positively or negatively.

## Course Objectives

The course is designed:

- To strengthen the language of the students in both oral and written
- To revise the grammar in application and the communication tasks related to topics covered already
- To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks
- To engage the students to speak with near-native pronunciation and intonation, effectively conveying meaning and emotion.
- To differentiate positively or negatively.
- Reading exercises, writing tasks and grammar of:

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>DOSSIER 6 – Nous rêvons d’aller dans un pays francophone</b>		<b>13</b>	<b>50%</b>
	Leçon 1	100% photo		
	Leçon 2	Voyager autrement		
	Leçon 3	Tour de France		
	Leçon 4	Séjour au Maroc		
	Leçon 5	Quand partir ?		
	Leçon 6	Carnets de voyages		
<b>2</b>	<b>DOSSIER 7 – Nous allons vivre « à la française »</b>		<b>13</b>	<b>50%</b>
	Leçon 1	Manger français à Bogota		
	Leçon 2	La France à Budapest		
	Leçon 3	Les français et les livres		
	Leçon 4	Retour aux sources		
	Leçon 5	S’habiller « à la française »		
	Leçon 6	Petits coins de France		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Perthet, H., Hugot, M., et al. (2012). Alter Ego - Méthode De Français, A1. Hachette.
- Girardeau, B., & Mous, N. (2011). Réussir Le Delf A1. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Cahier D'exercices. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Guide Pédagogique. Didier.
- Loiseau, Y., & Mérieux, R. (2017). Connexions 1, Livre De L'élève. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Cahier D'exercices. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Guide Pédagogique. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Guide Pédagogique Téléchargeable. Didier.
- Loiseau, Y., & Mérieux, R. (2018). Latitudes 1, Livre D'élève + CD. Didier.
- Hirschsprung, N., & Tricot, T. (2017). Cosmopolite 1 Méthode De Français A1. Hachette.
- Hirschsprung, N., & Tricot, T. (2017). Cosmopolite 1 Cahier D'activités A1. Hachette.

## Semester - IV

Course Code	Course Name	Credits
FLG2411N	UG FL GERMAN IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment			Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuous Evaluation	Attendance								
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course students will be able to:

- Communicate in every-day situations in writing.
- Talk about their daily routine.
- Communicate verbally with a dialogue-partner with respect to basic topics, provided the partner speaks slowly, clearly and is willing to help.
- Frame and understand simple sentences in past tense.
- Have a basic conversation using the vocabulary related to clothes and apparels.

### Course Objectives

The course is designed:

- To communicate in every-day situations in writing.
- To talk about their daily routine.
- To communicate verbally with a dialogue-partner with respect to basic topics, provided the partner speaks slowly, clearly and is willing to help.
- To frame and understand simple sentences in past tense.
- To have a basic conversation using the vocabulary related to clothes and apparels.

Detailed Syllabus				
Module/ Unit	Course Module / Contents		Hours	Marks Weightage
1	<b>Kapitel 9</b>			
	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Perfekt</li> <li>- Partizip II</li> <li>- Konnektoren und Konjunktionen (und,oder, aber)</li> </ul>	<b>06</b>	<b>25%</b>
2	<b>Kapitel 9</b>			
	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- einen Tagesablauf beschreiben</li> <li>- über Vergangenes sprechen</li> <li>- Stellenanzeigen verstehen</li> <li>- Meinung über Jobs äußern, Blogs über Jobs verstehen</li> <li>- ein Telefongespräch vorbereiten, telefonieren und nachfragen</li> <li>- über Jobs sprechen</li> </ul>	<b>07</b>	<b>25%</b>
3	<b>Kapitel 10</b>			
	<b>Grammatischer Aspekt</b>	<ul style="list-style-type: none"> <li>- Interrogativartikel: welcher im Nom. U. Akku.</li> <li>- Demonstrativartikel: dies im Nom. U. Akku.</li> <li>- Partizip II: Trennbare u. nicht trennbare Verben</li> <li>- Personalpronomen im Dativ</li> <li>- Verben im Dativ</li> </ul>	<b>06</b>	<b>25%</b>
4	<b>Kapitel 10</b>			
	<b>Thematischer Aspekt</b>	<ul style="list-style-type: none"> <li>- über Kleidung sprechen</li> <li>- Farben</li> <li>- Chat über einen Einkauf verstehen</li> <li>- über Vergangenes berichten</li> <li>- Gespräche beim Kleiderkauf führen</li> <li>- sich im Kaufhaus orientieren</li> <li>- Informationen über Berlin verstehen und recherchieren</li> </ul>	<b>07</b>	<b>25%</b>
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Aufderstraße, H. (2012). Lagune 1. Deutsch Als Fremdsprache: Kursbuch Und Arbeitsbuch. Max Hueber Verlag.
- Braun, A., & Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.
- Dengler, S. (2012). Netzwerk A1. Teil 2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache. Langenscheidt.
- Funk, H., et al. (2015). Studio D A1: Deutsch Als Fremdsprache. Cornelsen Verlag.
- Langenscheidt. (2022). Langenscheidt Pocket Dictionary German: German-English, English-German. Langenscheidt Publishing Group.
- Niebisch, D., et al. (2016). Lagune A1: Kursbuch. Hueber Verlag.



## Semester - IV

Course Code	Course Name	Credits
FLS2411N	SPANISH IV	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

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

- Write and speak about geography, food, culture and themselves effectively.
- Demonstrate effective use of interrogatives in Spanish and use them appropriately to form questions and answer them.
- Get a deep knowledge about the future tense, and they will be able to frame sentences using simple future.
- Use past perfect tense to talk about activities and events that happened in the past.
- Understand how to write a formal or business E-mail.

### Course Objectives

The course is designed:

- To strengthen the language of the students in both oral and written form.
- To enable the students to use interrogatives in Spanish.
- To enable the students to use simple future tense to frame and speak sentences about future.
- To enable students to write and speak about past tense.
- To teach how to write a formal E-mail.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>María tiene suerte</b>		<b>8</b>	<b>31%</b>
	1.1	El verbo TENER		
	1.2	Las expresiones con el verbo TENER		
	1.3	Acuerdo y desacuerdo		
<b>2</b>	<b>¿Sabes conducir?</b>		<b>7</b>	<b>27%</b>
	2.1	El verbo Saber y Conocer		
	2.2	Las diferencias entre Saber y Conocer		
	2.3	El futuro simple en español		
	2.4	Un ensayo basado en el futuro simple		
<b>3</b>	<b>¿Quién quiere aprender español?</b>		<b>5</b>	<b>19%</b>
	3.1	Los interrogativos y las preguntas usando el interrogativo		
	3.2	La cultura de España		
<b>4</b>	<b>¿Dónde has estado?</b>		<b>6</b>	<b>23%</b>
	4.1	El pretérito perfecto en español		
	4.2	Escribir correo electrónico usando el pretérito perfecto.		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References:

- Balea, A., & Ramos Vicent, P. (2015). Cultura En España, B1-B2.
- Cantarino, V. (2006). Civilización Y Cultura De España. Prentice Hall.
- Gambloch, C. (2015). DIVERSO 1.
- Melero, P., & Sacristán, E. (2010). Protagonistas B1. Libro Del Alumno + CD [Internacional].
- Ortega, M. L. H., et al. (2009). Colega.
- Pereira-Muro, C. (2014). Culturas De España. Cengage Learning.
- Prisma, Equipo Nuevo, & Aixalà I. Pozas, E. (2014). Nuevo Prisma A2.
- Prisma, Equipo Nuevo. (2015). Nuevo Prisma.
- Richmond, D. (2023). Practice Makes Perfect: Spanish Verb Tenses (Premium Fifth Edition). McGraw-Hill Companies.

## Semester - IV

Course Code	Course Name	Credits
CSE2412N	Effective Writing Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Mid-Sem Exam	Internal			External		Total
	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Outcomes

After completion of this course Students will be able to:

- Articulate and apply guidelines for effective writing, avoiding common errors in various contexts.
- Demonstrate proficiency in crafting well-structured paragraphs, assignments, and letters, adhering to prescribed formats and guidelines.
- Compose official documents, including memos, notices, circulars, agendas, and minutes, following established formats and guidelines.
- Understand the principles of report writing, distinguish between types of reports, and effectively create project reports.
- Recognize the advantages and opportunities of social networking for professional growth, and they will be able to make meaningful contacts.

### Course Objectives

The course is designed:

- To demonstrate understanding of effective writing fundamentals.
- To master various forms of writing.
- To develop proficiency in official correspondence.
- To acquire report writing skills.
- To explore the professional aspects of writing.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Writing Skills</b>		<b>03</b>	<b>23%</b>
	1.1	Guidelines to Effective Writing Skills, Avoiding Common Errors		
	1.2	Paragraph Writing Assignment Writing		
	1.3	Plagiarism		
<b>2</b>	<b>Letter Writing</b>		<b>03</b>	<b>23%</b>
	2.1	Types of letters		
	2.2	Formats & Guidelines		
<b>3</b>	<b>Official Correspondence</b>		<b>04</b>	<b>31%</b>
	3.1	Memo & Notice		
	3.2	Circulars, Agenda and Minutes		
<b>4</b>	<b>Report Writing</b>		<b>03</b>	<b>23%</b>
	4.1	Principles of Report Writing,		
	4.2	Types of Report Writing		
	4.3	Project Report Writing		
	4.4	Social Networking: Advantages, Opportunities, Making Contacts		
<b>Total</b>			<b>13</b>	<b>100</b>

### References:

- Adair, J. (2011). Effective Communication: The Most Important Management Skill Of All (Rev. ed.). Pan Macmillan.
- Crystal, D. (1997). The Cambridge Encyclopaedia of The English Language. Cambridge University Press.
- Jones, L. (2001). Working in English. Cambridge University Press.
- Krishnaswamy, N., & Sriraman, T. (2000). Creative English for Communication. Macmillan India Limited.
- Lesikar, R. V., & Pettit, J. D., Jr. (1998). Report Writing for Business (10th ed.). McGraw-Hill.
- Mascull, B. (2004). Business Vocabulary in Use: Advanced. Cambridge University Press.
- Prasad, H. M. (2001). How To Prepare for Group Discussion and Interview. Tata McGraw-Hill Publishing Company Limited.
- Raman, M., & Singh, P. (2006). Business Communication. Oxford University Press.
- Seely, J. (2002). Writing Reports. Oxford University Press.
- Sharma, R. C., & Mohan, K. (2007). Business Correspondence and Report Writing (3rd ed.). Tata McGraw-Hill Publishing Company Limited.
- Smoke, T. (2005). A Writer's Workbook: A Writing Text With Readings. Cambridge University Press.

## Semester – IV

Course Code	Course Name	Credits
<b>BEH2451N</b>	<b>Behavioral Science-IV (Stress and Coping Strategies)</b>	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01			01			01

Theory							Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	
Activity	Assignment	Viva	Attendance	Total Internal			
20	40	35	05	100	00	-	100

### Course Outcomes

<ul style="list-style-type: none"> <li>• The knowledge of this subject is essential to understand about Stress and Coping Strategies as a human is very important concept to understand Stress as stress.</li> </ul>
<ul style="list-style-type: none"> <li>• To help students become aware of the signs and symptoms of stress early, to prevent chronic stress.</li> </ul>
<ul style="list-style-type: none"> <li>• To help students identify potential sources of stress and to develop an awareness that they can cope with the stress in their lives.</li> </ul>
<ul style="list-style-type: none"> <li>• To Enhanced emotional resilience and stability.</li> </ul>
<ul style="list-style-type: none"> <li>• Better work-life balance and reduced burnout.</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthened support networks and relationships.</li> </ul>

### Course Objective

<ul style="list-style-type: none"> <li>• To introduce the student about stress and coping mechanisms.</li> </ul>
<ul style="list-style-type: none"> <li>• To take students, step by step, through an interactive understanding of each of the basic related to stress and coping mechanisms.</li> </ul>
<ul style="list-style-type: none"> <li>• To give the student a basic understanding of stress and coping mechanisms so that they can have a better understanding of how to cope with stressors.</li> </ul>
<ul style="list-style-type: none"> <li>• To give the student a basic understanding which will act as a foundation for dealing with general life stress</li> </ul>
<ul style="list-style-type: none"> <li>• To develop an understanding of stress and coping mechanisms</li> </ul>
<ul style="list-style-type: none"> <li>• To understand ability to recognize and manage stress triggers.</li> </ul>

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Introduction of Stress</b>		<b>04</b>	<b>15</b>
	1.1	Nature, Meaning & characteristics of Stress.		
	1.2	Psychological meaning of Stress		
	1.3	Primary appraisal, secondary appraisal, and past experiences		
	1.4	Sign and Symptoms of Stress		
<b>2</b>	<b>Types &amp; Sources of stress</b>		<b>02</b>	<b>15</b>
	2.1	Stages of stress, The physiology of stress		
	2.2	Stimulus-oriented approach.		
	2.3	The transactional and interactional model.		
	2.4	Pressure – environment fit model of stress.		
<b>3</b>	<b>Causes and symptoms of stress</b>		<b>02</b>	<b>16</b>
	3.1	Personal, Organizational and Environmental		
	3.2	Cognitive & Behavioral symptoms		
	3.3	Stress and Immune system		
	3.4	GAD and symptoms in general life		
<b>4</b>	<b>Consequences of stress</b>		<b>02</b>	<b>18</b>
	4.1	Effect on behavior and personality		
	4.2	Effect of stress on performance		
	4.3	Individual and Organizational consequences with special focus on health		
	4.4	Effect of stress on physical health		
<b>5</b>	<b>Strategies for stress management</b>		<b>02</b>	

	5.1	Coping with Stress: Stress management techniques, Meditation procedure		
	5.2	Meditation procedure and Biofeedback		
	5.3	Positive health, happiness, and wellbeing		
	5.4	Relaxation Techniques		
<b>Total</b>			10	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• McEwen, B. S. (2002). <i>The End of Stress as We Know It</i>. Dana Press.</li> <li>• Sapolsky, R. M. (2004). <i>Why Zebras Don't Get Ulcers</i> (3rd ed.). Holt Paperbacks.</li> <li>• Marmot, M. G., &amp; Wilkinson, R. G. (2006). <i>Social Determinants of Health</i> (2nd ed.). Oxford University Press.</li> <li>• Cohen, S., Janicki-Deverts, D., &amp; Miller, G. E. (2007). Psychological stress and disease. <i>Jama</i>, 298(14), 1685-1687.</li> <li>• Seligman, M. E. P. (2011). <i>Flourish: A Visionary New Understanding Of Happiness And Well-Being</i>. Atria Books.</li> <li>• Ganster, D. C., &amp; Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. <i>Journal Of Management</i>, 39(5), 1085-1122.</li> </ul>

## Semester - IV

### Vocational Courses/ Entrepreneurship\*/ Industry Led Courses

Course Code	Course Name	Credits
SPR2414N	Sustainable Practices in Rural Community	3

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	01	02	-	01	03

Theory			Term Work / Practical/Oral			Total		
Internal Assessment		Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Assignment and Presentation	Attendance							
25	05	30	70	3 Hours	-	-	-	100

#### Course Outcomes

- It will be also helpful to understand issues of rural communities
- It will be also helpful to know about sustainable practices in rural areas.
- Students will get orientation about Sustainable practices in Rural Communities.
- Students will understand about rural development programs

#### Course Objectives

- It will provide exposure to the students about contemporary sustainable practices.
- This will help students to understand and learn about sustainable practices in rural areas.
- They will be oriented about issues of rural communities
- This course will provide essential learning about rural development programs



**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Rural Development</b>		<b>8</b>	<b>25%</b>
	1.1	Rural Development		
	1.2	Various concepts of Rural Development		
	1.3	Importance of agriculture in rural development		
<b>2</b>	<b>Livelihood</b>		<b>8</b>	<b>25%</b>
	2.1	Livelihood in rural areas		
	2.2	differences of Income between rural and urban sector		
	2.3	Tyes of income groups in rural areas		
<b>3</b>	<b>Rural development programs</b>		<b>8</b>	<b>20%</b>
	3.1	Rural development programs		
	3.2	History of Rural development programs in India		
	3.3	Agricultural Development Programme.		
<b>4</b>	<b>Sustainable Rural Development</b>		<b>8</b>	<b>20%</b>
	4.1	Sustainable Rural Development		
	4.2	Various concept of sustainable Rural development		
	4.3	attempts and objectives of rural development programs in India		
<b>5</b>	<b>Problems of Rural India</b>		<b>7</b>	<b>10%</b>
	5.1	Problems of Rural India		
	5.2	Solutions for rural socio-economic problems		
<b>Total</b>			<b>39</b>	<b>100%</b>

