

# GALGOTIAS UNIVERSITY

Email: [admissions@galgotiasuniversity.edu.in](mailto:admissions@galgotiasuniversity.edu.in)

Website: [www.galgotiasuniversity.edu.in](http://www.galgotiasuniversity.edu.in)

## COURSE BOOK

School of Liberal Education-2018

Volume-I



Curriculum and syllabus for  
School of Liberal Education

1. M.A in English.....	2
2. B.A. (Hons) English .....	43
3. B.A (Hons.) Economics .....	91
4. B.A (Hons.) Applied Psychology .....	137



**Department of English**

**Program: M.A. in English**

**Scheme: 2018 – 2020**

## Curriculum

Semester I									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MAEN5001	British Literature I	4	0	0	4	30	20	50
2	MAEN5002	British Literature II	4	0	0	4	30	20	50
3	MAEN5003	Indian Writing in English	4	0	0	4	30	20	50
4	MAEN5004	Shakespeare	4	0	0	4	30	20	50
5	MAEN5005	Introduction to Linguistics	4	0	0	4	30	20	50
		<b>Total</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>			
Semester II									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MAEN5012	Professional Communication and Technical Writing	4	0	0	4	30	20	50
2	MAEN5013	Twentieth Century American Literature	4	0	0	4	30	20	50
3	MAEN5014	Renaissance Studies	4	0	0	4	30	20	50
4	MAEN5015	Literary Theory and Criticism	4	0	0	4	30	20	50
5	MAEN5016	English Language Structure and Translation	4	0	0	4	30	20	50
6	MAEN5017	English for Civil Services	0	0	2	1	50	0	50
		<b>Total</b>	<b>20</b>	<b>0</b>	<b>2</b>	<b>21</b>			
Semester III									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MAEN6001	British Literature III	4	0	0	4	30	20	50
2	MAEN6003/ MAEN6004	Modern European Drama/ New Literature in English	4	0	0	4	30	20	50
3	MAEN6005/ MAEN6006	Introduction to Semantics/ Introduction to Sociolinguistics	4	0	0	4	30	20	50
4	MAEN6013	American Literature II	4	0	0	4	30	20	50
5	MAEN6007	MA PBL-II	0	0	2	1	50	0	50
6	MAEN6008	Research Methodology	4	0	0	4	30	20	50
		<b>Total</b>	<b>20</b>	<b>0</b>	<b>2</b>	<b>21</b>			
Semester IV									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MAEN6009 MAEN6010	Literature and Cinema/ Visual Arts	4	0	0	4	30	20	50
2	MAEN6011/ MAEN6012	Second Language Acquisition/ Phonetics and Phonology	4	0	0	4	30	20	50
3	MAEN6014	Post Graduate Thesis	0	0	2	8	50	0	50
4	MAEN6015	British Literature IV	4	0	0	4	30	20	50
		<b>Total</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>16</b>			

**List of Electives****Basket-1**

<b>Sl No</b>	<b>Course Code</b>	<b>Name of the Electives</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>MAEN6003</b>	<b>Modern European Drama</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>2</b>	<b>MAEN6004</b>	<b>New Literature in English</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>3</b>	<b>MAEN6005</b>	<b>Introduction to Semantics</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>4</b>	<b>MAEN6006</b>	<b>Introduction to Sociolinguistics</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>5</b>	<b>MAEN6011</b>	<b>Second Language Acquisition</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>6</b>	<b>MAEN6012</b>	<b>Phonetics and Phonology</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

## Detailed Syllabus

<b>Name of The Course</b>	<b>British Literature I</b>			
<b>Course Code</b>	<b>MAEN5001</b>			
<b>Prerequisite</b>	<b>Understanding of the basic theories/concepts of British English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes**

<b>CO1</b>	<b>Recognize the major literary trends of the period</b>
<b>CO2</b>	<b>Understand a literary text in its social, political and cultural context</b>
<b>CO3</b>	<b>Understand the nuances of literary language and changes in style</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of English literature</b>
<b>CO5</b>	<b>Use various literary devices for critical analysis of a text</b>

**Text Book (s):**

1. Norton Anthology of English Literature. Vol. 1
2. Sukanta Chaudhuri. Ed. *Bacon's Essays: A Selection*. OUP.
3. Prof Peter Alexander. Ed. *The Complete Works of Shakespeare*. Collins.
4. *The Complete Plays by Christopher Marlowe*. Penguin.
5. Ben Jonson. *The Alchemist*. Stratford Festival Collection.

**Reference Book (s):**

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. David Norbrook. *Politics and Poetry in Renaissance England*. OUP.

3. Robert C. Evans. *Perspective on Renaissance poetry*. Bloomsbury Publishing.
4. Ian Robinson. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge University Press.
5. Andrew Hadfield. *The Oxford Handbook of English Prose 1500-1640*. OUP
6. Allardyce Nicoll. *British Drama*. Barnes and Noble.
7. Harold Bloom. *Christopher Marlowe*. Chelsea House Publishers.
8. Richard Harpe and Stanley Stewart ed. *The Cambridge Companion to Ben Jonson*. Cambridge University Press.
9. MC Bradbrook. *Themes and Conventions of Elizabethan Theatre*. Cambridge University Press.
10. AC Bradley. *Shakespearean Tragedy*. London: Penguin.
11. David Aers, Bob Hodge and Gunther Kress. Ed. *Literature, Language and Society in England, 1560-1680*
12. Borris Ford ed. *Pelican Guide to English Literature*. Vol. 1, 2, 3. Penguin.
13. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
14. David Daiches. *A Critical History of English Literature*. Allied Publishers.
15. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

#### Course Content:

<b>Unit-1</b>
<b>Historical and Social background to the literature from 1340 to 1660, Geoffrey Chaucer: The Prologue to the Canterbury Tales, Edmund Spenser: The Faerie Queene (Book II, Canto XII: The Bower of Bliss)</b>
<b>Unit-2</b>
<b>Philip Sidney: Astrophel and Stella, John Milton: The Paradise Lost (Book 1), John Donne: The Canonization, The Ecstasie, Death be not Proud</b>
<b>Unit-3</b>
<b>Francis Bacon: Of Revenge, Of Marriage and Single Life, Of Truth; Philip Sydney: Arcadia; John Milton: Aeropagitica</b>
<b>Unit-4</b>
<b>Christopher Marlowe: Dr Faustus; Webster: Duchess of Malfi; Ben Johnson: The Alchemist</b>

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>British Literature -II</b>			
<b>Course Code</b>	<b>MAEN5002</b>			
<b>Prerequisite</b>	<b>Understanding of the basic theories/concepts of British English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes:**

<b>CO1</b>	<b>Recognize the major literary trends of the period</b>
<b>CO2</b>	<b>Understand a literary text in its social, political and cultural context</b>
<b>CO3</b>	<b>Understand the nuances of literary language and changes in style</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of English literature</b>
<b>CO5</b>	<b>Use various literary devices for critical analysis of a text</b>

**Text Book (s):** Historical background to the literature between 1660-1798; Alexander Pope: *Rape of the Lock*; William Blake: *The Lamb, The Chimney Sweeper, Nurse's Song, The Tyger, London*; Joseph Addison: *The Aim of the Spectator, Sir Rogers at Assizes*; Jonathan Swift: *A Modest Proposal*; Samuel Johnson: *Expectations of Pleasure*; John Dryden: *All for Love*; William Congreve: *Way of the World*; Sheridan: *School for Scandal\**; Daniel Defoe – *Robinson Crusoe\**; Jane Austen: *Pride and Prejudice\**

\*For non-detailed study

**Reference Book (s):**

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Mark Van Doren. *The Poetry of John Dryden*. Read Books.
3. Geoffrey Tillotson. *On the Poetry of Pope*. Oxford Clarendon Press.
4. James Lowry Clifford, Louis A. Landa. Ed. *Pope and His Contemporaries: Essays Presented to George Sherburn*. Clarendon Press.
5. Hugh Walker. *English Essays and Essayists*. Hardpress Publishing.
6. Herbert Read. *English Prose Style*. Pantheon.



7. Allardyce Nicoll. *British Drama*. Barnes and Noble.
8. Allardyce Nicoll. *History of Drama, 1660-1900*. Cambridge.
9. E M Forster. *Aspects of Novels*. Penguin.
10. Arnold Kettle. *An Introduction to English Novels*. Routledge.
11. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
12. Charlotte Sussman. *Eighteenth Century English Literature*. Wiley.
13. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
14. David Daiches. *A Critical History of English Literature*. Allied Publishers.
15. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

**Course Content:**

<b>Unit-1</b>
<b>Historical background to the literature between 1660-1798; Alexander Pope: <i>Rape of the Lock</i>; William Blake: <i>The Lamb, The Chimney Sweeper, Nurse’s Song, The Tyger, London</i></b>
<b>Unit-2</b>
<b>Joseph Addison: <i>The Aim of the Spectator, Sir Rogers at Assizes</i>; Jonathan Swift: <i>A Modest Proposal</i>; Samuel Johnson: <i>Expectations of Pleasure</i></b>
<b>Unit-3</b>
<b>John Dryden: <i>All for Love</i>; William Congreve: <i>Way of the World</i>; Sheridan: <i>School for Scandal</i></b>
<b>Unit-4</b>
<b>Daniel Defoe – <i>Robinson Crusoe*</i>; Jane Austen: <i>Pride and Prejudice</i></b>

**Continuous Assessment Pattern**

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Indian Writing in English</b>			
<b>Course Code</b>	<b>MAEN5003</b>			
<b>Prerequisite</b>	<b>Understanding of the basic theories/concepts of Indian English literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of the literary terms and the forms
2. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
3. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
4. To expose students to the artistic and innovative use of language employed by the writers.
5. To inculcate values and develop human concern in students through exposure to literary texts.
6. To enhance literary and linguistic competence of students

**Course Outcomes:**

<b>CO1</b>	<b>Understand thematic concerns, genres and trends of Indian writing in English</b>
<b>CO2</b>	<b>Understand the various phases of the evolution of Indian writing in English</b>
<b>CO3</b>	<b>Apply critical and theoretical approaches to the reading and analysis of literary texts</b>
<b>CO4</b>	<b>Develop an ability to read texts in relation to their historical and cultural contexts</b>
<b>CO5</b>	<b>Appreciate linguistic and artistic qualities of the texts</b>

**Text Book (s):**

Tagore: Songs from *Gitanjali* (I; XI; XXXV, LXXIV); Nissim Ezekiel: '*Goodbye Party for Miss. Pushpa T.S.*'\* '*Background Casually*'\* '*Jewish Wedding in Bombay*'; Anamika *The Door, Knowing*; Ali Sardar Jaffri *The Charming Earth of Awadh, My Journey*; Dom Moraes : '*Bells for William Wordsworth*' '*Letter to My Mother*'; Mamatā Kālīā : '*Tribute to Papa*' '*Made for Each Other*'; Mahatma Gandhi : Selections from *My Experiment with truth*; J.L. Nehru: Selections from *Discovery of India*; Ambai: *Squirrel*; Girish Knard: *Tughlaq*, Mohan Rakesh: *Halfway House*; Premchand: *Godan*, Sri Lal Shukla: *Raag Darbari*\*, Arundhati Roy: *The God of Small Things*

**Reference Book (s):**

1. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
2. Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.

3. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. Nandy, A. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. Delhi, OUP, 1983. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984.
4. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.

**Course Content:**

<b>Unit-1</b>
<b>Tagore: Songs from <i>Gitanjali</i> (I; XI; XXXV, LXXIV); Nissim Ezekiel: ‘Goodbye Party for Miss. Pushpa T.S.’* ‘Background Casually’* ‘Jewish Wedding in Bombay’; Anamika <i>The Door, Knowing</i>; Ali Sardar Jaffri <i>The Charming Earth of Awadh, My Journey</i>; Dom Moraes : ‘Bells for William Wordsworth’ ‘Letter to My Mother’; Mamatā Kālīā : ‘Tribute to Papa’ ‘<i>Made for Each Other</i>’</b>
<b>Unit-2</b>
<b>Mahatma Gandhi : Selections from My Experiment with truth; J.L. Nehru: Selections from <i>Discovery of India</i>; Ambai: <i>Squirrel</i></b>
<b>Unit-3</b>
<b>Girish Knard: <i>Tughlaq</i>, Mohan Rakesh: <i>Halfway House</i></b>
<b>Unit-4</b>
<b>Premchand: <i>Godan</i>, Sri Lal Shukla: <i>Raag Darbari</i>*, Arundhati Roy: <i>The God of Small Things</i></b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Shakespeare</b>			
<b>Course Code</b>	<b>MAEN5004</b>			
<b>Prerequisite</b>	<b>Understanding of the basic theories/concepts of English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the Elizabethan age
2. Understand major literary, social, political and religious movements during the playwright's time.
3. Understand major literary trends during the era.
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the immensity of the playwright's contribution to English Literature.
6. Understand various literary devices for a better critical analysis of a text.