**References:**

- Agrawal, A. N. (1995). Indian Economy: Problems of Development And Planning. Wishwa Prakashan.
- Nayar, B. R. (2001). Globalization And Nationalism: The Changing Balance of India's Economic Policy, 1950–2000. Sage.
- Beckman, M. (1968). Location Theory. Random House.
- Mohanty, B. (1993). Urbanization in Developing Countries: Basic Services and Community Participation. Concept Publishing House

## Semester - IV

Course Code	Course Name	Credits
ANM2417N	Animation (Advanced Animation Studio)	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory					Term Work/ Practical/ Oral			Total	
Internal Assessment				End Sem Exam Practical /Project Presentation	Duration of End Sem Exam	Term Work	Prac.		Oral
Test	Continuous Evaluation	Attendance	Total Internal						
35	10	05	50	50	02 Hours	-	02	-	100

### Course Outcomes

<ul style="list-style-type: none"> <li>Advanced Animation Skills: Students will demonstrate proficiency in advanced animation techniques, including character animation, rigging, and effects.</li> </ul>
<ul style="list-style-type: none"> <li>Creative Storytelling: Students will develop the ability to create compelling narratives and visual stories through animation.</li> </ul>
<ul style="list-style-type: none"> <li>Technical Proficiency: Students will gain advanced technical skills in animation software and tools.</li> </ul>
<ul style="list-style-type: none"> <li>Professional Portfolio: Students will create a professional animation portfolio showcasing their skills and creativity.</li> </ul>

### Course Objective

<ul style="list-style-type: none"> <li>To enhance students' proficiency in advanced animation software and techniques.</li> </ul>
<ul style="list-style-type: none"> <li>To develop a deep understanding of character animation, storytelling, and visual communication.</li> </ul>
<ul style="list-style-type: none"> <li>To cultivate critical thinking and problem-solving skills in animation production.</li> </ul>
<ul style="list-style-type: none"> <li>To prepare students for careers in animation through the creation of a professional animation portfolio.</li> </ul>

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Advanced Character Animation</b>		<b>06</b>	<b>20%</b>
1.1	Character Acting and Emotion: Explore advanced techniques for character acting, conveying emotions, and creating believable performances.			
1.2	Advanced Rigging and Controls: Learn advanced rigging techniques to create flexible and expressive character rigs.			
1.3	Lip Sync and Facial Animation: Master the art of lip syncing and facial animation to bring characters to life.			
1.4	Advanced Animation Exercises: Practice advanced animation exercises to refine animation skills and techniques.			
<b>2</b>	<b>Visual Storytelling and Cinematography</b>		<b>06</b>	<b>20%</b>
2.1	Storyboarding for Animation: Develop storyboarding skills for animation, focusing on shot composition, pacing, and visual storytelling.			
2.2	Cinematic Techniques in Animation: Explore advanced cinematic techniques, such as camera angles, lighting, and mood, to enhance storytelling.			
2.3	Editing and Timing: Animating to Audio: Sync animation with audio tracks, including dialogue, music, and sound effects, to create cohesive storytelling.			
2.4	Animating to Audio: Sync animation with audio tracks, including dialogue, music, and sound effects, to create cohesive storytelling.			
<b>3</b>	<b>Advanced Animation Production</b>		<b>06</b>	<b>30%</b>
3.1	Short Film Production: Collaborate with peers to produce a short, animated film, applying advanced animation techniques and principles.			
3.2	Visual Effects and Dynamics: Learn to create visual effects and dynamics, such as particle systems, cloth simulations, and fluid dynamics, in animation.			

	3.3	Motion Capture and Performance Capture: Explore the use of motion capture and performance capture technologies in animation production.		
	3.4	Interactive Animation: Learn about interactive animation techniques for games and other interactive media.		
<b>4</b>	<b>Advanced Rigging Techniques:</b>			
	4.1	Character and Object Rigging: Development of complex rigs for characters and objects with advanced controls and deformations.	<b>08</b>	<b>30%</b>
	4.2	Sophisticated Animation Methods: Character Animation: Techniques for animating detailed character interactions and nuanced movements.		
	4.3	Motion Capture Integration: Data Utilization: Importing and refining motion capture data for enhanced realism in character animations.		
	4.4	Advanced Visual Effects: Effects Creation: Techniques for creating and integrating complex visual effects, including particle systems and fluid dynamics.		
<b>Total</b>			<b>26</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Hooks, E. (2017). Acting For Animators (4th ed.). Routledge.</li> <li>• Vaughan, W. (2012). Digital Modeling. New Riders.</li> <li>• Kerlow, I. V. (2017). The Art of 3D Computer Animation And Effects (4th ed.). Wiley.</li> <li>• Goldberg, E. (2008). Character Animation Crash Course. Silman-James Press.</li> <li>• Osipa, J. (2013). Stop Staring: Facial Modeling And Animation Done Right (3rd ed.). Wiley</li> <li>• Hooks, E. (2017). Acting For Animators (4th ed.). Routledge.</li> </ul>

### Semester - IV

Course Code	Course Name	Credits
PHT2417N	Different Genres of Photography	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	02	-	01	02	-	02

Theory						Term Work/ Practical/ Oral			Total
Internal Assessment				End Sem Exam- End Semester Practical/Project / presentation	Duration of End Sem Exam	Term Work	Prac.	Oral	
Test	Continu ous Evaluati on	Attendanc e	Total Internal						
35	10	05	50	50	02 Hours	-	-	-	100

### Course Outcomes

- Students will know about Product Photography
- Student will learn about Glamour Studio Photography
- How to control exposure during event photography
- How to use camera in wildlife photography

### Course Objective

- Students will get an overview on different genres of photography
- Analyzing the difference of the photography culture
- Analyzing the difference of the photography, composition and technical aspects used in shooting related subjects.
- The aim of the course is to train the mind in how to see the world through a camera.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage (%)
<b>1</b>	<b>Photojournalism</b>		<b>06</b>	<b>20</b>
	1.1	What is Photojournalism		
	1.2	How to deal with people		
	1.3	How to get information		
	1.4	How to find perfect frame		
<b>2</b>	<b>Table-top Photography</b>		<b>06</b>	<b>20</b>
	2.1	Product Selection		
	2.2	Props Selection		
	2.3	Gear-Camera selection		
	2.4	How to use light		
<b>3</b>	<b>Glamour Photography</b>		<b>06</b>	<b>30</b>
	3.1	How to use Artificial light		
	3.2	One point – Two point – Three Point lighting		
	3.3	Makeup		
	3.4	Retouching		
<b>4</b>	<b>Assignment: Assignment: Shooting Travel Photography, Portrait Photography</b>		<b>08</b>	<b>30</b>
	4.1	Framing		
	4.2	Composition		
	4.3	Color Palette		
	4.4	Techniques		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References:

- Ang, T., & Studd, R. (2013). Digital Photography Step by Step. DK.
- Frost, L. (2019). Creative Photography Ideas Using Adobe Photoshop: 75 Workshops To Enhance Your Photographs. Ilex Press.
- Hirsch, R. (2014). Seizing The Light: A History of Photography. McGraw-Hill Education.
- Sontag, S. (1977). On Photography. Farrar, Straus, and Giroux.

## Semester - IV

Course Code	Course Name	Credits
POL2417N	Political Science- III- Indian Govt & Politics	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
15	30	5	50	50	100

### Course Outcomes

- Memorize the structure and functions of different branches of the Indian government, including the legislature, executive, and judiciary.
- Explain the principles of Indian democracy and the features of its political system, including federalism, secularism, and parliamentary democracy.
- Apply theoretical concepts and frameworks to analyze current political issues and trends in Indian society.
- Compare and contrast different political ideologies and movements influencing Indian politics, such as socialism, liberalism, and nationalism.
- Critically assess the strengths and weaknesses of India's democratic institutions and governance structures.
- Develop strategies for enhancing political participation, accountability, and representation in the Indian political system.

### Course Objectives

- To understand the structure and functioning of the Indian political system: This objective aims to provide students with a comprehensive understanding of the institutions, processes, and principles that govern the Indian political system.
- To analyze the dynamics of Indian democracy and governance: This objective focuses on examining the various dimensions of Indian democracy, including electoral politics, political parties, federalism, and governance challenges.
- To evaluate the impact of socio-economic and cultural factors on Indian politics: This objective aims to explore the interplay between socio-economic, cultural, and political factors in shaping the Indian polity.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Indian Political System</b>		<b>5</b>	<b>20%</b>
	1.1	Introduction to key concepts: democracy, federalism, secularism		
	1.2	Historical background of Indian political system		
<b>2</b>	<b>Institutions of Indian Democracy</b>		<b>6</b>	<b>20%</b>
	2.1	Parliament and Legislative Process		
	2.2	Executive Branch		
	2.3	Judiciary and Legal System		
<b>3</b>	<b>Political Dynamics in India</b>		<b>7</b>	<b>30%</b>
	3.1	Evolution of party system in India		
	3.2	Electoral process, party competition, and electoral reforms		
<b>4</b>	<b>Contemporary Issues and Challenges</b>		<b>8</b>	<b>30%</b>
	4.1	Regionalism in Indian Politics		
	4.2	New Social Movements since the 1970s, Environmental Movements, Women's Movements, Human Rights Movements		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References:

- Chandra, B. (1999). *Essays on Colonialism*. Orient Longman.
- Sarkar, S. (1983). *Modern India*. Macmillan.
- Chandra, B., et al. (Eds.). (2016). *India's Struggle For Independence*. Penguin UK.
- Brass, P. (1994). *The Politics Of India Since Independence*. Cambridge University Press.
- Chakrabarty, B., & Pandey, R. K. (2008). *Indian Government And Politics*. SAGE Publications India.
- Hoveyda. (2010). *Indian Government And Politics*. Pearson Education India



### Semester - IV

Course Code	Course Name	Credits
TSM2417N	Tourism Trends	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	-	13	01	-	01	02

Internal Assessment				End Sem Exam- End Semester Evaluation/ Project/ Report/ Presentation	Duration of End Sem Exam	Total
Mid Term	Continuous Evaluation	Attendance	Total Internal			Internal Assessment + End Semester Evaluation
15	30	5	50	50	2 Hours	100

#### Course Outcomes

<ul style="list-style-type: none"> <li>Students will be able to remember and identify significant patterns and factors that have influenced the growth and development of tourism in India.</li> </ul>
<ul style="list-style-type: none"> <li>Students will be able to interpret and describe the factors contributing to the growth of Indian tourism and explain the patterns in foreign tourist arrivals.</li> </ul>
<ul style="list-style-type: none"> <li>Students will be able to map and analyze tourism trends in states like Tamil Nadu, Uttar Pradesh, Karnataka, Madhya Pradesh, Delhi, and Maharashtra, and understand the impact of these trends on state tourism organizations.</li> </ul>
<ul style="list-style-type: none"> <li>Students will critically evaluate and analyze emerging tourism trends, products, and technologies that are shaping the future of the industry.</li> </ul>
<ul style="list-style-type: none"> <li>Students will evaluate the implications of the latest trends and emerging tourism products, considering their potential impact on the industry</li> </ul>
<ul style="list-style-type: none"> <li>Students will create comprehensive presentations or case studies on the latest tourism trends, synthesizing information from various sources to provide detailed explanations and insights.</li> </ul>

#### Course Objective

<ul style="list-style-type: none"> <li>To obtain knowledge on new emerging trends of Tourism in India.</li> </ul>
<ul style="list-style-type: none"> <li>To study the effect of the emerging trends on Indian Economy.</li> </ul>

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Mapping Trends in Tourism</b>		<b>7</b>	<b>25%</b>
	1.1	Domestic and International Trends and Patterns in Indian Tourism Travel.		
	1.2	Factors responsible for growth and development of Indian tourism		
	1.3	Foreign Tourist Arrivals accounting.		
<b>2</b>	<b>Current Tourism Scenario in India</b>		<b>7</b>	<b>30%</b>
	2.1	State Tourism Organizations: - Changing pattern observed on the arrival of tourists.		
	2.2	Mapping and analyzing of tourism trends of the following states: - Tamil Nadu, Uttar Pradesh, Karnataka, Madhya Pradesh, Delhi, Maharashtra.		
<b>3</b>	<b>Emerging Tourism Trends</b>		<b>7</b>	<b>30%</b>
	3.1	Emerging trends within tourists and travelers		
	3.2	Emerging tourism products of India		
	3.3	Emerging technologies, change in scope of tourism		
<b>4</b>	<b>Case Study</b>		<b>5</b>	<b>15%</b>
	4.1	Presentation on any latest/emerging tourism trend in the country and explain in detail.		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- 'Tourism: Principles and Practice' by John Fletcher, Alan Fyall, David Gilbert, and Stephen Wanhill (2017)
- 'Emerging Trends in Tourism and Hospitality' by B. I. Mahajan and S. R. Vyas (2018)
- 'Indian Tourism: Past, Present, and Future' by Patrick M. Casabona (2020)
- 'Tourism in India: New Trends and Opportunities' by Ratandeep Singh (2016)
- 'Sustainable Tourism Practices in the Tourism Industry' by James E. S. Higham and Michael Lück (2016)

## Semester - IV

Course Code	Course Name	Credits
SCW2417N	Understanding Social Problems in India	02

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
13	13	-	01	01	-	02

Internal Assessment				End Semester Evaluation	Total
Mid Term	Continuous Evaluation	Attendance	Total	End Semester Evaluation/ Project/ Report/ Presentation	Internal Assessment + End Semester Evaluation
-	45	5	50	50	100

### Course outcomes

- Students will understand conceptual and theoretical aspects of social problems in India.
- Student will be aware about the problems and crimes of society.
- Students will be able to understand the problems and effects individual, family & society.
- Students should be able to handle social problems and treatment. In future, they would contribute to social policy making as a social work professional.

### Course Objectives

- To study the basic concepts of social problem and social work approaches.
- To understand various social problems and its management and legislative measures.
- To understand role of social work and social worker in management of social problems.
- To study social development and social change process to deal with social problems.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
1	<b>Social Problems</b>		
	1.1 Social problems: Meaning, Concept and Definitions,	7	25%
	1.2 Classification of social problems.		
	1.3 Causes and consequences of social problems.	7	30%
	1.4 Social work approach in the prevention, control, and management of social problems.		
2	<b>Various Social Problems in India</b>		
	2.1 Extent, causes, management and legislative measures	7	30%
	2.2 Youth Unrest, Human Trafficking, Substance Abuse, Beggary, Commercial Sex Work, Corruption, Terrorism, Child labour, Role of social worker in identifying social problems and developing strategies for help		
	2.3 Case-studies		
<b>Total</b>		<b>26</b>	<b>100%</b>

### References:

- Ahuja, Ram (1992), 'Social Problems in India', Rawat Publications, Jaipur.
- Keneth, Henry (1978), 'Social Problems: Institutional and Interpersonal Perspectives', Scott, Foresman and Company, Illinois, London.
- Merton, Robert K, and Robert Nisbet (1971), 'Contemporary Social Problems', Fourth Edition, Harcourt Brace and Co., New York.

## Semester V

Course Code	Course Name	Credits
<b>ECO 2501N</b>	<b>Microeconomics-II</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	<b>-</b>	<b>01</b>	<b>03</b>	<b>-</b>	<b>01</b>	<b>04</b>

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>

### Course outcomes

- This semester it is focused on understanding markets, welfare optimum point to understand the dynamics at micro level.
- Students understand the maximization concept and individual's role in achieving that.
- Students will learn how to make economic decisions under conditions of uncertainty and risk.
- Students will evaluate economic welfare and the efficiency of different economic outcomes, including the analysis of consumer and producer surplus.
- Students will be able to critically evaluate the effectiveness of various microeconomic policies, such as taxation, subsidies, and regulation.

### Course Objectives

- To understand pareto optimality condition to maximize the welfare and also to study collusive and non-collusive oligopoly.
- To examine how income and wealth are distributed in an economy, and the impact of different economic policies on income inequality.
- To explore how economic agents make decisions in situations of uncertainty and risk, and the implications of these decisions for market outcomes.
- To apply microeconomic theories and models to real-world situations, allowing for a better understanding of current economic issues and policy debates.
- To analyze the costs associated with production and how firms decide on the optimal level of output to maximize profits.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Market Structure</b>		
	<b>1.1</b> Short run and long run equilibrium of perfect competition and monopoly markets.	<b>10</b>	<b>20%</b>
	<b>1.2</b> Pricing with market power; monopolistic competition-short run and long run equilibrium.		
	<b>1.3</b> Price discrimination, peak load pricing, two-part Tariff		
<b>2</b>	<b>Oligopoly</b>		
	<b>2.1</b> Analysis of Cournot & Stackelberg, Collusive Oligopoly	<b>10</b>	<b>20%</b>
	<b>2.2</b> Game theory application of Prisoner 's Dilemma of Nash equilibrium		
<b>3</b>	<b>Factor Pricing</b>		
	<b>3.1</b> Derived demand for a single input and multiple inputs in competitive & imperfect competition markets,	<b>08</b>	<b>15%</b>
	<b>3.2</b> Firm demand and industry demand, collective bargaining, and exploitation rent & quasi rent.		
<b>4</b>	<b>Welfare Economics</b>		
	Conditions of Pareto optimality in pure exchange and with production, optimality of perfect competition	<b>10</b>	<b>20%</b>
<b>5</b>	<b>Decision theory under Uncertainty: Utility Functions and Expected Utility</b>	<b>08</b>	<b>15%</b>
	<b>5.1</b> Risk aversion and risk preference, insurance and investor 's choice.		
<b>6</b>	<b>Market Information</b>	<b>06</b>	<b>10%</b>
	<b>6.1</b> Asymmetric information- Adverse selection and moral hazard		
	<b>Total</b>	<b>52</b>	<b>100%</b>

### References:

- Ahuja, H. L. (2010). Principles of Microeconomics (18th ed.). S. Chand & Co. Ltd.
- Ferguson. Microeconomic Theory. Cambridge University Press.
- Koutsoyiannis, A. (2019). Modern Microeconomics. Macmillan.
- Cabral, L. M. B. (2000). Introduction to Industrial Organization. MIT Press.
- Dutta, P. K. (1999). Strategies And Games: Theory And Practice. MIT Press.

## Semester V

Course Code	Course Name	Credits
<b>ECO 2502N</b>	<b>Macroeconomics-II</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	<b>-</b>	<b>01</b>	<b>03</b>	<b>-</b>	<b>01</b>	<b>04</b>

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>

### Course outcomes

- To understand the dynamics of economic variables at macro level
- Students relate business cycle models and apply it to inflation and deflation in different countries
- Students will understand the causes and consequences of economic fluctuations, including the phases of the business cycle (expansion, peak, contraction, and trough) and their impact on employment and output.
- Students will explore the relationship between inflation and unemployment, including the concepts of the Phillips curve, and the trade-offs faced by policymakers in managing these two key aspects of the economy.
- Students will analyze the factors that determine exchange rates and the balance of payments, and understand the effects of trade policies, exchange rate fluctuations, and global economic integration on national economies.

### Course Objectives

- To understand the fiscal and monetary policy and their impact on business cycle, aggregate demand and on aggregate supply
- To investigate the impact of international trade, exchange rates, and global financial markets on national economies, and understand the role of international institutions in regulating these interactions.
- To develop the ability to critically assess the effectiveness of different economic policies in achieving macroeconomic objectives such as stability, growth, and equity.
- To engage with current economic issues and debates, such as the impact of globalization, income inequality, and environmental sustainability, and understand their macroeconomic implications.
- To examine the causes and consequences of government deficits and public debt and understand the challenges of managing fiscal policy for long-term economic stability.



## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Fiscal Policy</b>		<b>12</b>	<b>20%</b>
	<b>1.1</b>	Fiscal policy: objectives, targets, instruments and implications on an economy		
	<b>1.2</b>	Rules versus discretion: time consistency		
	<b>1.3</b>	The government budget constraint; government debt and Ricardian equivalence.		
<b>2</b>	<b>Monetary Policy</b>		<b>10</b>	<b>20%</b>
	<b>2.1</b>	Monetary policy: objectives, targets, instruments, and implications on an economy		
	<b>Business Cycle</b>		<b>08</b>	<b>20 %</b>
<b>3</b>	<b>3.1</b>	Business Cycle Theories of Schumpeter, Kaldor, Samuelson and Hicks.		
	<b>3.2</b>	Control of business cycles – relative efficacy of monetary and fiscal policies.		
<b>4</b>	<b>Aggregate Demand and Aggregate Supply</b>		<b>10</b>	<b>20%</b>
	<b>4.1</b>	Aggregate Demand and Aggregate Supply Curves Derivation of aggregate demand and aggregate and supply curves; Interaction of aggregate demand and supply.		
<b>5</b>	<b>Equilibrium of Product Market and Money Market</b>		<b>06</b>	<b>10%</b>
	<b>5.1</b>	Theory of Interest; IS and LM curves: Derivation, their shifts and rotations. Simultaneous equilibrium of product market and money market.		
<b>6</b>	<b>6.1</b>	Open Economy- Mundell Fleming model	<b>06</b>	<b>10%</b>
		<b>Total</b>	<b>52</b>	<b>100%</b>

### References:

- Dornbusch, R., Fischer, S., & Startz, R. (2010). Macroeconomics (11th ed.). McGraw Hill.
- Ahuja, H. L. (2010). Macroeconomics: Theory And Policy. S. Chand & Co. Ltd.
- Blanchard, O. (2009). Macroeconomics (5th ed.). Pearson Education Inc.
- Chiang, A. C. (1992). Elements of Dynamic Optimization. McGraw Hill.
- Jones, C. I. (2002). Introduction to Economic Growth (2nd revised ed.). W. W. Norton & Company.

## Semester V

Course Code	Course Name	Credits
ECO 2503N	Econometrics	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- Students learn that Econometrics is the application of Economics, using statistical methods.
- Students will gain a solid understanding of the fundamental principles of econometric theory, including the assumptions underlying econometric models and the importance of statistical inference in economic analysis.
- Students will become proficient in performing and interpreting linear regression analysis, understanding the relationship between dependent and independent variables, and using regression models to estimate economic relationships.
- Students will learn how to specify econometric models correctly, choose appropriate estimation techniques, and understand the consequences of model misspecification, including omitted variable bias and multicollinearity.

### Course Objectives

- Students learn tests of hypotheses, Multicollinearity, Heteroscedasticity and Autocorrelation. They also learn the technic of forecasting.
- To provide students with a solid foundation in the principles and assumptions underlying econometric models, including the role of statistical inference in economic analysis.
- To teach students the techniques of simple and multiple regression analysis, enabling them to estimate and interpret relationships between economic variables.
- To develop students' skills in correctly specifying econometric models, selecting appropriate estimation techniques, and understanding the consequences of model misspecification.
- To equip students with the tools to identify and address common econometric problems such as heteroscedasticity, autocorrelation, multicollinearity, and endogeneity, and to apply appropriate corrective measures.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Econometrics Nature and Scope of Econometrics</b>		
	1.1 The methodology of econometric research; Specification and estimation of an econometric model; Basic concepts of estimation	<b>08</b>	<b>15%</b>
<b>2</b>	<b>Simple Linear Regression Model: Two Variable Case</b>		
	2.1 Estimation of model by method of ordinary least squares, properties of estimators, goodness of fit; tests of hypotheses, scaling and units of measurement, confidence intervals.	<b>08</b>	<b>15%</b>
	2.2 <b>Gauss Markov theorem, forecasting.</b>		
<b>3</b>	<b>Multiple Linear Regression Model</b>		
	3.1 Estimation of parameters; properties of OLS estimators, goodness of fit, partial regression coefficients, testing hypotheses, functional forms of regression models, qualitative (dummy variables) independent variables	<b>08</b>	<b>15%</b>
	3.2 Testing hypotheses, functional forms of regression models, qualitative (dummy variables) independent variables	<b>08</b>	<b>15%</b>
<b>4</b>	<b>Violations of Classical Assumptions and Remedies and Specification Analysis</b>		
	4.1 Multicollinearity, Heteroscedasticity and Auto-correlation	<b>08</b>	<b>15%</b>
	4.2 Omission of a relevant variable; Inclusion of irrelevant variable; Tests of Specification Errors		
<b>5</b>	<b>Simultaneous Equations Methods</b>	<b>08</b>	<b>15%</b>
	5.1 Simultaneous Equations Models; Identification; Estimation Indirect Least Squares; Estimation Two Stage Least Squares		
<b>6</b>	<b>Time Series Methods</b>	<b>04</b>	<b>10%</b>
	6.1 ARMA; Identifying ARMA; Non-Stationary Series; Testing for Unit Root; Cointegration and Error Correlation; Causality		
	<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

- Koutsoyiannis, A. (1992). Theory of Econometrics: An Introduction to Econometric Methods. Educational Low-Priced Books Scheme, Macmillan Education Ltd.
- Gujarathi, D. N. (2010). Basic Econometrics. Tata McGraw Hill Ltd.
- Dougherty, C. (2007). Introduction to Econometrics (3rd ed., Indian edition). Oxford University Press.
- Kmenta, J. (2008). Elements of Econometrics (2nd ed., Indian reprint). Khosla Publishing House.
- Goldberger, A. S. (1998). Introductory Econometrics. Harvard University Press.
- Ghose, S. K. Econometrics. Prentice Hall of India Private Limited.

## Semester - V

Course Code	Course Name	Credits
<b>POL2501N</b>	<b>Indian Foreign Policy-I</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	<b>-</b>	<b>01</b>	<b>03</b>	<b>-</b>	<b>01</b>	<b>04</b>

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>

### Course Outcomes

- Students will be able to describe the domestic and systemic limitations that impact India's foreign policy, including internal political, economic, and social factors.
- Students will be able to analyse India's evolving relationships with neighbouring countries and various global powers, demonstrating an understanding of the strategic, economic, and diplomatic factors influencing these relationships.
- Students will be able to evaluate India's approach and stance in international negotiations and international economic governance, synthesizing how these positions reflect India's shifting role and advancements on the global stage since independence.
- Students will be able to develop a comprehensive analysis or policy recommendation that addresses the domestic and systemic factors affecting India's foreign policy,
- Students will incorporate insights into India's relationships with other countries and its role in international governance.

### Course Objectives

The challenge is to incorporate the new and dynamic changes in Indian Foreign Policy while retaining those features of continuing relevance. There are two main objectives:

- To highlight central realities, issues and developments of Indian Foreign Policy during the Cold War era.
- To focus on understanding the developments, perspective and policies in the Post-Cold War period.
- To cover new dimension of Indian Foreign Policy, namely the growing relationship between India and the major powers.
- To explore India's participation in international organizations, multilateral forums, and global initiatives.
- To evaluate India's use of cultural diplomacy, public diplomacy, and economic influence to enhance its global image and reputation.

### Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>India's Foreign Policy: An Introduction</b>		<b>10</b>	<b>20%</b>
	1.1	Determinants of India's Foreign Policy		
	1.2	Principles of India's Foreign Policy		
	1.3	India's Policy of Non-alignment		
	1.4	Continuity and Change in Indian Foreign Policy		
<b>2</b>	<b>India and South Asia</b>		<b>9</b>	<b>20%</b>
	2.1	Regional Cooperation: SAARC – past performance and future prospects.		
	2.2	South Asia as a Free Trade Area		
	2.3	India's "Look East" Policy		
	2.4	Impediments to regional cooperation: river water disputes, illegal cross border migration, ethnic conflicts, insurgencies and border disputes		
<b>3</b>	<b>India and the Global South</b>		<b>8</b>	<b>20%</b>
	3.1	Relations with Africa and Latin America		
	3.2	India's leadership role in Global South		
	3.3	Challenges & Way Forward		
<b>4</b>	<b>India and the Global Centers of Power</b>		<b>9</b>	<b>15%</b>
	4.1	India's relations with global powers- continuity & changes		
	4.2	India's relations with West Asia		
	4.3	Vision of a new world order		
<b>5</b>	<b>India and the Global Economic and Political Regimes</b>		<b>9</b>	<b>15%</b>
	5.1	India and UN system: Role in UN Peace-keeping, UN Reforms & demand for permanent seat in security council.		
	5.2	India relations with WTO, WB, and IMF		
<b>6</b>	6.1	Cultural Diplomacy & Indian Foreign Policy	<b>7</b>	<b>10%</b>
<b>Total</b>			<b>52</b>	<b>100%</b>

#### References:

- Bandhopadhyaya, J. (1970). The Making of India's Foreign Policy. Allied Publishers.
- Mattoo, A., & Jacob, H. (Eds.). (2014). India and The Contemporary International System. Manohar Publications in collaboration with RCSS Colombo.
- Dixit, J. N. (2001). Indian Foreign Policy and its Neighbours. Gyan Publishing House.
- Ganguly, S. (2010). India's Foreign Policy: Retrospect and Prospect. Oxford University Press.
- Pant, H. V. (2016). India's Foreign Policy: An Overview. Orient Blackswan.
- Dubey, M. (2016). India's Foreign Policy: Coping With the Changing World. Orient Blackswan.

## Semester - V

Course Code	Course Name	Credits
HIS2501N	History of Indian Art & Architecture	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	1	03	-	1	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- This paper examines the main characteristics and various styles of Indian architecture and sculpture at different times.
- It traces the evolution of Indian architecture over the years.
- It recognizes the contribution of Buddhism and Jainism to the development of Indian architecture.
- It also examines the role played by Gupta, Pallava and Chola rulers in the flourishing temple architecture of India.
- It identifies the different influences that marked the architectural impressions of the medieval period; and points out the important architectural style under the colonial regime.

### Course Objectives

- To make students aware of the development in the field of art and architecture during ancient and medieval times.
- Emphasis to be given to understand different stages in the evaluation of syncretic culture as manifested in terms of art expression.
- Focus will be laid on exploring how art and architecture has been a blend of nuances during the period under consideration.
- To be able to identify the main characteristics and various styles of Indian architecture and sculpture at different times.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>CAVES, SCULPTURE AND PAINTING IN ANCIENT INDIA</b>		<b>7</b>	<b>15%</b>
	1.1	The rise and growth of Chaitya and Stupa		
	1.2	Un-iconic and Iconic Buddha, Sculpture and Myths		
	1.3	Ajanta and Ellora		
<b>2</b>	<b>RISE AND GROWTH OF TEMPLE ARCHITECTURE</b>		<b>7</b>	<b>15%</b>
	2.1	Pallava and Chola Temple architecture		
	2.2	Nagar, Vesar and Dravida Temples		
	2.3	Early medieval India – temples – Northern and Southern styles		
<b>3</b>	<b>DELHI SULTANATE</b>		<b>9</b>	<b>17%</b>
	3.1	Monuments: Forts, Palaces, Mosques, Musoleums		
	3.2	Regional Styles		
	3.3	Painting and Calligraphy		
<b>4</b>	<b>MUGHAL PERIOD</b>		<b>9</b>	<b>17%</b>
	4.1	Monuments: Forts, Palaces, Mosques, Mausoleums		
	4.2	Synthesis of styles – Indo Islamic		
	4.3	Miniature Paintings		
<b>5</b>	<b>LITERATURE</b>			
	5.1	Literary Sources of Ancient India		



	5.2	Vedas and Upanishads: Sacred hymns and philosophical inquiries.	<b>10</b>	<b>18%</b>
	5.3	Epics: Tales of valor, love, and dharma (e.g., Ramayana and Mahabharata).		
	5.4	Puranas and mythological texts: Divine narratives and genealogies		
<b>6</b>	<b>Literary Sources of Medieval India</b>			
	6.1	Royal chronicles	<b>9</b>	<b>18%</b>
	6.2	Travelogues		
	6.3	Persian and Arabic works		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
• Brown, P. (1965). Indian Architecture: Buddhist And Hindu. D. B. Taraporevala Sons & Co.
• Behl, B. K. (1998). The Ajanta Caves: Ancient Caves of Buddhist Indi, A. Editions Didier Millet.
• Bhattacharya, V. R. (1989). Wisdom of Cultural Heritage of India. Metropolitan Publisher.
• Burges, J. (1897). The Ancient Monuments, Temples, and Sculptures Of India. John Murray.
• Misra, S. S. (1982). Fine Arts of Technical Sciences In Ancient India. Krishndas Academy.