**Course Outcomes**

<b>CO1</b>	<b>Recognize the major literary trends of the Elizabethan period</b>
<b>CO2</b>	<b>Critical appraisal of Shakespearean plays</b>
<b>CO3</b>	<b>Understand various literary terms and forms</b>
<b>CO4</b>	<b>Understand the impact of Shakespeare's writing on English Literature</b>
<b>CO5</b>	<b>Use various literary devices for critical analysis of a text</b>

**Text Book (s):**

Shakespeare: Sonnet 18, 73, 116, 130, 29, 24, 134; Hamlet, Othello, \*Macbeth; Midsummer's Night Dream, As You Like It' \*Much Ado About Nothing; Antony and Cleopatra, Julius Caesar, \*Henry the fourth (\*for non-detailed study)

**Reference Book (s):**

1. Jonathan Bate, The Genius of Shakespeare
2. Stephen Greenblatt, Will In The World: How Shakespeare Became Shakespeare.
3. AC Bradley. *Shakespearean Tragedy*. London: Penguin.
4. Harold Bloom, Shakespeare: The Invention of the Human
5. A. C. Bradley, Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth (New Penguin Shakespeare Library)
6. James Cunningham Shakespeare's Tragedies and Modern Critical Theory

**Course Content:**

<b>Unit-1</b>
<b>Shakespeare: Sonnet 18, 73, 116, 130, 29, 24, 134</b>

<b>Unit-2</b>
<b>Shakespeare: Hamlet, Othello, *Macbeth</b>
<b>Unit-3</b>
<b>Shakespeare: Midsummer's Night Dream, As You Like It' *Much Ado About Nothing</b>
<b>Unit-4</b>
<b>Shakespeare: Antony and Cleopatra, Julius Caesar, *Henry the fourth</b>
<b>* for non-detailed study</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Introduction to Linguistics</b>			
<b>Course Code</b>	<b>MAEN5005</b>			
<b>Prerequisite</b>	<b>Understanding of the basic theories/concepts of language</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

1. Understand the origins, structure and development of language and its application to other areas of humanistic and scientific knowledge.
2. Understand the general characteristic of the structure of language, its phonological sound system, word structure, how we use language in written and spoken discourse and writing system.
3. Learning the terminology used to describe and analyze the structure and systems of language.
4. Understand basic principles of linguistic theory.
5. Understand the application of language in the areas of humanistic and scientific knowledge.

**Course Outcomes**

<b>CO1</b>	<b>Know the origin and the development of language</b>
<b>CO2</b>	<b>Understand the dynamics of language and its usage.</b>
<b>CO3</b>	<b>Know various components of language for correct usage</b>
<b>CO4</b>	<b>Know and analyse the structure of sentence</b>
<b>CO5</b>	<b>Understand the theories related to language</b>

**Text Book (s):**

Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press)

**Reference Book (s):**

1. Fromkin, V., Rodman, R., Hyams, H. (2011) *An Introduction to Language* (9 th ed). Wadsworth-Cengage Learning
2. Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

**Course Content:**

<b>Unit-1</b>
<b>Introduction, Origin of Language, Characteristics of Language, Animal and Human, language, Properties of Language; Linguistics as a Science, Scope and Linguistics, Levels of Linguistic Analysis, Branches of Linguistics; Langue and Parole, Hockett’s Design Features, Competence and Performance, Syntagm and Paradigm, Descriptive and, Prescriptive, Synchronic and Diachronic</b>
<b>Unit-2</b>
<b>Introduction to Etymology, Concept of Morpheme, Allomorph, Types of words, Root, stem and node, Processes of Word formation: Affixation, Back Formation, clipping, Blending, Antonomasia...</b>
<b>Unit-3</b>
<b>Language and Dialect, Caste and Class Dialect, Pidgin and Creole; Isogloss, Sociolinguistic Domain, Language Standardization, Varieties of English</b>

**Unit-4****Meaning: Denotative, Connotative, Social, Thematic, Lexical and Grammatical Meaning  
Semantic and Pragmatic Meaning, Sense and Reference****Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>PROFESIONAL COMMUNICATION AND TECHNICAL WRITING</b>			
<b>Course Code</b>	<b>MAEN5012</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of English language and Communication skills</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Develop an understanding of the students for professional communication and technical writing so as to make them communicate effectively in professional settings
2. Develop interpersonal communication skills and making the student confident
3. Improve writing of the students and to give knowledge regarding various structure and formats to create technical documents
4. Help students in gaining techniques of effective presentation to culturally diverse audience

**Course Outcomes**

<b>CO1</b>	<b>Know the principles of professional communication and its various aspects</b>
<b>CO2</b>	<b>Understand the structure and various formats of a technical documents</b>
<b>CO3</b>	<b>Apply the knowledge of the professional communication and technical writing while communicating in a professional and academic setting</b>
<b>CO4</b>	<b>Analyse and evaluate the kind of style required to write a technical document at work place and for academic purposes</b>
<b>CO5</b>	<b>Write technical documents and present them effectively</b>

**Text Book (s):**

1. Sharon J Gerson and Steven M. Gerson. *Technical Communication: Process and Product*. Pearson Education India, 2014.
2. Adrian Wallwork. *User Guide, Manual, and Technical Writing: A Guide to Professional English*. Springer Nature, 2014.
3. Kelly M Quintanilla. *Business and Professional Communication: KEYS for Workplace Excellence*. SAGE Publications, Inc, 2011.

**Reference Book (s):**

1. E H Weiss. *The Elements of International English Style*. (4<sup>th</sup> Edition). M. E. Sharp Inc., New York 2005.
2. *MLA Handbook for Writers of Research Paper 8<sup>th</sup> Edition*. Modern Language Association of America, New York, 2016.
3. Mike Markel. *Technical Communication*. (11<sup>th</sup> Edition). MacMillan, 2015
4. Philip Rubens. *Science and Technical Writing: A Manual of Style*. Routledge, 2001.
5. Peter W Cardon. *Business Communication: Developing Leaders for a Networked World*. McGraw Hill Education (India) Pvt. Ltd. 2015.



6. Mark Daniell. *Strategy: A Step by Step Approach to Development and Presentation of World Class Business Strategy*. Palgrave Macmillan, 2004.
7. Meenakshi Raman and Sangeeta Sharma. *Technical Communication: Principle and Practice*. New Delhi: OUP, 2018.

**Course Content:**

<b>Unit-1</b>
<b>Professional communication: Definition, Communication Models, Communication Theories, Effective communication, Communication Failure and Obstacles in communication, Technical Writing, Elements of Style</b>
<b>Unit-2</b>
<b>Writing for Business Purposes: Memorandum, Business Letters, Email, Job Applications: cover letter and résumé</b>
<b>Unit-3</b>
<b>Writing for Academic Purposes: Report, Proposal, Research papers</b>
<b>Unit-4</b>
<b>Presentation Strategies: Outline, Content, Audience analysis, Delivering a presentation, Making PowerPoint</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>20<sup>th</sup> Century American Literature</b>			
<b>Course Code</b>	<b>MAEN5013</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of American English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the age
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes:**

<b>CO1</b>	<b>Recognize the major literary trends of the period</b>
<b>CO2</b>	<b>Understand a literary text in its social, political and cultural context</b>
<b>CO3</b>	<b>Understand the nuances of literary language and changes in style</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of American literature</b>
<b>CO5</b>	<b>Understand various literary terms and forms</b>

**Text Book (s):**

1. Crevecoeur: 'What is an American?'
2. Douglass: 'What to a Slave is the Fourth of July?'
3. Martin Luther King Jr.: 'I have a Dream'
4. Walt Whitman's *Leaves of Grass*
5. Sonia Sanchez: Selected Poems
6. Jazz Music - Origins and Evolution
7. Harriet Beecher Stowe's *Uncle Tom's Cabin*
8. Eugene O'Neill's *The Hairy Ape*

**Reference Book (s):**

1. Baym, Nina, gen. ed. *The Norton Anthology of American Literature*. 8th ed. 2 Vols. New York: Norton, 2012.
2. Bercovitch, Sacvan. *The Cambridge History of American Literature*. 8 Vols. Cambridge: Cambridge University Press, 2008.
3. Gates, Henry Louis. *The Norton Anthology of African American Literature*. 3<sup>rd</sup> ed. 2 Vols. New York: Norton, 2014.

**Course Content:**

<b>Unit-1</b>
<b>Background: Introduction to the Course, Background Information, Discovery of America, Colonial Period, Aborigines, Slavery, Declaration of Independence, War of Independence, Civil War, Civil Rights Movement</b>
<b>Unit-2</b>
<b>Crevecoeur: ‘What is an American?’ Douglass: ‘What to a Slave is the Fourth of July?’ Martin Luther King Jr.: ‘I have a Dream’; Walt Whitman’s <i>Leaves of Grass</i>; Sonia Sanchez: <i>Selected Poems</i>; Jazz Music - <i>Origins and Evolution</i></b>
<b>Unit-3</b>
<b>Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i></b>
<b>Unit-4</b>
<b>Eugene O’Neill’s <i>The Hairy Ape</i></b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Renaissance Studies</b>			
<b>Course Code</b>	<b>MAEN5014</b>			
<b>Prerequisite</b>	<b>An understanding of Renaissance in English Literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the age
3. Understand major literary trends during the renaissance
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes:**

<b>CO1</b>	<b>Know the major types and trends of literature of renaissance period</b>
<b>CO2</b>	<b>Understand the contribution of writers in the development of renaissance literature</b>
<b>CO3</b>	<b>Apply the knowledge of a literary text in its social, political and cultural context</b>
<b>CO4</b>	<b>Analyse and evaluate the literary text in association or in isolation</b>
<b>CO5</b>	<b>Write critical interpretation of a literary text</b>

**Text Book (s):**

1. Norton Anthology of English Literature. Vol. 1
2. Sukanta Chaudhuri. Ed. *Bacon's Essays: A Selection*. OUP.
3. *The Complete Plays by Christopher Marlowe*. Penguin.
4. Ben Jonson. *The Alchemist*. Stratford Festival Collection.
5. Corn, Thomas N. (ed.). *The Cambridge Companion to English Poetry, Donne to Marvell*. Cambridge: CUP, 1993.

**Reference Book (s):**

1. David Norbrook. *Politics and Poetry in Renaissance England*. OUP.
2. Robert C. Evans. *Perspective on Renaissance poetry*. Bloomsbury Publishing.
3. Andrew Hadfield. *The Oxford Handbook of English Prose 1500-1640*. OUP
4. Harold Bloom. *Christopher Marlowe*. Chelsea House Publishers.

5. Richard Harpe and Stanley Stewart ed. *The Cambridge Companion to Ben Jonson*. Cambridge University Press.
6. David Aers, Bob Hodge and Gunther Kress. Ed. *Literature, Language and Society in England, 1560-1680*
7. Borris Ford ed. *Pelican Guide to English Literature*. Vol. 1, 2, 3. Penguin.
8. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
9. Bartels, Emily and Emma Smith. *Christopher Marlowe in Context*. Cambridge University Press, 2014.
10. David Daiches. *A Critical History of English Literature*. Allied Publishers.
11. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.
12. Bush, Douglas. *Prefaces to Renaissance Literature*. W. W. Norton, 1965.
13. Guibbory, Achshah. (ed.). *The Cambridge Companion to John Donne*. Cambridge: CUP, 2006.
14. McCabe, Richard A. (ed.). *The Cambridge Companion to Edmund Spenser*. Cambridge: CUP, 2011.
15. Orlin, Lena Cowen. *The Renaissance*. Palgrave Macmillan, 2009.
16. Rowse, A.L. *The Elizabethan Renaissance*. The University of Michigan, 1972.

**Course Content:**

<b>Unit-1</b>	
<b>Introduction to Renaissance Literature: Background, influences, characteristic features, outline of the major renaissance writers and their works</b>	
<b>Unit-2</b>	
<b>Thomas Wyatt</b>	<b>: My Lute Awake</b>
<b>Henry Howard</b>	<b>: The Soote Season</b>
<b>Christopher Marlowe</b>	<b>: The Passionate Shepherd to His Love</b>
<b>Ben Jonson</b>	<b>: To Celia</b>
<b>Robert Herrick</b>	<b>: Delight in Disorder</b>
<b>John Donne</b>	<b>: The Sun Rising</b>
<b>Unit-3</b>	
<b>Francis Bacon</b>	<b>: Selections from Bacon’s <i>Essays</i> (Of Love, Of Nobility, Of Ambition)</b>
<b>Michel De Montaigne</b>	<b>: Selections from Montaigne’s <i>Essays</i> (Of Prayers, Of Sorrow, Of Friendship)</b>
<b>Unit-4</b>	
<b>Christopher Marlowe</b>	<b>: <i>Dr Faustus</i></b>
<b>Ben Johnson</b>	<b>: <i>The Alchemist</i>* / <i>Every Man in His Humour</i>* (any one)</b>
<b>*Not for detailed study</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>LITERARY CRITICISM AND THEORY</b>			
<b>Course Code</b>	<b>MAEN5016</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of English Literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

1. Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives
2. The primary objective for the course will be a clear understanding of important texts in the history of theory and criticism.
3. We won't be as focused on interpretation as on analysis and identifying key ideas.
4. We will be discussing their practical value for understanding historical attitudes toward literature, for clarifying current issues in literary theory, and for use in the classroom.
5. We will also examine how theory and criticism has shaped the discipline we study.
6. Relate critical perspectives to the history of western ideas.