## Semester – V

Course Code	Course Name	Credits
BSW2501N	Contemporary development studies	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- The knowledge of this subject is essential to understand Contemporary Ideologies for Social Change, concept and theories.
- The knowledge of this subject is essential to understand contemporary theories of development.
- The course would enable students to use classroom knowledge to understand importance of contemporary theories and social movements those shape Indian society.
- This course highlights the problems of displaced people e.g., development induced displacement, assam students' movement, Narmada Bachao Andolan etc.

### Course Objectives

- To understand Contemporary Ideologies for Social Change
- To understand the processes of Social Reform movements
- To study contribution of social reformers of India
- To study various social movements of displaced people e.g., development induced displacement, assam students' movement, Narmada Bachao Andolan etc.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Contemporary Ideologies for Social Change</b>		<b>8</b>	<b>15%</b>
	1.1	Neo – liberalism, globalization, post – modernization,		
	1.2	feminism, multiculturalism,		
	1.3	ideology for sustainable and people centered development,		
	1.4	ideology for non – governmental organizations.		
<b>2</b>	<b>Contemporary Ideologies of Social Work profession</b>		<b>8</b>	<b>15%</b>
	2.1	Marginalization of vulnerable groups		
	2.2	limitations of professional social work		
	2.3	emerging ideologies of professional social work		
	2.4	spirituality and social work		
	2.5	personal attributes of a social worker.		
<b>3</b>	<b>Social Reformers</b>		<b>10</b>	<b>20%</b>
	3.1	Definition, meaning and impact of social reforms and development		
	3.2	Baba Amte		
	3.3	Medha Patkar		
	3.4	Dr. B. R. Ambedkar		
	3.5	Jyotiba Phule		
<b>4</b>	<b>Social Reform Movements</b>		<b>8</b>	<b>15%</b>
	4.1	Narmada Bachao Andolan		
	4.2	Chipko Andolan		
	4.3	Naxalbadi Movement		
<b>5</b>	<b>Social movements</b>		<b>10</b>	<b>20%</b>
	5.1	Social movements in Northeastern India		
	5.2	sp. Ref to Assam – students' movement		
	5.3	movement related to problems of natural and man – made displacements		

	5.4	ethnic identity.		
<b>6</b>		<b>Contemporary Issues of Development</b>	<b>8</b>	<b>15%</b>
	6.1	Concept of Underdevelopment, development including sustainable development.		
	6.2	Idea and consequences of Development		
	6.3	Systems and role in development.		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Sen, A. K. (1999). Development as Freedom. Anchor Books.
- Szirmai, A. (2005). The Dynamics of Socio-Economic Development: An Introduction. Cambridge University Press.
- Todaro, M. P. (1977). Economics for A Developing World. Longman.
- Harbison, H. F. (1973). Human Resources as The Wealth Of Nations. Oxford University Press.

## Semester - V

Course Code	Course Name	Credits
FLF2511N	FRENCH V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	-	-	02	-	-	02

Theory					Term Work / Practical/Oral			Total		
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work		Pract.	Oral
Mid Term	Viva	Continuous Evaluation	Attendance	Total Internal						
15	20	10	05	50	50	75 mins	-	-	-	100

### Course Outcomes

After the completion of this course Students will be able to:

- Enhance proficiency in both spoken and written language.
- Develop familiarity with modern social communication skills, both oral (such as dialogues and telephone conversations) and written, and to perform basic communication tasks effectively.
- Write a review of a movie or a show.
- Describe a person using good vocabulary and different adjectives.
- Apply various tenses and moods in French using subjunctive tense.

### Course Objectives

The course is designed:

- To strengthen the language of the students in both oral and written.
- To get the students acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks.
- To talk about a film or a show.
- To describe a person using good vocabularies and different adjectives
- To use the different tenses, different moods in French.

## Detailed Curriculum

Reading exercises, writing tasks and grammar of:

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>			<b>8</b>	<b>50%</b>
	Leçon 1	Histoires d'étudiants		
	Leçon 2	Un dîner en ville		
<b>2</b>			<b>6</b>	<b>30%</b>
	Leçon 1	Soirée déguisée Un dîner en ville		
	Leçon 2	Chez l'habitant		
<b>3</b>			<b>6</b>	<b>10%</b>
	Leçon 1	Un peu de culture ?		
<b>4</b>			<b>6</b>	<b>10%</b>
	Leçon 1	Une soirée originale		
<b>Total</b>			<b>26</b>	<b>100%</b>

### References:

- Berthet, H., Hugot, et al. (2012). *Alter Ego - Méthode De Français, A1*. Hachette.
- Girardeau, B., & Mous, N. (2011). *Réussir Le Delf A1*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Cahier D'exercices*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Guide Pédagogique*. Didier.
- Loiseau, Y., & Mérieux, R. (2017). *Connexions 1, Livre De L'élève*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Cahier D'exercices*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Guide Pédagogique*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Guide Pédagogique Téléchargeable*. Didier.
- Loiseau, Y., & Mérieux, R. (2018). *Latitudes 1, Livre D'élève + CD*. Didier.
- Hirschsprung, N., & Tricot, T. (2017). *Cosmopolite 1 Méthode De Français A1*. Hachette.
- Hirschsprung, N., & Tricot, T. (2017). *Cosmopolite 1 Cahier D'activités A1*. Hachette.

## Semester - V

Course Code	Course Name	Credits
FLG2511N	UG FL GERMAN V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

		Theory					Term Work / Practical/Oral			Total
Internal Assessment			Oral	Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Mid Term	Continuous Evaluation	Attendance								
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

After completion of this course students will be able to:

- Handle situations which one normally encounters while travelling.
- Take part in conversations and discussions pertaining to familiar topics such as family, hobbies, travel etc. without prior preparation.
- Develop the listening comprehension skills
- Understand programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly.
- Have a basic conversation using the vocabulary related to body parts and basic diseases.

### Course Objectives

The course is designed:

- To handle situations which one normally encounters while travelling.
- To take part in conversations and discussions pertaining to familiar topics such as family, hobbies, travel etc. without prior preparation.
- To develop the listening comprehension skills.
- To understand programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly.
- To have a basic conversation using the vocabulary related to body parts and basic diseases.

### Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>Kapitel 11</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>• Imperativ: du, ihr, Sie</li> <li>• Modalverben: dürfen, sollen</li> </ul>	<b>06</b>	<b>25%</b>
<b>2</b>	<b>Kapitel 11</b>		
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>• persönliche Angaben machen</li> <li>• Körperteile nennen</li> <li>• eine Sportübung verstehen und erklären</li> <li>• Aufforderungen wiedergeben</li> <li>• Gespräche beim Arzt führen</li> <li>• Anweisungen verstehen und geben</li> <li>• Gesundheitstipps verstehen und geben</li> <li>• Wörter erschließen</li> </ul>	<b>07</b>	<b>25%</b>
<b>3</b>	<b>Kapitel 12</b>		
	<b>Grammatischer Aspekt</b> <ul style="list-style-type: none"> <li>• Pronomen: man</li> <li>• Fragewörter: wer, wen, wem, was(Nom. u. Akk.) Ort: wo, wohin, woher, wann &amp; wie</li> <li>• Zeitadverbien: zuerst, dann, später, zum Schluss</li> </ul>	<b>06</b>	<b>25%</b>
<b>4</b>	<b>Kapitel 12</b>		
	<b>Thematischer Aspekt</b> <ul style="list-style-type: none"> <li>• Vorschläge für eine Stadttour verstehen</li> <li>• einen Weg beschreiben</li> <li>• eine Postkarte schreiben</li> <li>• die Jahreszeiten kennen lernen</li> <li>• das Wetter beschreiben</li> <li>• Reiseberichte verstehen</li> <li>• Probleme im Hotel beschreiben</li> <li>• sich im Hotel beschweren</li> <li>• über Reiseziele sprechen</li> </ul>	<b>07</b>	<b>25%</b>
<b>Total</b>		<b>26</b>	<b>100%</b>



**References:**

- Braun, A., & Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.
- Dengler, S. (2012). Netzwerk A1. Teil 2. Kurs- Und Arbeitsbuch: Deutsch Als Fremdsprache. Langenscheidt.
- Funk, H., et al. (2015). Studio D A1: Deutsch Als Fremdsprache. Cornelsen Verlag.
- Langenscheidt. (2022). Langenscheidt Pocket Dictionary German: German-English, English-German. Langenscheidt Publishing Group.
- Niebisch, D., et al. (2016). Lagune A1: Kursbuch. Hueber Verlag.
- Braun, A., & Wimmer, D. (2020). Schritte Plus A1/1: Arbeitsbuch. Hueber Verlag.

## Semester - V

Course Code	Course Name	Credits
FLS2511N	SPANISH V	2

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
2	-	-	2	-	-	2

			Theory				Term Work / Practical/Oral			Total
Internal Assessment					End Sem Exam	Duration Of End Sem Exam	Term Work	Pract .	Oral	
Mid Term	Continuous Evaluation	Attendance	Oral	Total Internal						
15	10	05	20	50	50	75 mins	-	-	-	100

### Course Outcomes

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

- Understand how to conjugate verbs with vocal changes and use them effectively in sentences.
- Revise all the grammar topics which were taught in the previous semesters.
- Describe events, activities and incidents that occurred in the past using preterit tense effectively and efficiently.
- Understand and apply vocabulary based on shops, restaurants and airports and will be able to communicate at the given places.
- Actively engage in mock viva sessions, applying the skills learned throughout the course. This practical experience will enhance their ability to handle real-life conversations with native speakers.

### Course Objectives

The course is designed:

- To enable the students to comprehend and make use of verbs with vocal changes.
- To revise the grammar in application and the communication tasks related to topics covered already.
- To enable the students to use preterit tense to describe events that happened in the past.
- To enhance the vocabulary of the students based on shops, restaurants and airport.
- Simulate and participate in mock Vivas and conversations.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>El español y tú</b>		<b>5</b>	<b>20%</b>
	1.1	Las preposiciones del lugar		
	1.2	Expresiones cotidianas		
<b>2</b>	<b>¿Sabes verbos con cambios vocales?</b>		<b>5</b>	<b>20%</b>
	2.1	Los verbos regulares en español		
	2.2	Los verbos con cambios vocales. (AR, ER, IR)		
<b>3</b>	<b>¿Qué comiste ayer?</b>		<b>8</b>	<b>30%</b>
	3.1	Introducción del pretérito indefinido en español.		
	3.2	Los verbos regulares en el pretérito indefinido		
<b>4</b>	<b>¿Dónde estuviste ayer, Juan?</b>		<b>8</b>	<b>30%</b>
	4.1	Los verbos irregulares en el pretérito indefinido		
	4.2	Un ensayo usando el pretérito indefinido.		
<b>Total</b>			<b>26</b>	<b>100%</b>

**References:**

- Ballesteros, M. P. (1988). Ser, Estar Y Verbos De Cambio. Arco Libros.
- Bregstein, B. (2011). Advanced Spanish Step-By-Step. McGraw Hill Professional.
- Butt, J., et al. (2019). A New Reference Grammar Of Modern Spanish. Routledge.
- Castromil, J. D., & Gil-Merino, L. (2016). Objetivo Dele A2 – B1.
- Hollis, M. R. (2010). Essential Spanish Verbs. Teach Yourself.
- Holodyk, D. (2003). Ultimate Spanish.
- Howkins, A., et al. (2019). Practising Spanish Grammar.
- Kattán-Ibarra, J., & Howkins, A. (2014). Spanish Grammar in Context. Languages in Context.
- Loaeza, P. G. (2013). Easy Spanish Phrase Book New Edition. Courier Corporation.
- Mahler, M. (2008). Dictionary of Spanish Slang and Colloquial Expressions. Barron's Educational Series, Inc.

## Semester – V

Course Code	Course Name	Credits
CSE2512N	Employability Skills	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01	-	-	01	-	-	01

Internal				External		Total
Mid-Sem Exam	Continuous Evaluation	Attendance	Total Internal	End Sem Exam	Duration Of End Sem Exam	
15	30	05	50	50	2 Hours	100

### Course Outcomes

After completion of this course Students will be able to:

- Categorize different types of interviews, recognize various interview styles, and demonstrate fundamental skills required when facing interviews.
- Create professional resumes, covering letters, and follow-up letters, showcasing their ability to articulate their qualifications and experiences during job applications and interviews.
- Perform a SWOT analysis, identifying their strengths, weaknesses, opportunities, and threats, fostering self-awareness, and aiding in strategic career planning.
- Understand and apply social etiquette, including the proper way to shake hands and exchange business cards. They will also demonstrate knowledge of dining etiquette and appropriate behavior in a professional setting such as the cubicle.
- Enact in mock interview sessions, applying the skills learned throughout the course. This practical experience will enhance their ability to handle real-life interview scenarios.

### Course Objectives

The course is designed:

- To understand and apply interview techniques.
- To develop effective interview skills.
- To conduct self-discovery through swot analysis.
- To master Professional Etiquette.
- to simulate and participate in mock interview sessions.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Interviews</b>		<b>05</b>	<b>38%</b>
	1.1	Types of Interviews and Styles of Interview		
	1.2	Facing Interviews-Fundamentals		
	1.3	Practice Session Conducting Interviews		
	1.4	Fundamentals and Practice Session, Mock Interview Sessions		
<b>2</b>	<b>Interview Skills</b>		<b>05</b>	<b>38%</b>
	2.1	Resume Writing,		
	2.2	Covering Letters		
	2.3	Interview Follow Up Letters		
<b>3</b>	<b>Self- Discovery</b>		<b>01</b>	<b>8%</b>
	3.1	SWOT [Strengths, Weakness, Opportunities, and Threats] Analysis		
<b>4</b>	<b>Employability Skills</b>		<b>02</b>	<b>16%</b>
	4.1	Conflict Management		
	4.2	Work Ethics		
<b>Total</b>			<b>13</b>	<b>100</b>

### References:

- Amos, J. (2004). Handling Tough Job Interviews. Jaico Publishing.
- Sethi, A., & Adhikari, B. (2009). Business Communication. Tata McGraw Hill.
- Brown, M., & Brandreth, G. (1994). How To Interview and Be Interviewed. Sheldon Press.
- Comfort, J., et al. (1994). Speaking Effectively. Cambridge University Press.
- Krishnaswamy, N. (2022). Creative English for Communication. Macmillan.
- Patcher, B. (2013). The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way To Success. Paperback.
- Prakash, R. (2012). Business Communication. Oxford University Press.
- Rizvi, M. A. (2017). Effective Technical Communication. Tata McGraw Hill.
- Taylor, G. (2001). Conversation In Practice. McGraw-Hill Education.
- Thorpe, E., & Thorpe, S. (2006). Winning at Interviews (2nd ed.). Dorling Kindersley.
- Amos, J. (2004). Handling Tough Job Interviews. Jaico Publishing.
- Sethi, A., & Adhikari, B. (2009). Business Communication. Tata McGraw Hill.

## Semester – V

Course Code	Course Name	Credits
<b>BEH2551N</b>	<b>Behavioral Science-III (PERSONALITY, NATIONALISM AND HUMAN VALUES)</b>	1

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
01			01			01

Theory							Total
Internal Assessment					End Sem Exam	Duration of End Sem Exam	
Acti vity	Assignment	Viva	Atten dance	Total Internal			
20	40	35	05	100	00	-	100

### Course Outcomes

- A strong personality fosters resilience and adaptability in diverse life situations.
- Nationalism fosters a sense of belonging and unity among citizens.
- Human values form the foundation of ethical behavior and moral integrity.
- Personality development enhances effective communication and interpersonal relationships.
- It strengthens cultural identity and promotes the preservation of traditions and heritage.
- They promote empathy, compassion, and respect for others, fostering harmonious societies.