**Course Outcomes:**

<b>CO1</b>	<b>Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated</b>
<b>CO2</b>	<b>Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts</b>
<b>CO3</b>	<b>Evaluate and analyse strengths and limitations of critical/theoretical arguments</b>
<b>CO4</b>	<b>Examine historical contexts for the development of contemporary theory and criticism</b>
<b>CO5</b>	<b>Strengthen and deepen critical reading, writing, and interpretive practices</b>

**Text Book (s):**

1. Hawthorne, Jeremy. *A Glossary of Literary Theory*. London: Arnold Publishers, 2003. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York: Garland Publishing, 1999.
2. *A Handbook of Critical Terminology* (e.g., M. H. Abrams' *Glossary of Literary Terms*).
3. Habib, M. A. R., *A History of Literary Criticism and Theory: From Plato to the Present*. Harmon, William and C. Hugh Holman, *A Handbook to Literature*
4. Bennett and Royle, *Introduction to Literary Criticism and Theory* (3rd edition)

**Reference Book (s):**

1. Culler, Jonathan. *Literary Theory: A Very Short Introduction*
2. Eagleton, Terry. *Literary Theory: An Introduction*
3. Selden, et al. *A Reader's Guide to Contemporary Theory*
4. Pelagia Goulimari, *Literary Criticism and Theory: From Plato to Postcolonialism*

<b>Unit-1</b>
<b>Aristotle: Poetics* Indian Aesthetics: Indian Literary theories with special reference to the theories of Rasa, Dhvani, Vakrokti and Aucitya Indian Intellectual Tradition</b>
<b>Unit-2</b>
<b>Sydney: <i>The Defence of Poesy</i>, Wordsworth: <i>Preface to Lyrical Ballads</i>, Samuel Taylor Coleridge : <i>Biographia Literaria, Chap XIV*</i></b>
<b>Unit-3</b>
<b>PB Shelley: <i>A Defence of Poetry</i>; Matthew Arnold : <i>Anarchy Thomas Stearns</i>; Eliot: '<i>Tradition and the Individual Talent</i>'*</b>
<b>Unit-4</b>
<b>Terry Eagleton: <i>Selections</i>; Simone de Beauvoir: <i>The Second Sex</i>; Homi Bhabha : "<i>Of mimicry and man</i>"; Sigmund Freud: "<i>Interpretation of Dreams</i>"</b>
<b>*not detailed</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>English Language Structure and Translation</b>			
<b>Course Code</b>	<b>MAEN5016</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:**

1. To sensitize the students about the grammaticality and acceptability of English
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.
5. Aware the students about the need of writing grammatically correct sentences
6. Make the students write error free documents

**Course Outcomes**

<b>CO1</b>	<b>Understand a wide range of English grammatical structures, applying the terminology and analytical techniques learned in the course</b>
<b>CO2</b>	<b>Apply grammatical knowledge to the analysis of English sentential structure.</b>
<b>CO3</b>	<b>Systematically analyse grammatical phenomena in English and other languages; precisely, Indian English</b>
<b>CO4</b>	<b>Understand the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization</b>
<b>CO5</b>	<b>Acquire the necessary skills that would enable them to take up jobs in various fields, particularly the media, tourism, public relations etc.</b>

**Text Book (s):**

1. Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan
2. Downing, Angela and Philip Locke. *English Grammar: A University Course*. Routledge, 2002.
3. Munday, Jeremy. *Introducing Translation Studies Theories and Applications*. Routledge, 2001.

**Reference Book (s):**

1. Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge University Press.
2. Rozakis, Laurie E. (2003) *The Complete Idiot’s Guide to Grammar and Style*. USA: Alpha Publication.

<b>Unit-1</b>
<b>Grammar: An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language</b> <i>Some basic properties of English Syntax: Some Remarks on Essence of Human Language, How we Discover Rules, Why do we study syntax.</i>
<b>Unit-2</b>
<b>From words to major phrase types: Lexical categories, Grammar with Lexical Categories, Phrasal Categories, Phrase Structure Rules: Noun Phrase, Verb Phrase, Adjective Phrase,</b>



<p><b>Adverb Phrase, Prepositional Phrase; Grammar with Phrases, <i>Exercise</i></b>  <b>Clause and Sentence Structure: Nominative clause, Relative clause, To infinitive clause, -ing clause, -ed clause,</b></p>
<p><b>Unit-3</b></p>
<p><b><i>Syntactic Forms, Grammatical Functions, and Semantic Roles:</i> Grammatical Functions: Subjects; Direct and Indirect Objects, Predicative Complements, Modifiers; Form and Functions Together; Semantic Roles; Simple, Compound and complex sentences: Simple sentence, Rules of Making simple, sentence, Subordinate clause and subordinating conjunction, Coordinate clause and coordinating conjunction, Transformation of simple, complex and compound sentence</b></p>
<p><b>Unit-4</b></p>
<p><b><i>Subjects and Complements:</i> Complements of Verb, Complements of Adjectives, Complements of Common Nouns; Noun Phrase and Agreement; Use of Modals and Conditionals: Use of Modals, Modal as an auxiliary; Different types of conditional Sentences; Use of Adverbials (Adverbs): Use of Adverbials (Adverbs)</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>British Literature III</b>			
<b>Course Code</b>	<b>MAEN6001</b>			
<b>Prerequisite</b>	<b>Understanding of English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes:**

<b>CO1</b>	<b>Recognize the major literary trends of the period</b>
<b>CO2</b>	<b>Understand a literary text in its social, political and cultural context</b>
<b>CO3</b>	<b>Understand the nuances of literary language and changes in style</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of English literature</b>
<b>CO5</b>	<b>Understand various literary terms and forms</b>

**Text Book (s):**

1. Historical background to the literature from 1890
2. Thomas Hardy: The Darkling Thrush
3. W B Yeats: Byzantium, Sailing to Byzantium
4. T S Eliot: The Waste Land
5. W H Auden: In Memory of W. B. Yeats
6. Dylan Thomas: Fern Hill
7. Wilfred Owen: Apologia Pro Poemate Moe
8. Rupert Brook: The Soldier
9. Virginia Woolf: To the Lighthouse\*
10. Joseph Conrad: Lord Jim\*
11. James Joyce: Portrait of an Artist as a Young Man\*
12. G B Shaw: Candida
13. Samuel Beckett – Waiting for Godot
14. Harold Pinter: The Birthday Party\*

\* For non-detailed study

**Reference Book (s):**

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Peter Child. *Modernism*. Routledge.
3. George Walter. *The Penguin Book of the First World War Poetry*. Penguin Books.
4. Cleanth Brooks. *Modern Poetry and Tradition*. University of Carolina Press.
5. John Smart. *Twentieth-Century British Drama*. Cambridge University Press.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf.
7. J. Styan. *Modern Drama in Theory and Practice: Volume 2, Symbolism, Surrealism and the Absurd*. Cambridge University Press.
8. Neil Cornwell. *The Absurd in Literature*. Manchester University Press.
9. Michael Y Bennett. *Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. Palgrave Macmillan.
10. Robert Humphrey. *Stream of Consciousness in the Modern Novel*. University of California Press.
11. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
12. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
13. David Daiches. *A Critical History of English Literature*. Allied Publishers.
14. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
15. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

**Course Content:**

<b>Unit-1</b>
<b>Historical Background to Modern and Postmodern era; Thomas Hardy: The Darkling Thrush; W B Yeats: Byzantium, Sailing to Byzantium</b>
<b>Unit-2</b>
<b>T S Eliot: The Waste Land; W H Auden: In Memory of W. B. Yeats; Dylan Thomas: Fern Hill; Wilfred Owen: Apologia Pro Poemate Moe; Rupert Brook: The Soldier</b>
<b>Unit-3</b>
<b>Virginia Woolf: To the Lighthouse; Joseph Conrad: Lord Jim; James Joyce: Portrait of an Artist as a Young Man</b>
<b>Unit-4</b>
<b>G B Shaw: Candida; Samuel Beckett: Waiting for Godot; Harold Pinter: The Birthday Party</b> *(non detailed study)

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Modern European Drama</b>			
<b>Course Code</b>	<b>MAEN6003</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of English language and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the age
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes**

<b>CO1</b>	<b>Recognize the major literary trends of the period</b>
<b>CO2</b>	<b>Understand a literary text in its social, political and cultural context</b>
<b>CO3</b>	<b>Understand the nuances of literary language and changes in style</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of American literature</b>
<b>CO5</b>	<b>Use various literary devices for critical analysis of a text</b>

**Text Book (s):**

1. Alexander Pushkin's *Eugene Onegin*
2. Charles Pierre Baudelaire's *Les Fleurs du mal*
3. Honoré de Balzac's *Le Père Goriot*
4. Fyodor Dostoyevsky's *Crime and Punishment*
5. Henrik Ibsen's *A Doll's House*
6. Dario Fo's *Accidental Death of an Anarchist*
7. Immanuel Kant's "What Is Enlightenment?"
8. Friedrich Schleiermacher's *Essays*
9. José Ortega y Gasset's *The Revolt of the Masses*
10. Hermann Hesse's "The Three Linden Trees"

**Reference Book (s):**

1. Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: Oxford University Press, 2017
2. Puchner, Martin. gen. ed. *The Norton Anthology of World Literature*. 3<sup>rd</sup> ed. 6 Vols. New York: W. W. Norton, 2012.

3. Puchner, Martin. gen. ed. *The Norton Anthology of Western Literature*. 9<sup>th</sup> ed. 6 Vols. New York: W. Norton, 2014.

<b>Unit-1</b>
<b>Alexander Sergeyevich Pushkin's <i>Eugene Onegin</i> (Selections); Charles Pierre Baudelaire's <i>Les Fleurs du mal</i> (Selections)</b>
<b>Unit-2</b>
<b>Honoré de Balzac's <i>Le Père Goriot</i>; Fyodor Dostoyevsky's <i>Crime and Punishment</i></b>
<b>Unit-3</b>
<b>Henrik Ibsen's <i>A Doll's House</i>; Dario Fo's <i>Accidental Death of an Anarchist</i></b>
<b>Unit-4</b>
<b>Immanuel Kant's "What Is Enlightenment?"; Friedrich Schleiermacher's Essays; José Ortega y Gasset's <i>The Revolt of the Masses</i> (Selections); Hermann Hesse's "The Three Linden Trees"</b>

#### Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>New Literature in English</b>			
<b>Course Code</b>	<b>MAEN6004</b>			
<b>Prerequisite</b>	<b>Working knowledge of English Literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** On completion of this course, the students will be able to

1. To familiarise the students with a wide range of texts situated in various cultures;
2. To deal with issues of presentation and representation;
3. The course will focus on contemporary writing that writers write in the ‘here and now’ even as they imagine the future or return to past memories;
4. To acquaint the students with significant texts of New Literature
5. To identify the major issues of contemporary significance and
6. To familiarise the student with the subtle negotiations of indigenous and diasporic identities within literature.

**Course Outcomes:**

<b>CO1</b>	<b>Understand various literary terms and forms</b>
<b>CO2</b>	<b>Use various literary devices for critical analysis of a text</b>
<b>CO3</b>	<b>To understand the style of writing that makes a writer’s voice both unique and individual</b>
<b>CO4</b>	<b>Understand the contribution of writers in the development of New Literature in English</b>
<b>CO5</b>	<b>Understand a literary text in its social, political and cultural context</b>

**Text Book (s):**

1. M. G. Vassanji *The Book of Secrets*
2. Shashi Tharoor: *An Era of Darkness*
3. Jeanette Winterson, *Sexing the Cherry*
4. Hanif Kureshi, *My Beautiful Launderette*

**Course Content:**

<b>Unit-1</b>
<b>Vassanji’s The Book of Secrets</b>
<b>Unit-2</b>
<b>Shashi Tharoor: An Era of Darkness</b>
<b>Unit-3</b>
<b>Jeanette Winterson’s Sexing the Cherry</b>
<b>Unit-4</b>
<b>Hanif Kureshi’s The Beautiful Launderatte</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Introduction to Semantics</b>			
<b>Course Code</b>	<b>MAEN6005</b>			
<b>Prerequisite</b>	<b>Working knowledge of Aspects of Language</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** Upon completion of this course, students will be able to:

1. Define the technical terms required to describe meaning.
2. Apply modern semantic and pragmatic theories including lexical field theory, truth conditional semantics, referential theory, mental representations, linguistic relativity, relevance theory, speech act theory, situations types, thematic roles, conversational implicature and information structure.
3. Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition.
4. Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics.
5. Identify truth tables of synonymy, entailment, contradiction and presupposition.

**Course Outcomes:**

<b>CO1</b>	<b>Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences</b>
<b>CO2</b>	<b>Apply modern semantic and pragmatic theories using real data</b>
<b>CO3</b>	<b>Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition</b>
<b>CO4</b>	<b>Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics</b>
<b>CO5</b>	<b>Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns</b>

**Text Book (s):**

1. Saeed, John I. (2009). Semantics. Third Edition. London: Wiley-Blackwell.
2. Kreidler, C. (2002). Introducing English semantics. London: Routledge

<b>Unit-1: Basic Ideas of Semantics, Sentence, Utterance, and Propositions, Reference and Sense, Referring expressions, Predicates, Deixis and definiteness, Words and things and prototypes</b>
<b>Unit-2: Sense properties and stereotypes, Sense relations, About logic, A notation for simple proposition, Connectives: <i>and</i> and <i>or</i>, More connectives, Speech acts, Perlocutions and illocutions, Felicity conditions</b>
<b>Unit-3: Direct and indirect illocutions, Propositions and illocutions, Conversational implicature, Kinship, Hyponymy, Synonymy, Antonymy, Converse antonyms</b>
<b>Unit-4: Illocutionary Force, The performative analysis, Presupposition and entailment, Cooperation and implicature, Politeness and interaction, Negative and Positive Face Face wants, Strategies</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Introduction to Sociolinguistics</b>			
<b>Course Code</b>	<b>MAEN6006</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** In this course, sociolinguistics is taught as a branch of linguistics that studies language in relation to society. In this sense, the language used tends to vary. Is variation being the result of many different factors such as religion, age, ethnicity, sex, etc. Thus, language used by men differs from that used by women and the language used by adults differs from that used by youngsters. It shows that the combination of these components bears influence on language acquisition and language use.