### Course Objectives

- To Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- Inculcating patriotism and national pride
- To develop an understanding of importance of human values.
- To Understand the Value of individual

**Detailed syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage (%)</b>
<b>1</b>	<b>Individual differences&amp; Personality</b>		<b>04</b>	<b>15</b>
	1.1	Personality: Definition& Relevance		
	1.2	Importance of nature & nurture in Personality Development		
	1.3	Importance and Recognition of Individual differences in Personality		
	1.4	Accepting and Managing Individual differences (adjustment mechanisms) Intuition, Jugement, Perception & Sensation (MBTI), BIG5 Factors		
<b>2</b>	<b>Managing Diversity</b>		<b>02</b>	<b>15</b>
	2.1	Defining Diversity		
	2.2	Affirmation Action and Managing Diversity		
	2.3	Increasing Diversity in Work Force		
	2.4	Barriers and Challenges in Managing Diversity		
<b>3</b>	<b>Socialization</b>		<b>02</b>	<b>16</b>
	3.1	Nature of Socialization		
	3.2	Social Interaction		
	3.3	Interaction of Socialization Process		
	3.4	Contributions to Society and Nation		
<b>4</b>	<b>Patriotism and National Pride</b>		<b>02</b>	<b>18</b>
	4.1	Sense of pride and patriotism		
	4.2	Importance of discipline and hard work		
	4.3	National Integrity, Integrity, accountability, and national pride.		
	4.4	National pride and prejudice.		
<b>5</b>	<b>Human Rights, Values and Ethics</b>		<b>02</b>	
	5.1	Meaning and Importance of human rights		
	5.2	Human rights awareness		

	5.3	Obligation to respect, character-based system of human rights.		
	5.4	Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.		
<b>Total</b>			<b>10</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Pervin, L. A., &amp; John, O. P. (2001). <i>Personality: Theory and Research</i> (8th ed.). Wiley.</li> <li>• Jayne, M. E. A., &amp; Dipboye, R. L. (2004). Workforce diversity: A key to improving productivity. <i>Journal of Human Resource Management</i>, 43(4), 409–424.</li> <li>• Nettle, D. (2007). <i>The Nature Of Personality: Genes, Culture, And National Character</i>. MIT Press.</li> <li>• Kirton, G., &amp; Greene, A. M. (2015). <i>The Dynamics of Managing Diversity: A Critical Approach</i> (4th ed.). Routledge.</li> <li>• Funder, D. C. (2019). <i>The Personality Puzzle</i> (8th ed.). W. W. Norton &amp; Company.</li> <li>• Barak, M. E. M. (2021). <i>Managing Diversity: Toward A Globally Inclusive Workplace</i> (5th ed.). SAGE Publications.</li> </ul>



## Semester VI

Course Code	Course Name	Credits
ECO 2601N	Indian Economy	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- The students come to know about different characteristics and different sectors of Indian Economy
- They also understand the importance of each sector in the growth of the country
- Students will gain a comprehensive understanding of the structure, functioning, and evolution of the Indian economy, including its key sectors, institutions, and policies.
- Students will be able to analyze the patterns and drivers of economic growth and development in India, including historical trends, current challenges, and future prospects.
- Students will learn to evaluate the impact of various economic policies implemented by the Indian government, including fiscal policies, monetary policies, and trade policies.

### Course Objectives

- Students learn agriculture, industry sector and external sector of India. students can analyze the growth of different sectors of Indian Economy.
- To provide students with a foundational understanding of the structure and functioning of the Indian economy, including its historical evolution and key economic indicators.
- To enable students to analyze the patterns and drivers of economic growth and development in India, including factors influencing growth, development strategies, and progress over time.
- To familiarize students with various economic policies and reforms implemented in India, including fiscal, monetary, and trade policies, and to assess their impact on economic performance and social outcomes.
- To help students understand the role and contributions of different sectors of the economy, such as agriculture, industry, and services, and to analyze the challenges and opportunities within each sector.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Economic Development at the time of Independence</b>		<b>08</b>	<b>15%</b>
	1.1	Major features of the economy at independence: Colonial economy; Semi-feudal economy; Backward economy; Stagnant economy.		
<b>2</b>	<b>Planning in India</b>		<b>08</b>	<b>15%</b>
	2.1	Objectives; Strategy; Broad achievements and failures of planning in India, NITI Aayog		
	2.2	New economic reforms — Liberalization, privatization and globalization. Rationale behind economic reforms; Progress of privatization and globalization		
<b>3</b>	<b>Major Economic Issues</b>		<b>10</b>	<b>20%</b>
	3.1	Demographic trends and issues; education; poverty and inequality; unemployment, Inflation		
<b>4</b>	<b>External Sector</b>		<b>08</b>	<b>15%</b>
	4.1	Role of foreign trade; Trends in exports and imports; Composition and direction of India's foreign trade;		
	4.2	Balance of payments crisis; Export promotion measures and the new trade policies		
<b>5</b>	<b>Agriculture Sector</b>		<b>08</b>	<b>15%</b>
	5.1	Nature and importance; Trends in agricultural production and productivity; Factors determining productivity;		
	5.2	Land Reforms; New agricultural strategy and green revolution		
<b>6</b>	<b>Industry</b>		<b>10</b>	<b>20%</b>
	6.1	Industrial development during the planning period; Industrial policy of 1991 and the latest Industrial policy;		
	6.2	Growth and problems of small-scale industries;		
	6.3	Role of public sector enterprises in India's industrialization		
		<b>Total</b>	<b>52</b>	<b>100%</b>

**References:**

- Dutt, R., & Sundaram, K. P. M. (2012). Indian Economy. S. Chand & Co. Ltd.
- Mishra, S., & Puri, V. K. (2005). Indian Economy. Himalayan Publishing House.
- Dandekar, V. M. (1992). Forty years after independence. In B. Jalan (Ed.), The Indian Economy: Problems And Prospects (pp. [specific pages if available]). Viking Press.
- Morris, S. (2001). Issues in infrastructure development today: The interlinkages. In India Infrastructure Report. Oxford University Press.
- Ahluwalia, M. (2002). State-level performance under economic reforms in India. In A. O. Krueger (Ed.), Economic Policy Reforms And The Indian Economy (pp. [specific pages if available]). University of Chicago Press.

## Semester VI

<b>ECO 2602N</b>	<b>Banking and Finance</b>	<b>4</b>
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Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>01</b>	<b>03</b>	-	<b>01</b>	<b>04</b>

Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral		
Test	Assignment & Presentation	Attendance						Total Internal	
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	<b>100</b>

### Course outcomes

- The students come to learn about the money market and financial markets and their impact on the economy.
- They understand the detailed functioning of money and financial market
- Students will gain a comprehensive understanding of banking systems, including the roles, functions, and types of banks (commercial banks, investment banks, etc.) and how they operate within the financial system.
- Students will learn about the concept of financial intermediation, including how banks and other financial institutions facilitate the flow of funds between savers and borrowers, and the range of financial services they provide.
- Students will be able to analyze various financial markets, including money markets, capital markets, and foreign exchange markets, and understand their role in the economy.

### Course Objectives

- Students learn about money and capital market, SEBI, debt market and management of risk and return
- To provide students with a foundational understanding of the structure, functions, and types of banking and financial institutions, including commercial banks, investment banks, credit unions, and insurance companies.
- To explain the role of financial intermediaries in the economy, including how they facilitate the flow of funds between savers and borrowers and their impact on economic growth and stability.
- To familiarize students with the key operations of banking institutions, including deposit-taking, lending, and payment services, and how these operations contribute to financial stability.
- To educate students about the regulatory environment governing banking and financial institutions, including key regulations, compliance requirements, and the role of regulatory bodies like central banks and financial supervisory agencies.

<b>Detailed Syllabus</b>					
<b>Module/ Unit</b>	<b>Course Module / Contents</b>			<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Money in Financial System</b>			<b>10</b>	<b>20%</b>
	1.1	Money and its functions; financial markets, financial instruments and money; Money and Capital market, financial deepening			
<b>2</b>	<b>Risk and Return</b>			<b>10</b>	<b>20 %</b>
	2.1	Sources and types of risk; management of risk and return, efficient portfolio, minimum Variance Portfolio, Optimal Portfolio, Capital Asset Pricing Model, Efficient Market Hypothesis.			
<b>3</b>	<b>Analysis of Interest Rates</b>			<b>08</b>	<b>15%</b>
	3.1	Interest rates in closed and open economies; Theories of term structure			
<b>4</b>	<b>Financial Markets and Services</b>			<b>08</b>	<b>15%</b>
	4.1	Banking system, bond market, foreign exchange market, equity market, debt market, Introduction to the concept of Derivatives: Futures, Options, Call/Put			
<b>5</b>	5.1	Primary Market: Initial public offer (IPO), Book Building, Fixed vs booking building issues, Private placement		<b>08</b>	<b>15%</b>
	5.2	Secondary Market: Roles and functions of SEBI, Intermediaries in Indian stock exchange.;			
<b>6</b>	<b>Financial Services</b>			<b>08</b>	<b>15%</b>
	6.1	Meaning, Nature and Types - Leasing, Factoring, Hire Purchase Finance, Housing, Finance, Credit Rating			
		<b>Total</b>		<b>52</b>	<b>100%</b>

## Semester VI

Course Code	Course Name	Credits
<b>ECO 2603N</b>	<b>Industrial Economics</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	<b>-</b>	<b>01</b>	<b>03</b>	<b>-</b>	<b>01</b>	<b>04</b>

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>

### Course Outcomes

- The students come to know about industrial economy.
- Students understand the problems and opportunities in different sizes of industries.
- Students will gain a thorough understanding of various market structures, including perfect competition, monopolistic competition, oligopoly, and monopoly, and their implications for business strategies and market outcomes.
- Students will be able to analyze how firms behave under different market conditions, including pricing strategies, production decisions, and output levels, and understand the factors that influence these behaviors.
- Students will learn about the organization and functioning of industries, including the roles of firms, market dynamics, and the impact of industry concentration and competition on economic performance.

## Course Objectives

- To introduce students to different market structures, such as perfect competition, monopoly, monopolistic competition, and oligopoly, and to analyze their characteristics and implications for market behavior and outcomes.
- To explore how firms make decisions regarding pricing, production, and output under various market conditions and to understand the strategic interactions between firms.
- To provide insights into how industries are structured and organized, including the roles and functions of firms within different market environments.
- To discuss the concept of market failures, such as externalities and public goods, and to evaluate the role of government regulation and intervention in improving market outcomes and addressing inefficiencies.
- To examine labor market issues within industries, including wage determination, labor relations, and the impact of labor market policies on firm performance and industry outcomes.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction</b>			
	1.1	Patterns, processes, speed and implications of industrialization; Factors inhibiting industrialization; measures conducive to industrialization;	<b>08</b>	<b>20%</b>
	1.2	Size and efficiency of an industrial unit; Factors determining optimum size of industrial units		
<b>2</b>	<b>Public Vs. Private Sector</b>		<b>06</b>	<b>15%</b>
	2.1	Issues relating to the Composition of Indian Industry: Small vs. Large Industry; Public vs. Private Sector, with emphasis on: Performance of the public sector; Privatization; Dynamics of the Industrial Sector: Growth and Sickness		
<b>3</b>	<b>Theories of Industrial Location</b>		<b>08</b>	<b>20%</b>
	3.1	Theories of industrial location—Weber’s deductive theory; Sargent Florence’s inductive analysis; Factors affecting industrial location; Industrial productivity		
	3.2	Sources of Agricultural Finance. Market and Marketed Surplus - Defects in marketing Agricultural produce – Regulated markets - Co-operative marketing - Farmers Market.		
<b>4</b>	<b>Industrial Development in India</b>		<b>08</b>	<b>10%</b>
	4.1	Industrial Development in India: New Industrial Policy 1991 and recent industrial policies in India, Industrial Growth and pattern in India.		
<b>5</b>	<b>Indian Industrial Growth &amp; Finance</b>		<b>08</b>	<b>10%</b>
	5.1	Performance and problems of Micro, Small, Medium Enterprises; Role of MNC’s in India; Overview and Growth of the Service Sector in India; Problems of regional imbalance and industrial growth in India; Institutional finance with special reference to IFCI, ICICI, IDBI		
<b>6</b>	<b>Growth of Firm</b>		<b>08</b>	<b>15%</b>
	6.1	Meaning and Need for Growth; Diversification, Vertical Integration and Merger; Conceptual Framework for Theory of Growth of Firm; Industrial Sickness in India		
		<b>Total</b>	<b>52</b>	<b>100%</b>



**References:**

- Mookherjee, D. (Ed.). (1995). Indian Industry. Oxford University Press.
- Bhagwati, J. (1993). India in Transition: Freeing the Economy. Clarendon Press.
- Datta Chaudhri, M. (1990). Market failure and government failure. Journal of Economic Perspectives.
- Mohan, R. (Chair). (2000). NCAER The India Infrastructure Report (Department of Disinvestment, White Paper). National Council of Applied Economic Research (NCAER).
- Waldman, D. E., & Jensen, E. J. (2011). Industrial Organization: Theory and Practice (2nd ed.). Pearson.

## Semester - VI

Course Code	Course Name	Credits
POL2601N	India's Foreign Policy II	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course Outcomes

- Students will be able to identify and analyze the primary factors that have influenced India's foreign policy decisions during the Cold War and Post-Cold War eras.
- Students will be able to trace the evolution of India's relationships with its neighbouring countries, including the challenges and opportunities presented by these interactions.
- Students will be able to evaluate India's changing relationships with major global powers, such as the United States, China, and Russia, and their implications for Indian foreign policy.
- Students will be able to assess how domestic factors, including economic development, political stability, and social dynamics, have influenced India's foreign policy choices.
- Students will be able to evaluate the effectiveness of India's foreign policy strategies in achieving its national interests and addressing global challenges.

## Course Objectives

- To explore the transformed relationships between India and major global powers such as US, China & Russia.
- To analyze the changing relationship between India and its neighboring countries.
- To describe the role of various regional and international organizations in Indian Foreign Policy.
- To analyze India's maritime strategy, including its naval power, maritime security concerns, and the Indian Ocean region.
- To assess India's role in multilateral organizations, such as the United Nations, the G20, and the BRICS group.

## Detailed Syllabus

Module/ Unit	Course Module / Contents	Hours	Marks Weightage
<b>1</b>	<b>India's Changing Relations with the US and Russia from Cold War to Post-Cold War</b>		
	1.1 India-US	<b>10</b>	<b>20%</b>
	1.2 India- Russia		
<b>2</b>	<b>India- China Relations</b>	<b>8</b>	<b>20%</b>
	2.1 India- China Relations: Challenges and Prospects		
<b>3</b>	<b>India and South Asian States</b>	<b>10</b>	<b>20%</b>
	3.1 India- Pakistan Relations: Challenges & Prospects		
	3.2 Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives: Main Issues		
<b>4</b>	<b>Security Challenges and Nuclear Policy</b>	<b>7</b>	<b>10%</b>
	4.1 Security Challenges and Nuclear Policy of India: An Appraisal		
<b>5</b>	<b>India and Regional Organizations</b>	<b>10</b>	<b>20%</b>
	5.1 India-SCO Relations, BIMSTEC, QUAD, BRICS		
	5.2 India-ASEAN: Economic, Political, Strategic Relations		
	5.3 India-EU: Political, Economic, Strategic Partnership		
<b>6</b>	6.1 India's Maritime Strategy	<b>7</b>	<b>10%</b>
<b>Total</b>		<b>52</b>	<b>100%</b>

**References:**

- Bandhopadhyaya, J. (1970). *The Making of India's Foreign Policy*. Allied Publishers.
- Bindra, S. S. (1984). *India and Her Neighbours*. Deep and Deep Publications.
- Ganguly, S. (2010). *India's Foreign Policy: Retrospect And Prospect*. Oxford University Press.
- Malone, D. (Ed.). (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford University Press.
- Tellis, A. J. (2001). *India's Emerging Nuclear Posture*. Rand Corporation.

## Semester - VI

Course Code	Course Name	Credits
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HIS2601N	Epigraphy, Numismatics and Museum Studies	4
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Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	1	03	-	1	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- To understand museums as cultural treasure-houses.
- To be aware of current issues facing museums
- To recognize museums as a civic space for social debate
- To understand the role of curator as the in charge of Museum.
- To get an understanding of preserving objects kept in Museums.