**Course Outcomes**

<b>CO1</b>	<b>Knowledge and critical understanding of basic sociolinguistic terms and concepts, include accent, dialect, variety, and standardization</b>
<b>CO2</b>	<b>Knowledge and critical understanding of the notions of speech events, communicative competence, and speech community</b>
<b>CO3</b>	<b>An awareness of the links between language variation, language choice, and social context.</b>
<b>CO4</b>	<b>An awareness of how language variation and the related phenomenon of language choice signal the social identity of speakers and their social relationships</b>
<b>CO5</b>	<b>Familiarity with the main methods of sociolinguistic research</b>

**Text Book (s):**

1. Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press)
2. Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

**Reference Book (s):**

1. Haspel, M., Andrea D. Sims. (2010) *Understanding Morphology* (2nd ed). Hodder Education, UK
2. Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology* (2<sup>nd</sup> ed). OUP

<b>Unit-1: Introduction: Knowledge of Language, Variation, Language and Society, Sociolinguistics and the sociology of language, Methodological Concerns; Languages and Community: Language, Dialects and Varieties, Pidgins and Creoles, Codes, Speech Communities, Monolingualism and Multilingualism</b>
<b>Unit-2: Language Attitudes: Semantic Shift, Semantic Derogation, Linguistic Relativism, Language Choice and Code-Switching, Variation Studies:NewYork Sity: William Labov Norwich Study: Peter Trudgill</b>
<b>Unit-3: Gender and Language Use: Women’s and Men’s Language, Gender in Interaction Gender and Politeness, Contextualised Approaches, Performance and Performativity; Language Contact: Dialect levelling, Lingua Franca, Vernacularisation, Creolisation</b>



**Real Time, Apparent Time**

**Unit-4: Bilingualism and Language Standardization: On defining Bilingualism, Becoming a Bilingual, Being a bilingual, Functioning as a Bilingual, Consequences of Bilingualism, The need for Standardization, The Process of Standardization, The Consequences of Standardization, A Socio-ethical critique of Standardization**

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Research Methodology</b>			
<b>Course Code</b>	<b>MAEN6008</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of Research</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective of the course is to enable the student:

1. To acquaint the students with the growth and development of English literature.
2. To acquaint the students with major authors, works, genre, movements and literary terms in English literature.
3. Familiarise students with prominent writers of English literature.
4. Acquaint the students with diversity in literature, based on race, ethnicity, economic status, and gender across historical periods.
5. To develop analytical skills and critical thinking through reading and comparing the important texts.
6. Enhance linguistic competency.

**Course Outcomes:**

<b>CO1</b>	<b>Understand basic concepts of research and its methodologies</b>
<b>CO2</b>	<b>Understand various methodological tools for social scientific research</b>
<b>CO3</b>	<b>Collect, analyze and interpret research data</b>
<b>CO4</b>	<b>Define appropriate research problem and its parameters</b>
<b>CO5</b>	<b>Organize and conduct a scientific research in a more appropriate manner</b>

**Text Book (s):**

1. Alan Bryman. Research Methodology for Language and Literature. Oxford University Press.
2. MLA Handbook for Writers of Research Paper 8th Edition. Modern Language Association of America, New York, 2016.
3. D. Nunan. Research Methods in Language Learning. Cambridge University Press.

**Reference Book (s):**

1. L. F. Bachman. Statistical Analysis for Language Assessment. Cambridge University Press.
2. O. R. Krishnaswamy and M. Rangnatham. Methodology of Research in Social Sciences. Himalaya publication House

<b>Unit-1</b>
<b>Foundation of Research (meaning, scope and limitations), Types (Qualitative and Quantitative Research; Content Analysis; Historical Analysis; Ethnographic Research; Experimental Method/Psychometric Study; Case Studies; Field Studies), Research ethics.</b>
<b>Unit-2</b>
<b>Planning of Research (The planning Process, Selection of a Problem for Research, Formulation of the Problems, Hypothesis Formation, Measurements, Research Design/Plan),</b>

<b>Sampling (sampling techniques or methods, sample size and errors), Data Collection (meaning, primary and secondary data, various methods of data collection)</b>
<b>Unit-3</b>
<b>Introduction to theoretical and statistical concepts: Theoretical Concepts (cotemporary critical theories), Statistical Concepts – (Mean, Standard Deviation, Variance; Standard Error; Frequency Distribution; Normal Distribution; Comparison of Means through T-Test, F-Test, Chi-Square Test, and Analysis of Variance (ANOVA) Correlation, Application and calculations through SPSS)</b>
<b>Unit-4</b>
<b>Report Writing (Planning, Drafting, Revising and Editing, Format and Structure), Review of Literature, Reference List Style (MLA and APA)</b>

#### Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Literature and Cinema</b>			
<b>Course Code</b>	<b>MAEN6009</b>			
<b>Prerequisite</b>	<b>Knowledge of background of film and literature</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** Upon completion of this course, students will be able to:

1. To become familiar with the difference between film and literary texts;
2. to become familiar with ways of "reading" films;
3. to become more skilled in discussing and evaluating movie and literary texts;
4. to develop greater skills in visual literacy;
5. to exam film as a reflection of cultures and periods of history;  
to increase your knowledge of film techniques and the grammar of film.

**Course Outcomes**

<b>CO1</b>	<b>Students will demonstrate an understanding of the elements involved in adapting texts to film</b>
<b>CO2</b>	<b>Students will demonstrate analytical skills in visual literacy and reading filmed texts</b>
<b>CO3</b>	<b>Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts</b>
<b>CO4</b>	<b>Students will participate in a “community” interested in discussing/analyzing films beyond the surface level of narrative or character</b>
<b>CO5</b>	<b>Come to conclusions about the roles of film, art, and literature in society and determine their responsibilities to society and to each other</b>

**Text Book (s)**

1. Robert Stam, “Beyond Fidelity: The Dialogics of Adaptation”
2. Screening: Adaptation, Dir. Spike Jonze (2002, 114 min.)
3. Read: Dudley Andrew, “Adaptation” (e) Discussion
4. Leitch, Thomas. “Twelve Fallacies in Contemporary Adaptation Theory.” Criticism 45.2 (2003): 149-171.
5. Chatman, Seymour. “What Novels Can Do That Films Can’t (and Vice Versa).” [1980]. Critical Inquiry 7.1 (1980): 121-140.
6. Read: William Shakespeare, Macbeth
7. Screening: Throne of Blood, Dir. Akira Kurosawa (1957, 105 min.) Discussion
8. Read: the Great Gatsby
9. Screening: The Great Gatsby, Dir. Baz Luhrman (2014, 143 min.) Discussion
10. Read: Pinjar
11. Screening: Pinjar, Dir. Chandraprakash Dwivedi (2003, 188 min.) Discussion

- 12. Read: Pather Panchali
- 13. Screening: Pather Panchali. Dir. Satyajit Ray (1955, 120 min.) Discussion

<b>Unit-1</b>
<b>Robert Stam, “Beyond Fidelity: The Dialogics of Adaptation” ; Screening: Adaptation, Dir. Spike Jonze (2002, 114 min.); Read: Dudley Andrew, “Adaptation” (e) Discussion . Chatman, Seymour. “What Novels Can Do That Films Can’t (and Vice Versa).” [1980]. Critical Inquiry 7.1 (1980): 121-140. Leitch, Thomas. “Twelve Fallacies in Contemporary Adaptation Theory.” Criticism 45.2 (2003): 149-171. Chatman, Seymour. “What Novels Can Do That Films Can’t (and Vice Versa).” [1980]. Critical Inquiry 7.1 (1980): 121-140. Read: William Shakespeare, Macbeth; Screening: Throne of Blood, Dir. Akira Kurosawa (1957, 105 min.); Read: the Great Gatsby</b>
<b>Unit-2</b>
<b>Read: the Great Gatsby; Screening: The Great Gatsby, Dir. Baz Luhrman (2014, 143 min.)</b>
<b>Unit-3</b>
<b>Read: Pinjar; Screening: Pinjar, Dir. Chandraprakash Dwivedi (2003, 188 min.)</b>
<b>Unit-4</b>
<b>Read: Pather Panchali; Screening: Pather Panchali, Dir. Satyajit Ray (1955,120 mins.)</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Visual Arts</b>			
<b>Course Code</b>	<b>MAEN6010</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

1. Produce creative works that demonstrate innovation in concepts, formal language and/or materials.
2. Describe, analyze and interpret created artwork.
3. Recognize elements of design in works of art.
4. Analyze, interpret and evaluate the form and content of works of art.

**Course Outcomes**

<b>CO1</b>	<b>Students will be able to use a variety of brainstorming techniques to generate novel ideas of value to solve problems.</b>
<b>CO2</b>	<b>Students will be able to use develop ideas that are relevant and responsive to the world around them.</b>
<b>CO3</b>	<b>Students will be able to clearly communicate the content, context, and process of their work visually, orally and in writing.</b>
<b>CO4</b>	<b>Students will have sufficient mastery of one or more media to complete the technical and formal challenges pertinent to a body of original work.</b>
<b>CO5</b>	<b>Students will demonstrate behaviors, such as curiosity, initiative, and persistence, that will help them engage with the world in productive ways.</b>

**Text Book (s):**

1. Borris Ford. *Pelican Guide to English Literature: Vol. 1-9*. Penguin. (Ch. 1 & 2)
2. Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge.
3. J.R. Cuddon. *Dictionary of Literary Terms and Literary Theory*. Penguin.

<b>Unit-1: Leonardo da Vinci, Michelangelo</b>
<b>Unit-2: Caravaggio, Bernini</b>
<b>Unit-3: Hogarth</b>
<b>Unit-4: Constable, Turner</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Second Language Acquisition</b>			
<b>Course Code</b>	<b>MAEN6011</b>			
<b>Prerequisite</b>	<b>Basic knowledge of Learning and Acquisition</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The objective of the course is to:

1. Understand the issues and problems in current SLA research and theory
2. Understand how the field of SLA has developed historically, as well as current research trends
3. be able to analyze second language learner data from multiple perspectives
4. Understand the terminology and important figures, and important studies in SLA
5. Understand the connection between SLA theories/research and teaching/other-language related activities
6. Develop your own theory of SLA (or identify the kind of theory you most identify with)
7. to understand basic ideas of SLA research articles

**Course Outcomes**

<b>CO1</b>	<b>Identify major issues in current SLA research and theory</b>
<b>CO2</b>	<b>Discuss problems and challenges in current research and theory</b>
<b>CO3</b>	<b>6. Describe how the field developed historically, including major trends in research/theories, major figures)</b>
<b>CO4</b>	<b>Summarize the important studies and basic ideas of research studies</b>
<b>CO5</b>	<b>Formulate questions about aspects of research articles and theories that you do not understand</b>

**Text Book (s):** Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press)

<b>Unit-1: Introduction: What is Acquisition, The Study of Language Acquisition, Corpus Lingua and SLA, Three Approaches to Method, The Nature of Language, The Nature of Non-native Speaker Language; SLA and Related Disciplines: First Language Acquisition Bilingual Acquisition, Third Language Acquisition, Multilingualism, Foreign Language</b>
<b>Unit-2: SLA Theory: Five Hypotheses about SLA, The Acquisition Learning distinction The Natural Order Hypotheses, The Monitor Hypotheses, The Input Hypotheses, The Affective Filter Hypotheses, The Causative Variable in SLA</b>
<b>Unit-3: Providing Input for Acquisition: The Potential of Second Language Classroom Limitations of the Classroom, The Role of Output, Characteristics of Optimal Input, The Role of Grammar, or Putting Grammar in its Place: The Place of Grammar, Grammar for Monitor</b>

**Use, The Effects of Learning: Accuracy of Self Correction, Effects of Conscious Rules**

**Unit-4: Approaches to Language Teaching: Present-day Teaching Methods, Grammar-translation, Audio-lingualism, Cognitive-Code, The Direct Method, The natural Approach**

**Total Physical Response, Suggestopedia**

#### **Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



<b>Name of The Course</b>	<b>PHONETICS AND PHONOLOGY</b>			
<b>Course Code</b>	<b>MAEN6012</b>			
<b>Prerequisite</b>	<b>Understanding of the basics of Pronunciation of English language</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The objective of the course is to:

1. Establish foundations in the major areas on phonetics and spoken English (articulatory and acoustic phonetics, segmental and non-linear phonology, and the phonetics-phonology interface)
2. Develop an understanding of the various sounds used in English (RP)
3. Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics, phonemic analysis, constituency and tonal phonology
4. Consider in a rigorous way what goes into an explanation in phonetics and phonology
5. Aware the students about the transcription of words for clear pronunciation

#### Course Outcomes

<b>CO1</b>	<b>Improve their pronunciation and accent in English</b>
<b>CO2</b>	<b>Recognize various vowel and consonant sounds</b>
<b>CO3</b>	<b>Recognize the pronunciation of words by looking in the dictionary</b>
<b>CO4</b>	<b>Transcribe the spoken data phonemically and phonetically</b>
<b>CO5</b>	<b>Aware of the fundamental theories related to phonetics and phonology</b>

#### Text Book (s):

Sethi, J & P. V. Dhamija. (2006). *A Course in Phonetics and Spoken English* (2nd ed.). New Delhi: Prentice Hall.