### Course Objectives

- Introduction to Museum Studies is a course that provides a broad introduction to the museum world.
- The course covers the general history of museums, the transformation and the purpose of the museums during the 20<sup>th</sup> century and the opportunities facing the future of museums.
- Students will learn about different types of museums, how museums have changed over the period of time and how museums have striven over greater inclusiveness and respect for other cultures.
- The course also examines various relationships between the museum institution, exhibition, artist, viewer and object.

**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Introduction to Epigraphy</b>		<b>10</b>	<b>18%</b>
	1.1	History of Indian Epigraphy		
	1.2	Types and Features of Inscription		
	1.3	Beginning of Epigraphical Studies in India		
	1.4	Ancient Indian Script- Brahmi, Kharosthi, Sharda, Devnagri		
	1.5	Contribution of Epigraphy to Indian History		
<b>2</b>	<b>Introduction to Numismatics</b>		<b>09</b>	<b>17%</b>
	2.1	History of Numismatical Study in India		
	2.2	Beginning of Numismatical Studies in India		
	2.3	Contribution of Epigraphy to Indian History		
<b>3</b>	<b>Introduction to Museum Studies</b>		<b>09</b>	<b>17%</b>
	3.1	Definition of museums		
	3.2	Types of museums		
	3.3	History of the museum movement in India		
<b>4</b>	<b>Managing Museums</b>		<b>07</b>	<b>15%</b>
	4.1	The role of the curator		
	4.2	Collections and how they are made and managed. Principles of preventive conservation of museum objects		
	4.3	Display and exhibitions		
<b>5</b>	<b>Museum and the Community</b>		<b>10</b>	<b>18%</b>
	5.1	Museums and education		
	5.2	Role of museums in contemporary society		
	5.3	Challenges for the future		
<b>6</b>	<b>Case Studies</b>		<b>07</b>	<b>15%</b>
	6.1	CSMVS		
	6.2	Bhau Daji Lad Mumbai City Museum		
	6.3	British Museum		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Agrawal, O.P, 'Essentials of conservation and museology,' Delhi: Sundeep Prakashan, 2007.
- Biswas, T.K., 'Museum and education', New Delhi: New Age International (P) Ltd., 1996.
- Burcaw, G. Ellis, 'Introduction to museum work. Lanham': Rowman & Littlefield Publishers, Inc., 1997.
- Caulton, Tim, 'Hands on exhibition: managing interactive museums and science centre'. London: Routledge, 1998.
- Fopp, Michael A., 'Managing museums and galleries', Abingdon: Routledge, 1997.
- Knell, Simon J; MacLeod, Suzanne; Watson, Sheila, 'Museum revolutions: how museums change and are changed;, Abingdon: Routledge

## Semester – VI

Course Code	Course Name	Credits
BSW2601N	Social Legislation	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
03	-	01	03	-	01	04

Course Code				Course Name			Credits		
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral	
Test	Assignment & Presentation	Attendance					Total Internal		
15	10	05	30	70	3 Hours	-	-	-	100

### Course outcomes

- The knowledge of this subject is essential to understand Social Legislation.
- The subject highlights the Meaning and Scope of social legislation.
- This subject adds up to the knowledge of major/important Social Legislations in India.
- This subject also focuses on Policies and Programmes in India.
- The course would enable social work students to learn about various social legislations in India.

### Course Objectives

- To understand the concept of social legislation.
- To understand the meaning and scope of social legislation.
- To understand various Policies and Programmes in India.
- To study various social legislations in India.



**Detailed Syllabus**

<b>Module/ Unit</b>	<b>Course Module / Contents</b>		<b>Hours</b>	<b>Marks Weightage</b>
<b>1</b>	<b>Policies and Programmes in India</b>		<b>8</b>	<b>15%</b>
	1.1	Education		
	1.2	Health and Housing		
	1.3	Environment and Social Security		
	1.4	Employment, Family		
	1.5	Child, Women, Elderly		
	1.6	Disabled and Backward Classes.		
<b>2</b>	<b>Social Legislation</b>		<b>8</b>	<b>15%</b>
	2.1	Meaning and Scope		
	2.2	Major Social Legislations		
	2.3	Indian Penal Code, Family Courts, Lok Adalats,		
	2.4	The Legal Aid, Public Interest Litigation		
	2.5	and Right to Information Act (2005).		
<b>3</b>	<b>Social Legislation</b>		<b>10</b>	<b>20%</b>
	3.1	The Special Marriage Act 1955		
	3.2	Dowry Prohibition Act 1986		
	3.3	Juvenile Justice act 1986		
	3.4	Child Labour Abolition and Regulation Act 1986		
<b>4</b>	<b>Social Legislation</b>		<b>8</b>	<b>15%</b>
	4.1	Protection of Civil Rights Act 1955		
	4.2	Prevention of Immoral Traffic Act 1986		
	4.3	Protection of Consumer Act. 1986		
	4.4	Transplant of human Organ Act 1994		
	4.5	Tamil Nadu Prohibition of Eve Teasing Act 1988,		
	4.6	Tamil Nadu Prohibition of Ragging Act 1997.		
<b>5</b>	<b>Contemporary policy and programs</b>		<b>10</b>	<b>20%</b>

	5.1	U. N. Declaration of Human Rights		
	5.2	Role of National Human Rights Commission,		
	5.3	Constitutional provisions		
<b>6</b>	<b>Social work and Social Legislation</b>		<b>8</b>	<b>15%</b>
	6.1	Women-specific legislation		
	6.2	Social security		
	6.3	Role of social worker in legal assistance		
<b>Total</b>			<b>52</b>	<b>100%</b>

**References:**

- Gangrade, K.D. (1978), 'Social Legislation in India', Concept Publishing Company, New Delhi.
- Crampton Helen M. and Keiser Keneth K. (1970) 'Social Welfare: Institution and Process', Random House Inc, New York.
- Anthony M. J. (1997) 'Social action through courts'. ISI, New Delhi.
- Bhatia K. L. (1994)' Law and Social Change Towards 21st Century', Deep and Deep, New Delhi.

## Semester VII

Course Code	Course Name	Credits
<b>ECO2701N</b>	<b>History of Economic Thought</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>01</b>	<b>03</b>	-	<b>01</b>	<b>04</b>

Course Code					Course Name			Credits	
Internal Assessment				End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.		Oral
Test	Assignment & Presentation	Attendance	Total Internal						
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	<b>100</b>

### Course outcomes

- This course is essential for a student who aspires for advanced training in economics. Contemporary economic science has evolved over many centuries.
- The evolution of economic ideas in each instance was as much a response to immediate economic problems and policy issues as much as it was a self-conscious attempt to refine earlier analysis by correcting mistakes and filling in the gaps in analysis.
- Students will gain a comprehensive understanding of major economic theories and ideas from different historical periods, including classical, neoclassical, Keynesian, and contemporary economic thought.
- Students will be able to analyze the contributions of key economists such as Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, and others, understanding their influence on economic theory and policy.
- Students will examine how economic thought has evolved over time, including shifts in theoretical perspectives, methodological approaches, and responses to historical and socio-economic changes.

### Course Objectives

- To introduce students to the major economic theories and ideas that have shaped the field of economics, including classical, neoclassical, Keynesian, and modern economic thought.
- To familiarize students with the contributions of influential economists such as Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, and others, and understand their impact on economic theory and policy.
- To examine how economic ideas and theories have evolved over time, including shifts in theoretical perspectives, methodologies, and responses to historical and socio-economic changes.
- To understand the historical and socio-economic contexts in which major economic theories were developed, and how these contexts influenced the development of economic thought.
- To compare and contrast different schools of economic thought, such as classical economics, Marxist economics, Austrian economics, and behavioral economics, and assess their influence on contemporary economics.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Early Period</b>		<b>10</b>	<b>20%</b>
	1.1	Nature and importance of Economic Thought.		
	1.2	Economic thought of Plato and Aristotle		
	1.3	Mercantilism: main characteristics;		
	1.4	Thomas Mun — Physiocracy: natural order, primacy of agriculture, social classes		
<b>2</b>	<b>Classical Period</b>		<b>10</b>	<b>20%</b>
	2.1	Adam Smith — division of labour, theory of value, capital accumulation, distribution, views on trade, economic progress;		
	2.2	David Ricardo — value, theory of rent, distribution, ideas on economic development and international trade;		
	2.3	Thomas R. Malthus — theory of population, theory of gluts;		
	2.4	Karl Marx — dynamics of social change, theory of value, surplus value, profit, and crisis of capitalism;		
	2.5	Economic ideas of J.B. Say, J.S. Mill		
<b>3</b>	<b>Marginalists</b>		<b>08</b>	<b>15%</b>
	3.1	The marginalist revolution;		
	3.2	Pigou: Welfare economics;		
	3.3	Schumpeter: role of entrepreneur and innovations.		
<b>4</b>	<b>Keynesian Ideas</b>		<b>10</b>	<b>15 %</b>
	4.1	An introduction to the thoughts contributed by Lord Keynes: The aggregate economy, Liquidity Preference Theory,		
	4.2	Marginal Efficiency of Capital and Marginal Efficiency of Investment, wage rigidities, multiplier principle, cyclical behaviour of the economy, uncertainty and role of expectations		

<b>5</b>	<b>New Keynesians</b>			
	5.1	<b>New Keynesian and New Classical Economics-Introduction</b>	<b>08</b>	<b>15%</b>
<b>6</b>	<b>Socialism</b>		<b>08</b>	<b>15%</b>
	6.1	Introduction; Objectives; Socialism; Meaning, Scope and Role; Karl Marx; Theory of Economic Development		
		<b>Total</b>	<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Gide, C., &amp; Rist, G. (1956). A History of Economic Doctrines (2nd ed.). George Harrop &amp; Co.</li> <li>• Grey, A., &amp; Thomson, A. E. (1980). The Development of Economic Doctrine (2nd ed.). Longman Group.</li> <li>• Kautilya. (1992). The Arthashastra (L. N. Rangaranjan, Ed. &amp; Trans.). Penguin Books.</li> <li>• Roll, E. (1973). A History of Economic Thought. Faber &amp; Faber.</li> <li>• Schumpeter, J. A. (1954). History of Economic Analysis. Oxford University Press.</li> </ul>

## Semester VII

Course Code	Course Name	Credits
<b>ECO 2702N</b>	<b>Advanced Econometrics</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>01</b>	<b>03</b>	-	<b>01</b>	<b>04</b>

Theory					Term Work / Practical/Oral			Total	
Internal Assessment			End Sem Exam	Duration of End Sem Exam	Term Work	Pract.	Oral		
Test	Presentation and Assignment	Attendance							Total Internal
<b>15</b>	<b>10</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	<b>100</b>

### Course outcomes

- The students learn about advanced econometrics.
- Students understand the importance of application of econometrics in economic forecasting
- Students will apply econometric methods to real-world data, conducting empirical research projects that involve data collection, model estimation, hypothesis testing, and interpretation of results.
- Students will develop the ability to critically evaluate empirical studies in economics, assessing the validity of the methods used, the robustness of the results, and the implications for economic theory and policy.
- Students will understand the limitations of econometric models, including the challenges of establishing causality, the importance of model assumptions, and the potential for bias in estimation.

## Course Objectives

- Students learn testing and remedy, autocorrelation, implications, testing and remedy, multicollinearity. They also learn advanced topics in regression analysis.
- To develop students' ability to critically evaluate empirical research in economics, assessing the validity and reliability of econometric models and the robustness of the results.
- To teach students how to interpret econometric results accurately and how to effectively communicate their findings in both written and oral forms, making them accessible to a broad audience.
- To provide students with an understanding of the limitations and assumptions of econometric models, including the challenges of establishing causality and the importance of robustness checks.
- To emphasize the importance of ethical practices in econometric research, including data integrity, transparency in reporting, and responsible interpretation of results.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>				
	1.1	Violations of Assumptions in the Linear Regression model Heteroscedasticity, implications, testing and remedy, autocorrelation, implications, testing and remedy, multicollinearity.	<b>10</b>	<b>20%</b>
<b>2</b>	<b>Regression</b>			
	2.1	Regression Diagnostics and Specification Misspecification; functional forms; model selection, endogeneity, and instrumental variables.	<b>10</b>	<b>20%</b>
<b>3</b>	<b>Advanced Regression</b>			
	3.1	Advanced Topics in Regression Analysis Dynamic Econometric Models: distributed lag models; autoregressive models; simultaneous equation models.	<b>08</b>	<b>15%</b>
<b>4</b>	4.1	Stages in Empirical Econometric Research Regression Diagnostics and Specification Misspecification; functional forms; model selection.	<b>08</b>	<b>15%</b>
<b>5</b>	5.1	Advanced Topics in Regression Analysis Selected Topics: Dynamic Econometric Models: distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.	<b>08</b>	<b>15%</b>
<b>6</b>	<b>Systems of Equations</b>		<b>08</b>	<b>15%</b>
	6.1	Seemingly Unrelated Regressions; Simultaneous Equations Model		
		<b>Total</b>	<b>52</b>	<b>100%</b>



**References:**

- Koutsoyiannis, A. (1992). Theory of Econometrics: An Introduction Exposition Of Econometric Methods. Educational Low-Priced Books Scheme, Macmillan Education Ltd.
- Gujarathi, D. N. (2010). Basic Econometrics. Tata McGraw Hill Ltd.
- Dougherty, C. (2007). Introduction to Econometrics (3rd ed., Indian edition). Oxford University Press.
- Kmenta, J. (2008). Elements of Econometrics (2nd ed., Indian reprint). Khosla Publishing House.
- Ghose, S. K. (n.d.). Econometrics. Prentice Hall of India Private Limited.
- Goldberger, A. S. (1998). Introductory Econometrics. Harvard University Press

## Semester - VII

Course Code	Course Name	Credits
REM2703N	Research Methodology	4

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
02	02	-	02	02	-	04

Theory					Term Work / Practical/Oral			Total
Internal Assessment		Total Internal	End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Assignment and Presentation	Attendance							
25	05	30	70	Project Submission	-	-	-	100

### Course outcomes

- Students will be expose to fundamental understanding of identifying research problems
- Student will be developing knowledge about research designs and formulating hypotheses
- Student will be learning about applying statistical techniques
- This course will enable students in producing strong research reports.

### Course Objectives

- To learn about research problems
- To understand developing sound research designs.
- To learn applying statistical techniques.
- To learn producing strong research reports.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Research Design</b>		<b>8</b>	<b>15%</b>
	1.1	Literature Review		
	1.2	Formulation of Research Problem		
	1.3	Types of Research Design		
<b>2</b>	<b>Sampling and Hypothesis</b>		<b>8</b>	<b>15%</b>
	2.1	Formulation of Hypothesis		
	2.2	Sampling		
	2.3	Data Sources		
<b>3</b>	<b>Methods of Data Collection</b>		<b>10</b>	<b>20%</b>
	3.1	Methods of Data Collection		
	3.2	Data Collection tools		
	3.3	Schedules and Questionnaire		
<b>4</b>	<b>Research report</b>		<b>8</b>	<b>15%</b>
	4.1	Different types – Contents of report		
	4.2	executive summary -chaptalization- contents of chapter		
	4.3	report writing -the role of audience		
	4.4	readability - comprehension -report format		
<b>5</b>	<b>Ethical issues in research</b>		<b>10</b>	<b>20%</b>
	5.1	Code of Ethics in Research		
	5.2	Ethics and Research Process		
	5.3	Importance of Ethics in Research.		
<b>6</b>	<b>Ethics in Report Writing</b>			
	6.1	Planning of a Research Report		<b>15%</b>

	6.2	Presenting Literature Review	<b>8</b>	
	6.3	Stages of Writing Report		
	6.4	Precaution for Writing Research Reports		
	6.5	Citations - Footnotes – Endnotes – Bibliography		
<b>Total</b>			<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>• Kothari, C. R. (2004). Research Methodology: Methods and Techniques (2nd ed.). New Age International Publishers.</li> </ul>
<ul style="list-style-type: none"> <li>• Bhandarkar, P. L., &amp; Wilkinson, T. S. (2007). Methodology And Techniques of Social Research. Himalaya Publishing House.</li> </ul>
<ul style="list-style-type: none"> <li>• Lundberg, G. A. (1942). Social Research. N.Y. [Publisher not specified].</li> </ul>
<ul style="list-style-type: none"> <li>• Goffman, E. (1944). The Methodology of Social Sciences. N.Y. [Publisher not specified].</li> </ul>
<ul style="list-style-type: none"> <li>• Goode, W. J., &amp; Hatt, P. K. (1952). Methods in Social Research. Oxford University Press.</li> </ul>

## Semester - VII

Course Code	Course Name	Credits
<b>RES2704N</b>	<b>Issues in Social Science Research</b>	<b>4</b>

Contact Hours			Credits Assigned			
Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
<b>03</b>	-	<b>1</b>	<b>03</b>	-	<b>1</b>	<b>04</b>

Theory					Term Work / Practical/Oral			Total
Internal Assessment			End Sem Exam	Duration Of End Sem Exam	Term Work	Pract.	Oral	
Assignment and Presentation	Attendance	Total Internal						
<b>25</b>	<b>05</b>	<b>30</b>	<b>70</b>	<b>3 Hours</b>	-	-	-	

### Course outcomes

- Ability to independently design and conduct research in the field of social sciences.
- Proficiency in using qualitative, quantitative, and mixed-method approaches to research.
- Enhanced skills in critically reviewing academic literature and applying theoretical frameworks.
- Competence in data collection, analysis, and interpretation using relevant software tools.
- Preparedness to present research findings through various platforms, including academic journals, conferences, and seminars.

### Course Objectives

- To understand the foundational concepts and methodologies used in historical research.
- To explore the different schools of historiography and their approaches to writing history.
- To develop the ability to critically analyze historical evidence and interpretations.
- To acquire practical skills in formulating research questions, building databases, and writing research statements.
- To gain a global perspective on historical studies, including the impact of digital history and transnational approaches.

## Detailed Syllabus

Module/ Unit	Course Module / Contents		Hours	Marks Weightage
<b>1</b>	<b>Introduction to Social Science Research</b>		<b>8</b>	<b>15%</b>
	1.1	Definition and Scope of Social Science Research		
	1.2	Importance of Research in Social Sciences		
	1.3	Ethical Considerations in Social Science Research		
	1.4	Types of Research: Qualitative, Quantitative, and Mixed Methods		
	1.5	Interdisciplinary Approaches in Social Science Research		
<b>2</b>	<b>Research Design and Methodology</b>		<b>8</b>	<b>15%</b>
	2.1	Formulating Research Questions and Hypotheses		
	2.2	Research Design: Exploratory, Descriptive, and Experimental		
	2.3	Sampling Techniques: Probability and Non-probability Sampling		
	2.4	Data Collection Methods: Surveys, Interviews, Observations, and Case Studies		
	2.5	Ensuring Validity and Reliability in Research		
<b>3</b>	<b>Data Collection and Analysis</b>		<b>8</b>	<b>15%</b>
	3.1	Techniques of Data Collection: Primary and Secondary Sources		
	3.2	Quantitative Data Analysis: Descriptive and Inferential Statistics		
	3.3	Qualitative Data Analysis: Thematic and Content Analysis		
<b>4</b>	<b>Literature Review and Theoretical Framework</b>		<b>8</b>	<b>15%</b>
	4.1	Importance of Literature Review in Research		
	4.2	Conducting a Systematic Literature Review		
	4.3	Developing a Theoretical Framework		
	4.4	Integrating Theory with Research		

	4.5	Writing the Literature Review Section		
<b>5</b>	<b>Research Proposal and Report Writing</b>			
	5.1	Structuring a Research Proposal	<b>10</b>	<b>20%</b>
	5.2	Writing the Introduction and Background		
	5.3	Methodology Section in a Research Proposal		
	5.4	Writing the Results, Discussion, and Conclusion		
	5.5	Referencing and Citation Styles (APA, MLA, Chicago)		
<b>6</b>	<b>Presentation and Dissemination of Research</b>			
	6.1	Importance of Presenting Research Findings	<b>10</b>	<b>20%</b>
	6.2	Techniques for Effective Academic Presentations		
	6.3	Preparing Research Posters and Abstracts		
	<b>Total</b>		<b>52</b>	<b>100%</b>

<b>References:</b>
<ul style="list-style-type: none"> <li>Somekh, B., &amp; Lewin, C. (Eds.). (2005). <i>Research Methods in The Social Sciences</i>. SAGE Publications.</li> <li>Neuman, W. L. (2014). <i>Social Research Methods: Qualitative and Quantitative Approaches</i> (7th ed.). Pearson.</li> <li>King, G., Keohane, R. O., &amp; Verba, S. (1994). <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i>. Princeton University Press.</li> <li>Patton, M. Q. (2015). <i>Qualitative Research &amp; Evaluation Methods</i> (4th ed.). SAGE Publications.</li> <li>Booth, W. C., Colomb, G. G., &amp; Williams, J. M. (2016). <i>The Craft of Research</i> (4th ed.). University of Chicago Press.</li> </ul>

Course Code	Course Name	Credits
SPI2801N	<b>INTERNSHIP - II</b> Summer Project Internship	<b>12</b>

<b>Semester - VIII</b>			
	Course Code	Course Title	Sem-VIII Credits
<b>SIP/Internship/ Project/Dissertation/ Field Visit</b>	SIP2801N	Internship-II	<b>12</b>
	PRJ2802N	Project	<b>4</b>
	DIS2803N	Dissertation-II	<b>5</b>
<b>Grand Total</b>			<b>21</b>
<b>Semester-VIII</b>			

Duration	Credits Assigned	
12 weeks	12	
<b>ASSESSMENT</b>		
Project Report	Power Point Presentation & Viva	Total
75	25	<b>100</b>

<b>Course Outcomes</b>
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- Students will integrate and apply their diverse academic knowledge from various disciplines in a real-world professional setting.
- Students will enhance their ability to critically analyze complex issues and develop effective solutions in a professional context.



- Students will strengthen their verbal and written communication skills, along with their ability to collaborate effectively with diverse teams in a work environment.
- Students will gain exposure to workplace ethics, professional standards, and the importance of ethical decision-making in professional settings.
- Students will gain clarity on potential career paths, refine their career interests, and develop a sense of professional identity through hands-on experience and mentorship.

### Course Objectives

- Encourage students to utilize their interdisciplinary liberal arts education to address and solve practical problems in a professional setting.
- Develop students' ability to articulate ideas clearly and effectively in both written and oral formats, tailored to diverse audiences and workplace settings.
- Guide students to think critically and analytically about workplace issues, encouraging creative problem-solving and informed decision-making.
- Help students understand and navigate ethical dilemmas and social responsibilities in the
- Provide opportunities for students to explore potential career paths, develop relevant professional skills, and reflect on their personal and professional growth throughout the internship experience.

### Detailed Weekly Plan

Module/ Unit	Contents		Weeks
<b>1</b>	<b>Orientation and Goal Setting</b>		<b>1</b>
	1.1	Attend orientation and meet supervisors/mentors.	
	1.2	Review organizational structure, policies, and culture.	
	1.3	Define internship goals and expectations with supervisors.	
<b>2</b>	<b>Research and Contextual Understanding</b>		<b>2</b>
	2.1	Conduct background research on the organization's sector or focus area.	
	2.2	Review any available reports, articles, or internal documentation.	
	2.3	Begin engaging in discussions with the team to deepen understanding.	
	2.4	A comprehensive overview of the organization's context and mission.	

<b>3</b>	<b>Project Assignment and Planning</b>		
	3.1	Receive assigned project(s) or core responsibilities.	<b>3</b>
	3.2	Create a detailed work plan, timeline, and milestones for project completion.	
	3.3	Identify resources, support, and tools needed to complete the tasks.	
	3.4	Clear project plan with defined deliverables and deadlines.	
<b>4</b>	<b>Hands-On Work and Skill Development</b>		
	4.1	Execute project tasks, ensuring regular communication with mentors.	<b>4-5</b>
	4.2	Attend team meetings, contribute ideas, and collaborate on ongoing tasks.	
	4.3	Apply critical thinking and problem-solving techniques to challenges encountered.	
	4.4	Gaining practical experience and developing workplace competencies.	
<b>5</b>	<b>Midpoint Review and Reflection</b>		
	5.1	Conduct a midpoint review with the supervisor to assess progress.	<b>6</b>
	5.2	Reflect on challenges and successes and make adjustments to the work plan.	
	5.3	Identify areas for improvement and additional skills to develop.	
	5.4	Clear understanding of progress and adjusted goals for the second half of the internship.	
<b>6</b>	<b>Advanced Project Work and Collaboration</b>		
	6.1	Engage in collaborative tasks and refine professional skills.	<b>7-8</b>
	6.2	Continue working on the project, with a focus on achieving key milestones.	
	6.3	Continue working on the project, with a focus on achieving key milestones.	
	6.4	Attend any additional training or skill development sessions.	
<b>7</b>	<b>Advanced Project Work and Collaboration</b>		
	7.1	Continue working on the project, with a focus on achieving key milestones.	<b>9-10</b>
	7.2	Attend any additional training or skill development sessions.	
<b>8</b>	<b>Final Project Completion and Presentation Preparation</b>		

	8.1	Complete project deliverables and review with the supervisor.	<b>11</b>
	8.2	Prepare a final presentation or report summarizing key findings and contributions.	
	8.3	Incorporate feedback from supervisors or colleagues into the final product.	
<b>9</b>	<b>Presentation and Reflection</b>		<b>12</b>
	9.1	Deliver a final presentation to the team, highlighting key takeaways and contributions.	
	9.2	final review meeting with the supervisor to discuss performance.	
	9.3	Reflect on personal and professional growth through journaling or self-assessment	
	9.4	Update resume/portfolio with new skills and experiences.	
	<b>Total</b>		<b>12</b>

<b>Components of a Project Report</b>
1) Cover Page: This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.
2) Acknowledgement: Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.
3) Table of Content: Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.
4) Body of the Report: The body of the report should have these four logical divisions
a) Introduction: This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.
b) Conceptual Framework / National and International Scenario: (relating to the topic of the Project).
c) Presentation of Data, Analysis and Findings: (using the tools and techniques mentioned in the methodology).
d) Conclusion and Recommendations: In this section, the concluding observations based on the main findings and suggestions are to be provided.
5) Bibliography or References: This section will include the list of books and articles which have been used in the project work, and in writing a project report.
6) Annexures: Questionnaires (if any), relevant reports, etc.

(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

**The following documents are to be attached with the Final Project Report.**

1) Approval letter from the supervisor (Annexure-IA)

2) Student's declaration (Annexure-IB)

3) Certificate from the Competent Authority of the Organisation / Institution, if the student undertakes the Project Work in any Organisation / Institution.

**Guidelines for evaluation:**

Each of the students must undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below:

Language of Project Report and Viva-Voce Examination should be English. The Project Report must be typed and hard bound.

Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as "Absent" in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).

No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.

Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

## Semester-VIII

Course Code	Course Name	Credits
PRJ2802N	Project	4

Duration	Credits Assigned
12 weeks	4

### Assessment Plan and Continuous Assessment

Continuous Internal Assessment	Final Assessment	Total
40	60	100

### Marking Scheme: total marks 100- components wise

#### 1. Internal marking scheme: 40 marks

Sl. No.	Components	Marks
1	Timely Registration	5
2	Contents and Layout of the Report	15
3	Weekly Progress Report	5
4	Synopsis Approval	5
5	Plagiarism Report	5
6	Submission of Final Report in Time	5
<b>Total</b>		<b>40</b>

#### 2. Final Assessment: 60 marks

Sl. No.	Components	Marks
1	Rationale For Topic	5
2	Critical Insight	5

3	Data Collection Analysis Result Finding and Conclusions	10
4	Quality of work and Written Expression	10
5	References	10
6	Viva voce	20
<b>Total</b>		<b>60</b>

#### Course Outcomes

- The students will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge to initiate and carry out research projects
- The student will be able to demonstrate the ability to devise, select and use a range of methodologies appropriate to the chosen topic of research
- The student will be able to demonstrate the ability to critically analyze the results obtained and will learn to discuss his/her work in the pretext of the available literature.
- He/she will be able to draw appropriate conclusions based on the findings.
  1. The students will be able to communicate information ideas, problems, and solutions (through oral presentation and written report) to the supervisor's well as examination board members

#### Course Objectives

- To determine that the student can undertake the work of the Project.
- Assess the student's mastery of the information, the theoretical concepts, and the methodological approaches in his/her field.
- To enable the students to gain experience in research as well as practical application of their learning in Domain area.
- To provide the students an opportunity to demonstrate their ability to devise, select and use various methodologies in order to attain their stated objectives.
- To enable the students to learn and implement professional ethics in research.

## Detailed Weekly Plan

### Contents

1	Selecting the Major Project Topic
2	Interaction with Faculty Guides for submission of synopsis Commencement of Major Project
3-5	Weekly Online/Offline Interaction of Faculty with students
6	Mid-Semester Progressive Review
7-10	Weekly Online/Offline Interaction of Faculty with students
11	Submit initial reports to respective faculty guide for Review
12	Submission of reports to respective faculty guide which will be duly checked for plagiarism with the help of anti-plagiarism software.

### Role and expectations of Faculty Guides and External Guides

To advise on:

- The topic, synopsis and work schedule of Project and its resources
- To assist the student in identifying problems/issues and suggest/agree on specific action to address those
- Risk assessment, where appropriate
- Methodologies
- Referencing / plagiarism
- Ethical practice, as appropriate
- Information sources, to support planning, monitoring progress of the Project structure and presentation of Project
- To discuss progress of Project
- To offer feedback on partial versions of Project
- To maintain regular supervisory contact.

### Roles and Responsibilities of students

- Commit to a schedule of meetings, in order to ensure that the agreed schedule is adhered to and deadlines met.
- Use supervisory time allocated effectively,
- Manage tutorial / gap lectures/ briefing sessions effectively by preparing for same in advance,
- Keep appointments which have been arranged,
- To send regularly Weekly Progress Report (WPR) to Faculty guide
- Maintain a record of supervisory meetings (Maintain a record Diary),

- Act responsibly and professionally during fieldwork /industry internship/work in external labs etc
- To maximize the benefit of tutorial support, and to implement the feedback and approved action plan for development of the Project.
- Recognize ethical responsibilities and understand the regulations with regard to plagiarism.

### Guidelines for Writing the Project Report

The final report is important component of Project. Therefore, must adhere to following parameters (word length, No. of Copies, binding type etc) depending upon the credit units associated and course objectives.

Word length, or word equivalent, (if for instance, a practical based, practice-based and professional Research Project) should be specified in the module guide.

S. No.	CREDIT UNITS	Duration	Word length (excluding)	No. of Copies	Binding Type
1	04 credits	12 Weeks	5,000 - 7,000 words	02 with a soft copy	Hard bound
Word length will be exclusive of Preface Copyright Page, Faculty Guide Approval Page, Acknowledgement, Table of Contents, List of Tables, List of Figures, Certificates etc.					
<b>Language</b>		English (unless otherwise specified in the course curriculum)			
<b>Paper size</b>		A4			
<b>Margins</b>		The text of the document must be justified. The left and right margin of 1.25 inches. The top and bottom margin of 1.00 inch.			
<b>Typing</b>		On One side of page only. The text will follow line spacing of 1.5 lines. Table and figures, tabular material as necessary and appendix material as appropriate may be single space. Centered material is to be centered between the left and right margins. The first line of all paragraphs of running text will be indented 0.5inches.			
<b>Pagination</b>		Each page must be numbered, except the Cover page. The pre pages—including the Copyright Page, Faculty Guide Approval Page, Acknowledgement, Table of Contents, List of Tables, List of Figures and Abstract (if any)—will be numbered with lower-case Roman numerals (ii, iii, iv, etc.) centered from the bottom edge of the page. The first page that will show a page number is page ii. All remaining pages carry consecutive numerals (1, 2, 3, etc.). The page number will be placed in the upper right-hand corner of the page, right aligned.			
<b>Arrangement of Contents</b>		Every Project Report should have three parts: the pre pages, the main text, and the reference material.			