#### Reference Book (s):

1. Kreidler, Charles W. (1997). *Describing Spoken English: An Introduction*. USA & Canada: Routledge.
2. McMahon, April. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press

<b>Unit-1 Phonetics: An Introduction, Organ of Speech, Production of Speech Sound, Vowel and consonant; The description and classification of Speech sounds: The description and classification of consonants and Vowels</b>
<b>Unit-2 Phonology: An Introduction, What is phonology, Phonology vs Phonetics, International Phonetic Alphabets, Concept of Phoneme and Allophone, Phonemic Transcription</b>
<b>Unit-3 Syllables: Introduction, Syllabic Consonants, Consonant clusters, Onset, Nucleus, and Coda, Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences</b>
<b>Unit-4 Stress: Paralanguage, Pitch, Rhythm: Stress-timed Rhythm, Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences</b>

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks			
20	30	50	100			
Name of The Course	British Literature IV					
Course Code	MAEN6015					
Prerequisite	Understanding of English language and literature					
Corequisite						
Antirequisite						
			L	T	P	C
			4	0	0	4

**Course Objectives:** The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

#### Course Outcomes

CO1	Recognize the major literary trends of the period
CO2	Understand a literary text in its social, political and cultural context
CO3	Understand the nuances of literary language and changes in style
CO4	Understand the contribution of writers in the development of English literature
CO5	Understand various literary terms and forms

#### Reference Book (s):

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Peter Child. *Modernism*. Routledge.
3. George Walter. *The Penguin Book of the First World War Poetry*. Penguin Books.
4. Cleanth Brooks. *Modern Poetry and Tradition*. University of Carolina Press.
5. John Smart. *Twentieth-Century British Drama*. Cambridge University Press.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf.
7. J. Styan. *Modern Drama in Theory and Practice: Volume 2, Symbolism, Surrealism and the Absurd*. Cambridge University Press.
8. Neil Cornwell. *The Absurd in Literature*. Manchester University Press.

9. Michael Y Bennett. *Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. Palgrave Macmillan.
10. Robert Humphrey. *Stream of Consciousness in the Modern Novel*. University of California Press.
11. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
12. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
13. David Daiches. *A Critical History of English Literature*. Allied Publishers.
14. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
15. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

<b>Unit-1: Historical background to the literature from 1890; Thomas Hardy: <i>The Darkling Thrush</i>; W B Yeats: <i>Byzantium, Sailing to Byzantium</i></b>
<b>Unit-2: T S Eliot: <i>The Waste Land</i>; W H Auden: <i>In Memory of W. B. Yeats</i>; Dylan Thomas: <i>Fern Hill</i>; Wilfred Owen: <i>Apologia Pro Poemate Moe</i>; Rupert Brook: <i>The Soldier</i></b>
<b>Unit-3: Virginia Woolf: <i>To the Lighthouse</i>*; Joseph Conrad: <i>Lord Jim</i>*; James Joyce: <i>Portrait of an Artist as a Young Man</i>*</b>
<b>Unit-4: G B Shaw: <i>Candida</i>; Samuel Beckett: <i>Waiting for Godot</i>; Harold Pinter: <i>The Birthday Party</i>*</b>
<b>* For non-detailed study</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

**Department of English Program:**

**B.A. (Hons) English**

**Scheme: 2018 – 2021**

## Curriculum

Semester I									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BAEN1009	History of English Literature	4	0	0	4	20	30	50
2	BAEN1010	British Literature I	4	0	0	4	20	30	50
3	BAEN1011	Introduction to Linguistics	4	0	0	4	20	30	50
4	CSCL1001	Computer Application	2	0	0	2	20	30	50
5	CSCL1002	Lab Computer Application	0	0	2	1	50	0	50
6	CENG1001	Communicative English- I	3	0	0	3	20	30	50
7	CENG1002	Lab Communicative English-I	0	0	2	1	50	0	50
8		Generic Elective Group 1	4	0	0	4	20	30	50
		<b>Total</b>	<b>20</b>	<b>0</b>	<b>4</b>	<b>22</b>			
Semester II									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN1016	Shakespeare	4	0	0	4	20	30	50
	BAEN1017	From Chaucer to Modern Age	4	0	0	4	20	30	50
	BAEN1018	Introduction to Theatre	4	0	0	4	20	30	50
	BAEN1019	English for Civil Services	0	0	2	1	50	0	50
	CENG1003	Communicative English –II	3	0	0	3	20	30	50
	CENG1004	Lab Communicative English –II	0	0	2	1	50	0	50
	SLIS1002	Introduction to Statistics	2	0	0	2	20	30	50
	SLSP1002	Lab Statistical Packages	0	0	2	1	50	0	50
	FREN1003 GERN1003 JAPA1003	French-I German-I Japanese-I	3	0	0	3	20	30	50
		Generic Elective Group 2	4	0	0	4	20	30	50
		<b>Total</b>	<b>24</b>	<b>0</b>	<b>6</b>	<b>27</b>			

Semester III									
SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN2018	British Literature II	4	0	0	4	20	30	50
	BAEN2019	American Literature	4	0	0	4	20	30	50
	BAEN2020/ BAEN2021	The Structure of English Language/Introduction to Sociolinguistics	4	0	0	4	20	30	50
	BAEN2011	PBL – ENG SEM III	0	0	2	1	50	0	50
	FREN2001 GERN2001 JAPA2001	French-II German-II Japanese-II	3	0	0	3			
		Generic Elective Group 3	4	0	0	4	20	30	50
		Generic Elective Group 4	4	0	0	4	20	30	50
	UHVE1001	Universal Human Values and Ethics	0	0	2	2			
		<b>Total</b>	23	0	4	26			
Semester IV									
SI No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN2022	Phonetics and Spoken English	4	0	0	4	20	30	50
	BAEN2023	Post -Colonial Literature	4	0	0	4	20	30	50
	BAEN2024	Literary Criticism	4	0	0	4	20	30	50
	BAEN2015	PBL – SEM IV	0	0	2	1	50	0	50
	BAEN2026/BAEN2027	Core Elective-1	4	0	0	4	20	30	50
	ENVS1001	Energy and Environmental Studies	3	0	0	3			
		Generic Elective Group 5	4	0	0	4	20	30	50
		Generic Elective Group 6	4	0	0	4	20	30	50
		<b>Total</b>	27	0	2	28			

Semester V									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN3012	British Literature III	4	0	0	4	20	30	50
	BAEN3025	Research Methodology	4	0	0	4	20	30	50
	BAEN3014	Literary Theory	4	0	0	4	20	30	50
	BAEN3022	Introduction to Semantics	4	0	0	4	20	30	50
	BAEN3016	PBL – SEM V	0	0	2	1	50	0	50
	BAEN3022/ BAEN3023	Core Elective- 2	4	0	0	4	20	30	50
		<b>Total</b>	20	0	2	21			
Semester VI									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN3019	Translation: Theory and Practices	4	0	0	4	20	30	50
	BAEN3024/ BAEN3021	Core Elective 1.3	4	0	0	4	20	30	50
	BAEN9999	Major Graduate Thesis	0	2	0	8	50	0	50
		<b>Total</b>							

## List of Electives

## Basket-1

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
	BAEN2020	The Structure of English	4	0	0	4	20	30	50
	BAEN2021	Introduction to Sociolinguistics	4	0	0	4	20	30	50
	BAEN2026	Women's Writing in English	4	0	0	4	20	30	50
	BAEN2027	Indian Writing in English	4	0	0	4	20	30	50
	BAEN3022	Introduction to Morphology	4	0	0	4	20	30	50
	BAEN3023	Language, Society and Culture	4	0	0	4	20	30	50
	BAEN3024	New Literature in English	4	0	0	4	20	30	50
	BAEN3021	Modern European Drama	4	0	0	4	20	30	50

Detailed Syllabus

<b>Name of The Course</b>	History of English Literature			
<b>Course Code</b>	BAEN1009			
<b>Prerequisite</b>	Understanding of the basics of English language and literature			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

The objective of the course is to enable the student:

1. To acquaint the students with the growth and development of English literature.
2. To acquaint the students with major authors, works, genre, movements and literary terms in English literature.
3. Familiarise students with prominent writers of English literature.
4. Acquaint the students with diversity in literature, based on race, ethnicity, economic status, and gender across historical periods.
5. To develop analytical skills and critical thinking through reading and comparing the important texts.
6. Enhance linguistic competency.

Course Outcomes

<b>CO1</b>	Have an understanding of English literature.
<b>CO2</b>	Understand the major movements and trends in English Literature.
<b>CO3</b>	Recognize the major authors and their representative works
<b>CO4</b>	Appreciate the contribution of major authors to the development of English literature.
<b>CO5</b>	Know the influence of major social and political events on the literature of the period.

Text Book (s)

David Daiches. *A Critical History of English Literature - Volume 1 and 2*. Allied Publication.

Andrew Sanders. *A Short Oxford History of English Literature*. OUP.

M.H. Abraham. *A Glossary of Literary Terms*. Cenage India Pvt. Ltd.

Reference Book (s)

Borris Ford. *Pelican Guide to English Literature: Vol. 1-9*. Penguin. (Ch. 1 & 2)

Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge.

J.R. Cuddon. *Dictionary of Literary Terms and Literary Theory*. Penguin.

<b>Unit-1</b>
An introduction to the history of English literature (from Chaucer to the Renaissance)
<b>Unit-2</b>
An introduction to the history of English literature (from Enlightenment to the Romantic)



<b>Unit-3</b> An introduction to the history of English literature (from Victorian Age to the Post Modern age)
<b>Unit-4</b> Poetry (ballad, epic, lyric, ode, elegy, sonnet, dramatic monologue), Drama (mystery / miracle plays, morality play, tragedy, comedy, tragic-comedy, chronicle play, masque, comedy of humours, melodrama, comedy of menace), Prose, Novel (Epistolary, gothic, picaresque, stream of consciousness), Stanza forms (blank verse, heroic couplet, rhyme royal, quatrain, terza rima, ottava rima, spencerian stanza, ballad stanza), Figures of Speech, Meter, rhyme

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>British Literature I</b>			
<b>Course Code</b>	BAEN1010			
<b>Prerequisite</b>	Understanding of the basics of English language and literature			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:**

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Outcomes

<b>CO1</b>	Recognize the major literary trends of the period
<b>CO2</b>	Understand a literary text in its social, political and cultural context
<b>CO3</b>	Understand the nuances of literary language and changes in style
<b>CO4</b>	Understand the contribution of writers in the development of English literature
<b>CO5</b>	Understand various literary terms and forms

Text Book (s)

1. Norton Anthology of English Literature. Vol. 1
2. Sukanta Chaudhuri. Ed. *Bacon’s Essays: A Selection*. OUP.
3. Prof Peter Alexander. Ed. *The Complete Works of Shakespeare*. Collins

Reference Book (s)

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Allardyce Nicoll. *British Drama*. Barnes and Noble.
3. MC Bradbrook. *Themes and Conventions of Elizabethan Theatre*. Cambridge University Press.
4. AC Bradley. *Shakespearean Tragedy*. London: Penguin.
5. David Daiches. *A Critical History of English Literature*. Allied Publishers.
6. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

**Course Content:**

<b>Unit-1</b>
Historical background to the literature from 1340 to 1660 Chaucer Pardoner’s Tale

<p><b>Unit-2</b>                  Shakespeare: Sonnet 130 (My Mistress' Eyes are Nothing Like the Sun) John Milton: The Paradise Lost (Line 1-26), John Donne: Valediction Forbidding Mourning Andrew Marvell: To His Coy Mistress</p>
<p><b>Unit-3</b>                  Bacon: Of Studies, Of Great Place Shakespeare: As You Like It*</p>
<p><b>Unit-4</b>                  Shakespeare: Macbeth</p>
<p>*Not for detailed study</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Introduction to Linguistics			
<b>Course Code</b>	BAEN1011			
<b>Prerequisite</b>	Understanding of English language			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

1. Understand the origins, structure and development of language
2. Understand the application of language in the areas of humanistic and scientific knowledge.
3. Understand the general characteristic of the structure of language, its phonological sound system, word structure
4. Aware the students how to use language in written and spoken discourse
5. Understand the terminology used to describe and analyze the structure and systems of language.
6. Understand basic principles of linguistic theory.

**Course Outcomes**

<b>CO1</b>	Know the origin and the development of language
<b>CO2</b>	Understand the dynamics of language and its usage.
<b>CO3</b>	Know various components of language for correct usage
<b>CO4</b>	Know and analyse the structure of sentence
<b>CO5</b>	Understand the theories related to language

**Text Book (s)**

Fromkin, V., Rodman, R., Hyams, H. *An Introduction to Language (9 th ed)*. Wadsworth Cengage Learning.  
 Yule, George. *The study of Language (3rd ed)*. Cambridge University Press.

**Reference Book (s)**

Jeffries, Lesley. *Discovering Language: The Structure of Modern English*. Palgrave Macmillan.

<b>Unit-1</b> <b>What is language:</b> Introduction, Origin of Language, Characteristics of Language: Animal and Human language, What is Linguistics: Definition, Linguistics as a Science, Scope and Linguistics, Levels of Linguistic Analysis, Branches of Linguistics
<b>Unit-2</b> <b>Fundamental Concepts in Linguistics:</b> Background, Langue and Parole, Competence and Performance, Syntagm and Paradigm, Descriptive and Prescriptive, Synchronic and Diachronic
<b>Unit-3</b> Morphology: Introduction to Etymology, Concept of Morpheme, Allomorph, Types of words, Root, stem and node, Processes of Word formation: Affixation, Back Formation, clipping, Blending, Antonomasia

**Unit-4**

**Language and society:** Language and Dialect, Caste and Class Dialect, Pidgin and Creole; Isogloss, Sociolinguistic Domain, Language Standardization, Varieties of English

**Language and Meaning:** Meaning: Denotative, Connotative, Social, Thematic, Lexical and Grammatical Meaning, Semantic and Pragmatic Meaning, Sense and Reference

## Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Shakespeare			
<b>Course Code</b>	BAEN1016			
<b>Prerequisite</b>	Basic proficiency of English language.			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

1. Evolution of theatrical practices since Greek theatre
2. The life and socio-cultural and historical background of Shakespeare.
3. Various literary devices used by Shakespeare in his plays.
4. Plays and Sonnets of Shakespeare.
5. Various approaches to the critical study of Shakespeare.

**Course Outcomes**

<b>CO1</b>	Understand the basic concepts of Shakespearean drama and poetry
<b>CO2</b>	Identify various literary devices in the works of Shakespeare
<b>CO3</b>	Explain the evolution of theatre and drama since Greek Age
<b>CO4</b>	Interpret the sonnets of Shakespeare
<b>CO5</b>	Evaluate the socio-cultural and historical background of the works of Shakespeare

**Text Books:**

1. William Shakespeare: Complete Works edited by Jonathan Bate and Eric Rasmussen. London: Penguin, 2007.
2. Romeo and Juliet (Arden Edition)
3. Othello (Arden Edition)
4. Tempest (Arden Edition)
5. Shakespeare's Sonnets (Arden Edition)

**Reference Books:**

1. William Shakespeare: his world, his work, his influence by John F. Andrews, ed. New York: Scribner, 1985. 3 volumes.
2. The Oxford Companion to Shakespeare by Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001.
3. A Companion to Shakespeare's works by Richard Dutton and Jean E. Howard, eds. Malden, MA: Blackwell Publishing, 2000.
4. Shakespearean Criticism by Detroit, MI: Gale Research, 1984-
5. A Companion to Shakespeare by David Scott Kastan, ed. Malden, MA: Blackwell Publishing, 1999.
6. Longman Guide to Shakespeare's Characters: a who's who of Shakespeare by Kenneth McLeish. Burnt Mill, Harlow, Essex, UK: Longman, 1985.

7. The Cambridge Companion to Shakespeare by Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

**Course Content:**

<p><b>Unit-1</b> Origins and Definition of Theatre; Origins and Definition of Tragedy and Comedy; Aristotle on Tragedy and Comedy; Greek and Roman Theatre; State of Theatre in Europe; English Theatre: Origins and Development till Shakespeare; English Playhouses: Theatre, Globe, Swan, Blackfriars, etc. English Theatre till Shakespeare: Characteristic features; Key Terms used in Theatre; Theatre: Performative Aspects; Masques and Theatre: A Comparison, Shakespeare's Life and Works; Shakespeare's Contemporaries; Language of Shakespeare; Shakespeare's contribution to English Theatre; Shakespeare's History Plays: An overview, Shakespeare's Tragedies: An overview. Shakespeare's Comedies: An overview. Shakespeare's Tragicomedies: An overview, Shakespeare's Problem Plays: An overview, Objections to Shakespeare's stagecraft by critics Replies to such objections by Johnson. Shakespeare's <i>Romeo and Juliet</i></p>
<p><b>Unit-2</b> Shakespeare's <i>Othello</i></p>
<p><b>Unit-3</b> Shakespeare's <i>Tempest</i></p>
<p><b>Unit-4</b> Sonnets: An overview. Shakespeare's Sonnets: An overview. Reading of Selected Sonnets by Shakespeare. Critical analysis of Shakespeare's Sonnets. Legacy of Shakespeare</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>From Chaucer to Modern Age</b>			
<b>Course Code</b>	BAEN1017			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements
3. Understand major literary trends over the period
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes**

<b>CO1</b>	Recognize the major literary trends of the period
<b>CO2</b>	Understand a literary text in its social, political and cultural context
<b>CO3</b>	Understand the nuances of literary language and changes in style
<b>CO4</b>	Understand the contribution of writers in the development of English literature
<b>CO5</b>	Understand various literary terms and forms

## Text Book (s)

Norton Anthology of English Literature, Vol.1 & 2.

## Reference Book (s)

Andrew Sanders. *The Short Oxford History of English Literature*. OUP

M.H. Abrahm. *A Glossary of Literary Terms*. Cineage Publication Pvt. Ltd.

Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.

Allardyce Nicoll. *History of Drama*, Vol. 1 & 2. Cambridge.

John Smart. *Twentieth-Century British Drama*. Cambridge University Press.

Arnold Kettle. *An Introduction to English Novels*. Routledge.

Hugh Walker. *English Essays and Essayists*. Hardpress Publishing.

Borris Ford. *Pelican Guide to English Literature*, Vol. 1 to 8. Penguin.

**Course Content:**



<p><b>Unit-1</b>  <b>Chaucer to Milton (1340-1660), Social and Literary background Poetry:</b> Chaucer: General Prologue (Character of Knight and Wife of Bath) Milton: Invocation to Muse,]Donne: Valedictions Forbidding Mourning <b>Prose:</b> Bacon: Of Studies</p> <p>*Selected text</p>
<p><b>Unit-2</b>  <b>Dryden to Blake (1660-1798) Social and Literary background</b>  <b>Poetry:</b> Pope: Rape of the Lock (Excerpts from Canto I),Blake: The Tyger, The Lamb  <b>Prose:</b> Addison: Sir Roger at Church  <b>Fiction:</b> Fielding: Joseph Andrews</p> <p>*Selected text</p>
<p><b>Unit-3</b>  <b>Wordsworth to Hardy (1798-1890) Social and Literary background Poetry:</b> William Wordsworth: Solitary Reaper, John Keats: Ode on Grecian Urn Lord Alfred Tennyson: Ulysses  <b>Prose:</b> Charles Lamb: Dream Children  <b>Fiction:</b> Charles Dickens: Great Expectations</p> <p>*Selected text</p>
<p><b>Unit-4</b>  <b>Modern Age (1890-1945) Social and Literary background</b>  <b>Poetry:</b> W B Yeats: Sailing to Byzantium, T S Eliot: Love Song of J Alfred Prufrock  <b>Fiction:</b> D H Lawrence: Sons and Lover  <b>Drama:</b> G B Shaw: Arms and the Man</p> <p>*Selected text</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Introduction to Theatre</b>			
<b>Course Code</b>	<b>BAEN1018</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objective:**

1. Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
2. Demonstrate knowledge of theatre and dance history and literature and draw connections between theatrical practices and social contexts in both modern and premodern periods.
3. To acquaint the students with a well-established and comprehensive analysis and discussion about the development of modern drama
4. It focuses on different examples of drama in reference to theoretical perspectives and historical and political aspects of the art of drama.
5. To enable the student to analyse and analyse the language of Drama.
6. To develop in the student the ability to comprehend and criticise the development of drama in the European tradition.

**Course Outcome:**

<b>CO1</b>	Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today
<b>CO2</b>	Analyze, and interpret texts and performances both in writing and orally.
<b>CO3</b>	Draw connections between theatrical practices and social contexts in both ancient and modern periods.
<b>CO4</b>	Demonstrate the ability to draw informed connections between the theatre and other fields of inquiry.
<b>CO5</b>	Develop and apply research skills in writing about dramatic texts and theatrical productions in relation to social, artistic, and intellectual contexts.

**Text Book (s)**

1. Sophocles Oedipus the King, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
2. AbhijnanaShakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).
3. Eugene Ionesco, Rhinoceros, (New Delhi: Penguin, 1989).
4. Dharamveer Bharati AndhaYug, tr. Alok Bhalla (New Delhi: OUP, 2009).

**Reference Book (s)**

1. Plato, The Republic, Book X, tr. Desmond Lee
2. Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
3. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in Brecht on Theatre: The Development of an Aesthetic, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

<b>Unit-1</b> <b>Ancient Greek Theatre:</b> Oedipus the King
<b>Unit-2</b> <b>Indian Classical Drama:</b> Abhijanshakuntalam
<b>Unit-3</b> <b>Modern European Drama:</b> Rhinoceros
<b>Unit-4</b> <b>Modern Indian Theater:</b> AndhaYug

## Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	<b>Indian Literature in Translation</b>			
<b>Course Code</b>	<b>SLIL1002</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:**

Through the course, the student should be able to - imbibe ethical, moral, national and cultural values through various forms of literature.

During the course, the student should be enabled to write an original, dialogue, story one-act play, poems etc

**Course Outcomes**

<b>CO1</b>	Know the major genres of the literature.
<b>CO2</b>	Understand major literary trends over the period
<b>CO3</b>	Understand the contribution of writers in the development of literature in translation.
<b>CO4</b>	Understand the impact of various literary and social movements on society and vice versa
<b>CO5</b>	Understand the literary text in its social, political and cultural context

**Text Books:**

Selected songs of Mirabai/ Selected couplets of Kabir

Godan

Our Favorite Indian Stories. Khushwant Singh and Neelam Kumar (Eds). Delhi: Jaico,2002

Silence! The Court Is in Session/Tughlaq

**Reference Book (s)**

1. Devy, G. N. After Amnesia: Tradition and Change in Indian Literary Criticism, 1992.
2. Gopal, Priyamvada. Indian English Novel: Nation, History and Narration
3. Iyenger, K. R. Srinivasa. Indian Writing in English.
4. King, Bruce. Modern Indian Poetry in English.
5. Naik, M. K. A History of Indian English Literature.

<b>Unit-1</b> Selected songs of Mirabai
<b>Unit-2</b> Godaan
<b>Unit-3</b> Our Favourite Indian Stories. Khushwant Singh and Neelam Kumar (Eds).

<b>Unit-4</b> Silence! The Court Is in Session/Tughlaq

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	<b>British Literature II</b>			
<b>Course Code</b>	BAEN 2018			
<b>Prerequisite</b>	Understanding of the basics of English language and literature			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:**

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of 16th and 17th century
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

**Course Outcomes**

<b>CO1</b>	Recognize the major literary trends of the period
<b>CO2</b>	Understand a literary text in its social, political and cultural context
<b>CO3</b>	Understand the nuances of literary language and changes in style
<b>CO4</b>	Understand the contribution of writers in the development of English literature
<b>CO5</b>	Understand various literary terms and forms

**Text Book (s)**

1. Norton Anthology of English Literature, Vol.1 & 2. Charles Dickens. Great Expectations. Penguin. Thomas Hardy. Tess of D'urberville. Penguin.
2. Reference Book (s)
3. Andrew Sanders: The Short Oxford History of English Literature Norton Anthology of English Literature, Vol. 2.
4. M.H. Abrams: A Glossary of Literary Terms
5. C. M. Bowra. The Romantic Imagination. Oxford University Press. Herbert Read. English Prose Style. Pantheon.
6. Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890. Longman.
7. E M Forster. Aspects of Novels. Penguin.
8. McCullough Bruce. Representative English Novels: Defoe to Conrad. Harper & Bros.

<b>Unit-1</b> Wordsworth: Tintern Abbey John, Lucy Poem, Keats: Ode to Nightingale P B Shelley: Ode to West Wind Lord George Gordon Noel Byron: Childe Harold (Canto III) (Verses 36-45)

<p><b>Unit-2</b>                  Tennyson: Break Break Break Browning: My Last Duchess                  Matthew Arnold: Dover Beach</p>
<p><b>Unit-3</b>                  Charles Lamb: Christ Hospital                  William Hazlitt: The Fight</p>
<p><b>Unit-4</b>                  Charles Dickens: Great Expectation*                  Thomas Hardy: Tess of D'urberville*                  * <b>Not for detailed study</b></p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>American Literature</b>			
<b>Course Code</b>	BAEN2019			
<b>Prerequisite</b>	Understanding of English language			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

Introduce students to the historical background of America: discovery, colonization, slavery, independence struggle

Explain to the students the inherent contradiction between the foundational principles codified in the declaration of Independence and the continuation of the institution of slavery.

Explain to the students the attempts to construct a unique national identity by the Americans and the introduction of new concepts such as the American Dream, New World, and Free Nation etc.

Introduce students to the life and works of American authors.

Introduce students to the development and adaptation of various genres, forms, literary devices, and styles by the American authors.

Explain to the students the unique adaptation of the genre of adventure tales to the American landscape and a sense of amazement associated with the uncharted territories of the “Wild West”.

**Course Outcomes**

<b>CO1</b>	Understand the historical background of America
<b>CO2</b>	Explain the struggle for American independence, the contradiction between the foundational principles codified in the declaration of Independence and the continuation of the institution of slavery
<b>CO3</b>	Explain the process of identity formation of the Americans and concepts such as the American Dream, New World, and Free Nation etc.
<b>CO4</b>	Explain the development and adaptation of various genres, forms, literary devices, and styles by the American authors
<b>CO5</b>	Explain the adaptation of various genres to the American landscape

**Text Book (s)**

Emerson: ‘The American Scholar’

Thoreau: ‘Civil Disobedience’

Whitman: Leaves of Grass. Signet.

Twain: Huckleberry Finn. Penguin.