	<p>Each part has several sections, which are normally arranged in the order as discussed below.</p> <ol style="list-style-type: none"> <li>1. Preliminary Pages <ol style="list-style-type: none"> <li>a. Cover page</li> <li>b. Declaration</li> <li>c. Faculty Guide Approval page</li> <li>d. Acknowledgement(s)</li> <li>e. Table of Contents</li> <li>f. List of Tables</li> <li>g. List of Figures</li> <li>h. Abstract</li> </ol> </li> <li>2. Chapterization (usually divided into chapters and sections)</li> <li>3. Reference Material <ol style="list-style-type: none"> <li>a. References</li> <li>b. Appendix</li> </ol> </li> </ol>
<b>Tables and figures</b>	<p>Each table of figure should be placed immediately after the paragraph in which it is mentioned. If it has a separate page, this page should be the one following the page on which the table/figure was first mentioned.</p> <p>Tables and figures that must be positioned horizontally (landscaped) will face the outer edge of the page, with the widest margin at the binding edge.</p> <p>Tables and figures are numbered in separate series. Each table and figure, including any in the appendices, has a number in its own series. Each series is numbered consecutively within chapters (e.g., Figure 10.1, Figure 10.2, and Figure 10.3).</p>
<p>Each table and figure will be separately numbered.</p> <p>All titles/captions of Table &amp; Figures will appear in the pre pages in the List of Tables and List of Figures.</p>	
<b>References</b>	<p>In the text, give the surname and date in parentheses, e.g. (Edwards, 2010). At the end of the study, provide a section headed ‘References’ in which the references are listed alphabetically by family name. Include references for electronic sources of information e.g. web pages. <b>Further details mentioned below</b></p> <p>Any books, articles, websites or other published sources (retrievable data) that have been used (cited in the text) either in direct quotation or by reference, must be listed in the References. Personal interviews/raw data (not retrievable) do not appear in the reference list.</p> <p>The first line of the citation starts at the left margin and the second and subsequent lines of that citation are indented 0.5 inches.</p> <p>The referencing style to be used as per the forma. The format for the references shall be given separately by each faculty of Study/institution.</p>
<b>References (examples)</b>	<p>The key to a good bibliography is consistency. Choose a particular convention and stick to this.</p> <p><b>Conventions</b>  Monographs  Crystal, D. (2001), Language and the internet. Cambridge: Cambridge</p>

University

Press.

### **Edited volumes**

Gass, S., Neu, J. (eds.) (1996), *Speech acts across cultures. Challenges to communication in a second language*. Berlin, NY: Mouton de Gruyter.

[(eds.) is used when there is more than one editor; and (ed.) where there is only one editor. In German the abbreviation used is (Hrsg.) for Herausgeber].

### **Edited articles**

Schmidt, R., Shimura, A., Wang, Z., Jeong, H. (1996), *Suggestions to buy: Television commercials from the U.S., Japan, China, and Korea*. In: Gass, S., Neu, J. (eds.) (1996), *Speech acts across cultures. Challenges to communication in a second language*. Berlin/ NY: Mouton de Gruyter: 285-316.

### **Journal articles**

McQuarrie, E.F. and Mick, D.G. (1992), *On resonance: A critical pluralistic inquiry into advertising rhetoric*. *Journal of consumer research* 19, 180-197.

### **Electronic book**

Chandler, D. (1994), *Semiotics for beginners* [HTML document]. Retrieved [5.10.'01] from the World Wide Web, <http://www.aber.ac.uk/media/Documents/S4B/>.

### **Electronic journal articles**

Watts, S. (2000) *Teaching talk: Should students learn 'real German'?* [HTML document]. *German as a Foreign Language Journal* [online] 1. Retrieved [12.09.'00] from the World Wide Web, <http://www.gfl-journal.com/>.

### **Other websites**

Verterhus, S.A. (n.y.), *Anglicisms in German car advertising. The problem of gender assignment* [HTML document]. Retrieved [13.10.'01] from the World Wide Web, <http://olaf.hiof.no/~sverrev/eng.html>.

### **Unpublished papers**

Takahashi, S. and DuFon, M.A. (1989), *Cross-linguistic influence in indirectness: The case of English directives performed by native Japanese speakers*. Unpublished paper, Department of English as a Second Language, University of Hawai'i at Manoa, Honolulu.

### **Unpublished theses/ Projects**

	Walsh, R. (1995), Language development and the year abroad: A study of oral grammatical accuracy amongst adult learners of German as a foreign language. Unpublished PhD Project, University College Dublin.
<b>Appendices</b>	<p>Appendices contain supplementary or illustrative material or explanatory data too lengthy to be included in the text or not immediately essential to the readers' understanding of the text.</p> <p>Appendices should be lettered in the order in which they are referred to in the text.</p> <p>Each appendix will be listed with its title in the Table of Contents (e.g., APPENDIX A. <i>TITLE OF THE APPENDIX</i>).</p>

## Plagiarism

The Project report must be written in students' own words. However, if required to cite the words of others, all the debts (for words, data, arguments and ideas) must be appropriately acknowledged.

It is mandatory that each Internship report shall be checked for plagiarism through Turnitin or similar software before submission. The content which is based on existing published work must come from properly quoted material and from the references cited section. After checking the accuracy of the citations and references of such content the plagiarism report should not return similarity index of more than 15% in any circumstance. However, if the matching text is one continuous block, the index of 15% could still be considered plagiarism. Any report with higher than this percentage matching must be explained by the student. The details of copy rights, professional ethics are given in Plagiarism Prevention Policy of the University.

## Semester-VIII

Course Code	Course Name	Credits
DIS2803N	Dissertation	5

Duration	Credits Assigned
12 weeks	5

### Assessment Plan and Continuous Assessment

Continuous Internal Assessment	Final Assessment	Total
40	60	100

### Marking Scheme: total marks 100- components wise

#### 1. Internal marking scheme: 40 marks

Sl. No.	Components	Marks
1	Timely Registration	5
2	Contents and Layout of the Report	15
3	Weekly Progress Report	5
4	Synopsis Approval	5
5	Plagiarism Report	5
6	Submission of Final Report in Time	5
<b>Total</b>		<b>40</b>

## 2. Final Assessment: 60 marks

Sl. No.	Components	Marks
1	Rationale For Topic	5
2	Critical Insight	5
3	Data Collection Analysis Result Finding and Conclusions	10
4	Quality of work and Written Expression	10
5	References	10
6	Viva voce	20
<b>Total</b>		<b>60</b>

### Course Outcomes

- The students will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge to initiate and carry out research projects
- The student will be able to demonstrate the ability to devise, select and use a range of methodologies appropriate to the chosen topic of research
- The student will be able to demonstrate the ability to critically analyze the results obtained and will learn to discuss his/her work in the pretext of the available literature.
- He/she will be able to draw appropriate conclusions based on the findings.
- The students will be able to communicate information ideas, problems, and solutions (through oral presentation and written report) to the supervisor's well as examination board members

### Course Objectives

- To determine that the student can undertake the work of the dissertation.
- Assess the student's mastery of the information, the theoretical concepts, and the methodological approaches in his/her field.
- To enable the students to gain experience in research as well as practical application of their learning in Domain area.
- To provide the students an opportunity to demonstrate their ability to devise, select and use various methodologies in order to attain their stated objectives.
- To enable the students to learn and implement professional ethics in research.

### Detailed Weekly Plan

### Contents

1	Faculty Guides to give broad Area of Research and List of Topics/Challenging Problems. Interaction with faculty and submission of Topic/ challenging problems by the Students
2	Interaction with Faculty Guides for submission of synopsis

	Commencement of Dissertation
3-5	Weekly Online/Off line Interaction of Faculty with students
6	Mid-Semester Progressive Review
7-10	Weekly Online/Off line Interaction of Faculty with students
11	Submit initial reports to respective faculty guide for Review
12	Submission of reports to respective faculty guide which will be duly checked for plagiarism with the help of open source anti-plagiarism software.

### **Role and expectations of Faculty Guides and External Guides**

To advise on:

- the topic, synopsis and work schedule of Dissertation and its resources
- To assist the student in identifying problems/issues and suggest/agree on specific action to address those
- risk assessment, where appropriate
- methodologies
- referencing / plagiarism
- ethical practice, as appropriate
- information sources, to support planning, monitoring progress of the Dissertation structure and presentation of Dissertation
- To discuss progress of Dissertation
- To offer feedback on partial versions of Dissertation
- To maintain regular supervisory contact.

### **Roles and Responsibilities of students**

- Commit to a schedule of meetings, in order to ensure that the agreed schedule is adhered to and deadlines met.
- use supervisory time allocated effectively,
- manage tutorial / gap lectures/ briefing sessions effectively by preparing for same in advance,
- keep appointments which have been arranged,
- to send regularly Weekly Progress Report (WPR) to Faculty guide
- maintain a record of supervisory meetings (Maintain a record Diary),
- act responsibly and professionally during fieldwork /industry internship/work in external labs etc
- to maximize the benefit of tutorial support, and to implement the feedback and approved action plan for development of the Dissertation.
- recognize ethical responsibilities and understand the regulations with regard to plagiarism.

## Guidelines for Writing the Dissertation Report

The final report is important component of Dissertation. Therefore, must adhere to following parameters (word length, No. of Copies, binding type etc) depending upon the credit units associated and course objectives.

Word length, or word equivalent, (if for instance, a practical based, practice-based and professional Research Project) should be specified in the module guide.

S.No.	CREDIT UNITS	Duration	Word length (excluding)	No. of Copies	Binding Type
1	05 credits	12 Weeks	5,000 - 7,000 words	02 with a soft copy	Hard bound
Word length will be exclusive of Preface Copyright Page, Faculty Guide Approval Page, Acknowledgement, Table of Contents, List of Tables, List of Figures, Certificates etc.					
<b>Language</b>		English (unless otherwise specified in the course curriculum)			
<b>Paper size</b>		A4			
<b>Margins</b>		The text of the document must be justified. The left and right margin of 1.25 inches. The top and bottom margin of 1.00 inch.			
<b>Typing</b>		On One side of page only. The text will follow line spacing of 1.5 lines. Table and figures, tabular material as necessary and appendix material as appropriate may be single space. Centered material is to be centered between the left and right margins. The first line of all paragraphs of running text will be indented 0.5inches.			
<b>Pagination</b>		Each page must be numbered, except the Cover page. The pre pages—including the Copyright Page, Faculty Guide Approval Page, Acknowledgement, Table of Contents, List of Tables, List of Figures and Abstract (if any) —will be numbered with lower-case Roman numerals (ii, iii, iv, etc.) centered from the bottom edge of the page. The first page that will show a page number is page ii. All remaining pages carry consecutive numerals (1, 2, 3, etc.). The page number will be placed in the upper right-hand corner of the page, right aligned.			
<b>Arrangement of Contents</b>		Every Dissertation Report should have three parts: the pre pages, the main text, and the reference material. Each part has several sections, which are normally arranged in the order as discussed below. 1. Preliminary Pages a. Cover page b. Declaration c. Faculty Guide Approval page d. Acknowledgement(s)			

	<ul style="list-style-type: none"> <li>e. Table of Contents</li> <li>f. List of Tables</li> <li>g. List of Figures</li> <li>h. Abstract</li> </ul> <p>2. Chapterization (usually divided into chapters and sections)</p> <p>3. Reference Material</p> <ul style="list-style-type: none"> <li>a. References</li> <li>b. Appendix</li> </ul>
<b>Tables and figures</b>	<p>Each table of figure should be placed immediately after the paragraph in which it is mentioned. If it has a separate page, this page should be the one following the page on which the table/figure was first mentioned.</p> <p>Tables and figures that must be positioned horizontally (landscaped) will face the outer edge of the page, with the widest margin at the binding edge.</p> <p>Tables and figures are numbered in separate series. Each table and figure, including any in the appendices, has a number in its own series. Each series is numbered consecutively within chapters (e.g., Figure 10.1, Figure 10.2, and Figure 10.3).</p>
<p>Each table and figure will be separately numbered.</p> <p>All titles/captions of Table &amp; Figures will appear in the pre pages in the List of Tables and List of Figures.</p>	
<b>References</b>	<p>In the text, give the surname and date in parentheses, e.g. (Edwards, 2010). At the end of the study, provide a section headed ‘References’ in which the references are listed alphabetically by family name. Include references for electronic sources of information e.g. web pages. <b>Further details mentioned below</b></p> <p>Any books, articles, websites or other published sources (retrievable data) that have been used (cited in the text) either in direct quotation or by reference, must be listed in the References. Personal interviews/raw data (not retrievable) do not appear in the reference list.</p> <p>The first line of the citation starts at the left margin and the second and subsequent lines of that citation are indented 0.5 inches.</p> <p>The referencing style to be used as per the forma. The format for the references shall be given separately by each faculty of Study/institution.</p>



<p><b>References (examples)</b></p>	<p>The key to a good bibliography is consistency. Choose a particular convention and stick to this.</p> <p><b>Conventions</b>  Monographs  Crystal, D. (2001), Language and the internet. Cambridge: Cambridge University Press.</p> <p><b>Edited volumes</b>  Gass, S.,Neu, J. (eds.) (1996), Speech acts across cultures. Challenges to communication in a second language. Berlin, NY: Mouton de Gruyter.</p> <p>[(eds.) is used when there is more than one editor; and (ed.) where there is only one editor. In German the abbreviation used is (Hrsg.) for Herausgeber].</p> <p><b>Edited articles</b>  Schmidt, R.,Shimura, A.,Wang, Z.,Jeong, H. (1996), Suggestions to buy: Television commercials from the U.S., Japan, China, and Korea. In: Gass, S.,Neu, J. (eds.) (1996), Speech acts across cultures. Challenges to communication in a second language. Berlin/ NY: Mouton de Gruyter: 285-316.</p> <p><b>Journal articles</b>  McQuarrie, E.F.and Mick, D.G. (1992), On resonance: A critical pluralistic inquiry into advertising rhetoric. Journal of consumer research 19, 180-197.</p> <p><b>Electronic book</b>  Chandler, D. (1994), Semiotics for beginners [HTML document]. Retrieved [5.10.'01] from the World Wide Web, <a href="http://www.aber.ac.uk/media/Documents/S4B/">http://www.aber.ac.uk/media/Documents/S4B/</a>.</p> <p><b>Electronic journal articles</b>  Watts, S. (2000) Teaching talk: Should students learn 'real German'? [HTML document]. German as a Foreign Language Journal [online] 1. Retrieved [12.09.'00] from the World Wide Web, <a href="http://www.gfl-journal.com/">http://www.gfl-journal.com/</a>.</p> <p><b>Other websites</b>  Verterhus, S.A. (n.y.), Anglicisms in German car advertising. The problem of gender assignment [HTML document]. Retrieved [13.10.'01] from the</p>
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	<p>World Wide Web, <a href="http://olaf.hiof.no/~sverrev/eng.html">http://olaf.hiof.no/~sverrev/eng.html</a>.</p> <p><b>Unpublished papers</b>  Takahashi, S. and DuFon, M.A. (1989), Cross-linguistic influence in indirectness: The case of English directives performed by native Japanese speakers. Unpublished paper, Department of English as a Second Language, University of Hawai'i at Manoa, Honolulu.</p> <p><b>Unpublished theses/ dissertations</b>  Walsh, R. (1995), Language development and the year abroad: A study of oral grammatical accuracy amongst adult learners of German as a foreign language. Unpublished PhD dissertation, University College Dublin.</p>
<b>Appendices</b>	<p>Appendices contain supplementary or illustrative material or explanatory data too lengthy to be included in the text or not immediately essential to the readers' understanding of the text.</p> <p>Appendices should be lettered in the order in which they are referred to in the text.</p> <p>Each appendix will be listed with its title in the Table of Contents (e.g., APPENDIX A. <i>TITLE OF THE APPENDIX</i>).</p>

## Plagiarism

The Dissertation report must be written in students' own words. However, if required to cite the words of others, all the debts (for words, data, arguments and ideas) must be appropriately acknowledged.

It is mandatory that each Internship report shall be checked for plagiarism through Turnitin or similar software before submission. The content which is based on existing published work must come from properly quoted material and from the references cited section. After checking the accuracy of the citations and references of such content the plagiarism report should not return similarity index of more than 15% in any circumstance. However, if the matching text is one continuous block, the index of 15% could still be considered plagiarism. Any report with higher than this percentage matching must be explained by the student. The details of copy rights, professional ethics are given in Plagiarism Prevention Policy of the University.