Eugene O’Neil: Hairy Ape

<b>Unit-1</b>
Introduction to the Course, Background Information, Discovery of America, Colonial Period, Aborigines, Slavery, Declaration of Independence, War of Independence, Civil War, Civil Rights Movement, Emerson: ‘The American Scholar’
Thoreau: ‘Civil Disobedience’



<b>Unit-2</b> Eugene O’Neil: Hairy Ape
<b>Unit-3</b> Walt Whitman’s Leaves of Grass (Selections)\
<b>Unit-4</b> Mark Twain’s Adventures of Huckleberry Finn

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>The Structure of English</b>			
<b>Course Code</b>	<b>BAEN2020</b>			
<b>Prerequisite</b>	Understanding of the basics of English language			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

1. To sensitize the students about the grammaticality and acceptability of English
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.
5. Aware the students about the need of writing grammatically correct sentences
6. Make the students write error free documents

**Course Outcomes**

<b>CO1</b>	Know about acceptability of English as a global language
<b>CO2</b>	Understand various nuances of English grammar
<b>CO3</b>	Know correct use of various components of sentence
<b>CO4</b>	Identify common “Indianism” in the use of English
<b>CO5</b>	Speak and write grammatically correct English

**Text Book (s)**

1. Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge University Press.
2. Rozakis, Laurie E. (2003) *The Complete Idiot’s Guide to Grammar and Style*. USA: Alpha Publication.
3. Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan
4. An Introduction to Language (9 th ed). (Fromkin, V., Rodman, R., Hyams, H.) (Wadsworth•Cengage Learning 2011).

**Reference Book (s)**

1. Conrad, Susan, [Douglas Biber](#) & Geoffrey Leech (2002) *Longman Student Grammar of Spoken and Written English*. Longman (Pearson Education)

<b>Unit-1</b>
<b>Grammar:</b> An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language
<b>Phrase and Clauses:</b> Definition of Phrase, Types of Phrases, Definition of Clause, Types of clauses, Difference between Phrase, clause and Sentence
<b>Simple Sentence Patterns:</b> Subject and Predicate, Form and Function, Intransitive and Transitive Verbs

<p><b>Unit-2</b>  <b>Phrase and Sentence Structure:</b> Noun Phrase, Parts of a noun phrase, Modifiers of Noun Head, Verb Phrase, Prepositional Phrases, Sentence Analysis using tree diagram, Formal and Functional Analysis of Sentences  <b>Clause and Sentence Structure:</b> Nominative clause, Relative clause, To infinitive clause, - ing clause, -ed clause, Clause and ambiguity</p>
<p><b>Unit-3</b>  <b>Simple, Compound and complex sentences:</b> Simple sentence, Rules of Making simple, sentence, Subordinate clause and subordinating conjunction, Coordinate clause and coordinating conjunction, Transformation of simple, complex and compound sentence</p>
<p><b>Unit-4</b>  <b>Use of Modals and Conditionals:</b> Use of Modals, Different types of conditional sentences  <b>Use of Adverbials (Adverbs):</b> Use of Adverbials (Adverbs)</p>

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Introduction to Sociolinguistics</b>			
<b>Course Code</b>	<b>BAEN2021</b>			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

In this course, sociolinguistics is taught as a branch of linguistics that studies language in relation to society. In this sense, the language used tends to vary. Its variation is the result of many different factors such as religion, age, ethnicity, sex, etc. Thus, language used by men differs from that used by women and the language used by adults differs from that used by youngsters. It shows that the combination of these components bears influence on language acquisition and language use.

Course Outcomes

<b>CO1</b>	Knowledge and critical understanding of basic sociolinguistic terms and concepts, include accent, dialect, variety, and standardization.
<b>CO2</b>	Knowledge and critical understanding of the notions of speech events, communicative competence, and speech community
<b>CO3</b>	An awareness of how language variation and the related phenomenon of language choice signal the social identity of speakers and their social relationships, and how power relationships are reflected in language use.
<b>CO4</b>	An awareness of the links between language variation, language choice, and social context.
<b>CO5</b>	Familiarity with the main methods of sociolinguistic research.

Text Book (s)

1. Haspel, M., Andrea D. Sims. (2010) *Understanding Morphology* (2nd ed). Hodder Education, UK
2. Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology* (2<sup>nd</sup> ed). OUP
3. Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press

Reference Book (s)

Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English*  
PALGRAVE MACMILLAN

<b>Unit-1</b> Knowledge of Language, Variation, Language and Society, Sociolinguistics and the sociology of language, Methodological Concerns, Language, Dialects and Varieties, Pidgins and Creoles Codes, Speech Communities, Monolingualism and Multilingualism
<b>Unit-2</b> Semantic Shift, Semantic Derogation, <i>Linguistic Relativism, Language Choice and Code-Switching Variation Studies: New York City: William Labov, Norwich Study: Peter Trudgill, Women's and Men's Language, Gender in Interaction, Gender and Politeness, Contextualised Approaches Performance and Performativity</i>

<b>Unit-3</b>
<b>Dialect levelling, Lingua Franca, Vernacularisation, Creolisation, Real Time , Apparent Time</b>
<b>Unit-4</b>
<b>On defining Bilingualism, Becoming a Bilingual, Being a bilingual, Functioning as a Bilingual Consequences of Bilingualism, The need for Standardization, The Process of Standardization The Consequences of Standardization, A Socio-ethical critique of Standardization</b>

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Phonetics and Spoken English			
<b>Course Code</b>	BAEN2022			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** The objective of the course is to:

Understand and make a critical evaluation of the existing linguistic definition of the word. Distinguish between the different ways into which ‘word’ can be analysed in order to aid an understanding of its nature.  
 Establish foundations in the major areas on phonetics (articulatory and acoustic phonetics) Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics and phonemic ana  
 Course Outcomes

<b>CO1</b>	Understanding the diversity of morphological patterns related in human languages
<b>CO2</b>	English morphology in different domains effectively
<b>CO3</b>	Command on their pronunciation and accent in English
<b>CO4</b>	Transcribe the spoken data phonemically and phonetically
<b>CO5</b>	Understanding of the fundamental theories related to morphology and phonetics

**Text Book (s):** Sethi, J & P. V. Dhamija (2006) *A Course in Phonetics And Spoken English* (2<sup>nd</sup> ed.). New Delhi: Prentice Hall

**Reference Book (s):** Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press)

Kreidler, Charles W. (1997) *Describing Spoken English: An Introduction*. USA & Canada: Routledge.

**Course Content:**

<b>Unit-1 Introduction 8 hours</b>
Phonetics: An Introduction: Organ of Speech, Production of Speech Sound, Vowel and consonant, The description and classification of consonants, The description and classification of vowels
<b>Unit-2: Phonology:</b> An Introduction, What is phonology, Phonology vs Phonetics, International Phonetic Alphabets
Concept of Phoneme and Allophone, Phonemic Transcription
<b>Unit-3: Syllables</b>
Introduction, Syllabic Consonants, Consonant clusters, Noun phrases and noun compounds; Strong and weak syllable, Onset, Nucleus, and Coda, Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences
<b>Unit-4: Unit-5: Intonation</b>
Tone: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Post-Colonial Literature			
<b>Course Code</b>	BAEN2023			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** To introduce students to post-colonial critical practice and postcolonial theory in the global context.

The course focuses on texts written by authors who live in a country that was colonised, and who write in English.

To familiarize students with the connection between post-colonial studies and contemporary cultural theories.

To enable students to grasp the post-colonial condition in Africa and the Caribbean before and after the handover and in the current global context.

Make students aware of the theoretical and practical aspects of criticism and their use in literature.

To help the students develop an analytical bent of mind so that they can analyse and interpret texts.

### Course Outcomes

<b>CO1</b>	Make use of post-colonial critical concepts to analyze the current cultural, social and political condition in today's global context
<b>CO2</b>	Reorganize their critical knowledge of post-colonial criticism and other contemporary cultural theories and combine the conceptual links among them
<b>CO3</b>	Describe, analyze, answer, critique the specific meanings of the post-colonial condition
<b>CO4</b>	Know how race, class, gender, history, and identity are presented and problematised in the literary texts
<b>CO5</b>	Can discuss, and analyse colonial and postcolonial texts

### Text Book (s):

1. Fanon, Frantz. *The Wretched of the Earth*. Trans. Constance Farrington. New York: Grove Press, 1966.
2. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. St. Leonards: Allen & Unwin, 1998.
3. Achebe, Chinua. *Things Fall Apart*, Penguin UK, 2001.
4. Ngugi Wa Thiong'o *The Trial of Dedan Kimathi*, Waveland Pr Inc; Reissue edition (1 October 2013)
5. Ian Macdonald, *The Heinemann Book of Caribbean Poetry (Caribbean Writers Series)*, Heinemann International Literature & Textbooks, 1992.
6. Pablo Neruda. *Selected Poems of Pablo Neruda*, RHUK, 2012.

### Reference Book (s):

1. Selection from Ashcroft, Griffiths and Tiffin, *The Empire Writes Back* Ashcroft, Griffiths and Tiffin, *The Postcolonial Studies Reader*
2. Ashcroft, Bill et al. Eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998. Ahmad, Aijaz. *In Theory: Classes, Nations and Literature*. London: Verso, 1992.
3. Ngugi wa Thiong'o. *Moving the Centre: The Struggle for Cultural Freedoms*. London: James Currey, 1993.
4. Said, Edward. *Orientalism*. New York: Vintage, 1978.



<b>Unit-1 Introduction 8 hours</b>
Introduction to Postcolonial theory, Selected readings from Aimy Cesaire: selections
<b>Unit-2</b>
<b>Chinua Achebe's <i>Things Fall apart</i></b>
<b>Unit-3</b>
<b>Patric White: Mandala</b>
<b>Unit-4</b>
<b>Pablo Neruda's 'Poetry' , 'Tonight I can write,'</b>
<b>Derek Walcott's 'A Far Cry from Africa', 'Goats and Monkeys'</b>

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Literary Criticism			
<b>Course Code</b>	BAEN2024			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives

The primary objective for the course will be a clear understanding of important texts in the history of theory and criticism.

We won't be as focused on interpretation as on analysis and identifying key ideas.

We will be discussing their practical value for understanding historical attitudes toward literature, for clarifying current issues in literary theory, and for use in the classroom.

We will also examine how theory and criticism has shaped the discipline we study

Course Outcomes

<b>CO1</b>	Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
<b>CO2</b>	Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
<b>CO3</b>	Evaluate and analyze strengths and limitations of critical/theoretical arguments
<b>CO4</b>	Examine historical contexts for the development of contemporary theory and criticism
<b>CO5</b>	Strengthen and deepen critical reading, writing, and interpretive practices

**Text Book (s): Module 1:** Selections from Plato's *Republic*, Aristotle's *Poetics*, Longinus's *On the Sublime*\*

**Module 2:** Wordsworth's Preface to Lyrical Ballads, Selections from Keats's Letters, Selections from Shelley's A Defence of Poetry

**Module 3:** T.S. Eliot's Tradition and the Individual Talent

**Module 4:** Formalism: Shklovsky's ' Art as Technique'

**Reference Book (s):** Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York: Garland Publishing, 1999.

A Handbook of Critical Terminology (e.g., M. H. Abrams' *Glossary of Literary Terms*).

Habib, M. A. R., A History of Literary Criticism and Theory: From Plato to the Present. Harmon, William and C. Hugh Holman, A Handbook to Literature

<b>Unit-1 Introduction</b>	<b>8 hours</b>
Selections from Plato's <i>Republic</i> , Aristotle's <i>Poetics</i> , Longinus's <i>On the Sublime</i> *(not detailed)	
<b>Unit-2</b>	
Wordsworth's Preface to Lyrical Ballads, Selections from Keats's Letters, Selections from Shelley's A Defence of Poetry	
<b>Unit-3</b>	
T.S. Eliot's Tradition and the Individual Talent	
<b>Unit-4</b>	
T.S. Eliot's Tradition and the Individual Talent	

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	<b>INDIAN WRITING IN ENGLISH</b>			
<b>Course Code</b>	<b>BAEN2027</b>			
<b>Prerequisite</b>	Basic understanding of Indian English writing			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

1. To acquaint the students with different genres of Literature.
2. To introduce students to major movements and figures of Indian Literature in English through some important texts.
3. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
4. Apply critical and theoretical approaches to the reading of literary texts.
5. To expose students to the artistic and innovative use of language used in the given texts.
6. To enhance literary and linguistic competence of students.

**Course Outcomes**

<b>CO1</b>	Understand thematic concerns, genres and trends of Indian writing in English
<b>CO2</b>	Understand the various phases of the evolution of Indian writing in English
<b>CO3</b>	Apply critical and theoretical approaches to the reading and analysis of literary texts
<b>CO4</b>	Develop an ability to read texts in relation to their historical and cultural contexts
<b>CO5</b>	Appreciate the contribution of authors in the development of Indian writing in English

**Text Book (s)**

1. Mahesh Dattani. *Collected Plays*. Penguin
2. Premchand *Unfolding Tales of Life-Selected Short Story*
3. Reference Book (s)
4. M K Naik. *A History of Indian English Literature*. SahityaAcademy. KRS Iyengar. *Indian Writings in English*. Sterling Publishers Pvt.Ltd.

<b>Unit-1</b> <b>Poetry:</b> R N Tagore ‘My Heaven’, Toru Dutt: “Our Casuarina Tree”, Rmamnujan “Anxiety”, Nissim Ezekiel: “The Night of the Scorpion”, Aparna Lanjewar Bose: “I Long for those Days”
<b>Unit-2</b> <b>Prose:</b> Swami Vivekananda, “The Ideal of Universal Religion”, Premchand “TheChild”
<b>Unit-3</b> <b>Drama:</b> Mahesh Dattani: Tara
<b>Unit-4</b> Shashi Deshpandey: That long Silence, C.S. Lakshmi Ambai: In a Forest, a Deer

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	British Literature III			
<b>Course Code</b>	BAEN3012			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Acquire an understanding of literary terms and forms of the age  
 Understand major literary, social, political and religious movements of 20th century  
 Understand major literary trends during the era  
 Acquire an understanding in analysing a text in its historical, religious and social context  
 Enable the students to understand the contribution of the writers in the development of major literary genres

**Course Outcomes**

<b>CO1</b>	Recognize the major literary trends of the period
<b>CO2</b>	Understand a literary text in its social, political and cultural context
<b>CO3</b>	Understand the nuances of literary language and changes in style
<b>CO4</b>	Understand the contribution of writers in the development of English literature
<b>CO5</b>	Use various literary devices for critical analysis of a text

**Text Book (s):** **Module 1:** W B Yeats: Second Coming, Sailing to Byzantium, T S, Eliot: Love Song of J Alfred Prufrock, Philip Larkin: Whitsun Wedding; **Module 2:** Ted Hughes: Hawk Roosting, Wilfred Owen: **Strange Meeting**, **W H Auden: In Memory of W B Yeats;** **Module 3:** G B Shaw: Arms and the Man/ John Osborne: Look Back In Anger; **Module 4** Virginia Woolf: Mrs. Dalloway\*

Not for detailed study  
**Reference Book (s):** Andrew Sanders: The Short Oxford History of English Literature M.H.Abrahm: A Glossary of Literary Terms Peter Child. *Modernism*. Routledge.  
 Cleanth Brooks. *Modern Poetry and Tradition*. University of Carolina Press. John Smart. *Twentieth-Century British Drama*. Cambridge University Press.  
 McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.

<b>Unit-1</b>
<b>W B Yeats:</b> Second Coming, Sailing to Byzantium, <b>T S Eliot:</b> Love Song of J Alfred Prufrock, Philip Larkin: Whitsun Wedding
<b>Unit-2</b>
<b>Ted Hughes:</b> Hawk Roosting <b>Wilfred Owen: Strange Meeting</b> , <b>W H Auden:</b> In Memory of W B Yeats
<b>Unit-3</b>
<b>G B Shaw: Arms and the Man/ John Osborne:</b> Look Back In Anger
<b>Unit-4</b>
<b>Virginia Woolf:</b> Mrs. Dalloway

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Literary Theory			
<b>Course Code</b>	BAEN3014			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives

The primary objective for the course will be a clear understanding of important texts in the history of theory and criticism.

We won't be as focused on interpretation as on analysis and identifying key ideas.

We will be discussing their practical value for understanding historical attitudes toward literature, for clarifying current issues in literary theory, and for use in the classroom.

We will also examine how theory and criticism has shaped the discipline we study. Relate critical perspectives to the history of western ideas

Course Outcomes

<b>CO1</b>	Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
<b>CO2</b>	Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
<b>CO3</b>	Evaluate and analyze strengths and limitations of critical/theoretical arguments
<b>CO4</b>	Examine historical contexts for the development of contemporary theory
<b>CO5</b>	Strengthen and deepen critical reading, writing, and interpretive practices

**Text Book (s):**

1. Introduction to Literary Theory
2. Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii
3. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6
4. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.

**Reference Book (s):**

1. Aijaz Ahmad, 'Indian Literature': Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.
2. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10
3. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.
4. Mahatma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.

<b>Unit-1</b>
Basic concepts of Theory, Introduction to Marxism, Feminism and Postcolonialism
<b>Unit-2</b>
Antonio Gramsci, ‘The Formation of the Intellectuals’ and ‘Hegemony (Civil Society) and Separation of Powers
<b>Unit-3</b>
Elaine Showalter, ‘Twenty Years on: A Literature of Their Own Revisited’, in A Literature of Their Own: British Women Novelists from Bronte to Lessing
<b>Unit-4</b>
Edward Said, ‘The Scope of Orientalism’ in Orientalism

**Continuous Assessment Pattern:**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100



<b>Name of The Course</b>	Research Methodology
<b>Course Code</b>	BAEN3025
<b>Prerequisite</b>	
<b>Corequisite</b>	
<b>Antirequisite</b>	

**Course Objectives:** introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.

Evaluate literature, form a variety of sources, pertinent to the research objectives. • identify and Justify the basic components of the research framework, relevant to the tackled research problem. explain and justify how researchers will collect research data.

Discuss how to cite sources, using the Modern Language Association (MLA), and justify this choice. consider the kind of language to use in an academic written work. Put forward a credible research proposal  
Course Outcomes

<b>CO1</b>	explain what research is and what it is not, and the different definitions of research
<b>CO2</b>	introduce the objectives of research, and set the motivation in research
<b>CO3</b>	present some aspects of the debate about the nature of knowledge and the value of scientific method; discuss the criteria of good research and the different types of research
<b>CO4</b>	Learn how to write a good research question, hypothesis and aims
<b>CO5</b>	To consider alternative research methodologies and analytical techniques for a chosen research question, and understand the advantages and disadvantages of each

**Text Book (s):** *Business Research Methods* – Donald Cooper & Pamela Schindler, TMGH, 9th edition  
*Business Research Methods* – Alan Bryman & Emma Bell, Oxford University Press.  
*Research Methodology* – C.R.Kothari

Reference Book (s)

<b>Unit-1</b>
<b>Introduction to Research:</b> Meaning, Characteristics, Need, Objective and importance in social science research, Types of Research, Types of Research Design and Stages in Research Process, Concept of theory, empiricism, deductive and inductive theory
<b>Unit-2</b>
<b>Quantitative and Qualitative Methods in Research:</b> Formulation of research questions, review and research gap and hypotheses; Logic and philosophical foundations of social research, positivism
<b>Unit-3</b>
<b>Meaning and types of Sampling: Probability sampling methods – Non-Probability Sampling Methods – Need of sampling – Random Sampling – Simple and stratified Random Sampling – Other type of sampling – Requisites of a good sample method – sampling distribution, Sampling Error</b>
<b>Unit-4</b>
<b>Techniques and Methods of Data Collection and Paper writing: precautions while developing techniques of data collection; Data Analysis, interpretation and report writing, Ethical issues related to publishing, Plagiarism and Self-Plagiarism</b>

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Introduction to Semantics
<b>Course Code</b>	BAEN3022
<b>Prerequisite</b>	
<b>Corequisite</b>	
<b>Antirequisite</b>	

**Course Objectives** Define the technical terms required to describe meaning.

Apply modern semantic and pragmatic theories including lexical field theory, truth conditional semantics, referential theory, mental representations, linguistic relativity, relevance theory, speech act theory, situations types, thematic roles, conversational implicature and information structure.

Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition. Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics.

Identify truth tables of synonymy, entailment, contradiction and presupposition.

Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns.

**Course Outcome:**

<b>CO1</b>	Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences
<b>CO2</b>	Apply modern semantic and pragmatic theories using real data
<b>CO3</b>	Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition
<b>CO4</b>	Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics
<b>CO5</b>	Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns

**Text Book (s):** Saeed, John I. (2009). Semantics. Third Edition. London: Wiley-Blackwell.

**Kreidler, C. (2002). Introducing English semantics. London: Routledge**

<b>Unit-1</b>
Basic Ideas of Semantics, Sentence, Utterance, and Propositions, Reference and Sense, Basic Ideas of Semantics Sentence, Utterance, and Propositions, Reference and Sense
<b>Unit-2</b>
Sense properties and stereotypes, Sense relations, About logic, A notation for simple proposition Connectives: <i>and</i> and <i>or</i> More connectives
<b>Unit-3</b>
Speech acts, Perlocutions and illocutions, Felicity conditions, Direct and indirect illocutions Propositions and illocutions, Conversational implicature, Kinship, Hyponymy, Synonymy Antonymy, Converse antonyms
<b>Unit-4</b>
Illocutionary Force, The performative analysis, Presupposition and entailment, Cooperation and implicature, Politeness and interaction, Negative and Positive Face, Face wants Strategies

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Introduction to Morphology			
<b>Course Code</b>	BAEN3022			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Understand and make a critical evaluation of the existing linguistic definition of the word. Distinguish between the different ways into which ‘word’ can be analysed in order to aid an understanding of its nature.

Understand the notion of ‘morpheme’ and the need for it.

Understand the different approaches to the study of various processes of word formation, their merits and demerits.

**Course Outcome:**

<b>CO1</b>	Understand the basic notions of English morphology
<b>CO2</b>	Understand the diversity of morphological patterns related in human languages
<b>CO3</b>	Understand the diversity of morphological patterns related in human languages
<b>CO4</b>	Identify those features which give the word its special status in a language
<b>CO5</b>	Make a distinction between regular and irregular forms in the paradigms

**Text Book (s):** Haspel, M., Andrea D. Sims. (2010) *Understanding Morphology* (2nd ed). Hodder Education, UK

Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology* (2<sup>nd</sup> ed). OUP  
 Yule, George (2006) *The study of Language* (3<sup>rd</sup> ed/). Cambridge: Cambridge University Press  
 Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

<b>Unit-1</b>
What is Morphology, Morphology in Different Languages, Lexemes and Word Forms, Affixes, Bases and Root, Morphemes and Allomorphs, Profiling word, The advent of Word, Simple, Complex and Compound Words, Inflectional Vs. Derivational Morphology, Morphological Patterns
<b>Unit-2</b>
Simple, Complex and Compound Words, Inflectional Vs. Derivational Morphology, Morphological Patterns, Simple, Complex and Compound Words, Inflectional Vs. Derivational Morphology, Morphological Patterns
<b>Unit-3</b>
Affixation and Compounding, Base Modification, Reduplication, Conversion, Approaches to morphological rules, The morpheme-based model
<b>Unit-4</b>
Inflectional Values, Derivational Meanings, Derived Nouns, Derived Verbs, Derived Adjectives

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Language, Society and Culture			
<b>Course Code</b>	BAEN3023			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Introduce the study of language and its relationship with society and culture. Provide students an in-depth knowledge of major issues related to language and socio cultural issues. Deepen students’ understanding regarding socio-cultural and linguistic diversity Understand the impact of linguistic identity on cultural identity  
 Understand how cultural stereotypes and social norms are reflected in everyday language use.  
 Demonstrate social variants (gender, age, ethnicity, class, caste) and their interconnectedness with language use.

Course Outcomes

<b>CO1</b>	Know how social factors influence language
<b>CO2</b>	Understand the use of language and its function in society
<b>CO3</b>	Apply the knowledge in order to list some of the societal issues that arise in a multilingual country
<b>CO4</b>	Analyze the socio-political connections within languages
<b>CO5</b>	Evaluate how language plays role in structuring and representing social categories

**Text Book (s):** Fromkin, V., Rodman, R., Hyams, H. *An Introduction to Language (9 th ed)*. Wadsworth Cengage Learning.

Mesthrie, R. et al. *Introducing Sociolinguistics* (2<sup>nd</sup> ed). Edinburgh University Press. Llamas, C., Mullany L., Stockwell P., *Routledge Companion to Sociolinguistics*. Routledge. Edward, John. *Language and Identity*. Cambridge University Press

<b>Unit-1</b>
<b>Basic Concepts:</b> Language as a Social Phenomenon; Monolingualism and Multilingualism; Prescriptivism; Speech Community; Language Standardisation
<b>Unit-2</b>
<b>Language Contact:</b> Regional Dialect, Vernaculars and Accent; Style, Slang and Jargon; Sociolect and Idiolect; Isogloss; Lingua Franca
<b>Unit-3</b>
Language in Interaction: Language Choice in Bilingual Communities; Code-Switching and Shifting; Social Correlates: Age, Caste and Class, Gender, Ethnicity, Marked and Unmarked forms.
<b>Unit-4</b>

**Language Change:** Lexical: Addition, Borrowing and Loan Words; Semantic Change: Narrowing, Broadening and Meaning Shift; Pidgin and Creole; Language Death

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Translation: Theory and Practices			
<b>Course Code</b>	BAEN3019			
<b>Prerequisite</b>	Basic understanding of English and Hindi language			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Outcome:**

<b>CO1</b>	Define translation and various terms and concepts associated with translation studies
<b>CO2</b>	Translate words, phrases and sentences from one language to another language
<b>CO3</b>	Understand the various nuances of a word and the realisation of the difficulty of finding a suitable parallel in another language
<b>CO4</b>	Understand the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization
<b>CO5</b>	Acquire the necessary skills that would enable them to take up jobs in various fields, particularly the media, tourism, public relations

**Text Book (s):** Bassnett, Susan. *Translation Studies*. London and New York: Routledge, 1980. Bell, Roger T. *Translation and Translating: Theory and Practice*. London: Longman, 1991.

**Duff, Alan. *Translation*. London: Oxford University Press, 1997**

**Reference Book (s):** Gërmizaj, Shykrane. *Translation Theory in the Classroom*. Prishtina, 2005. Hatim, B. and I. Mason. *Discourse and the Translator*. London and New York: Longman, 1990. Baker, Mona, et. al. *Routledge Encyclopedia of Translation Studies*. London: outledge, 1998.

<b>Unit-1</b>
Introduction to the Course Definition of translation Linguistic definition of translation, Philological definition of translation Communicative definition of translation The nature of translation, Forms and types of translation Social functions of translation
<b>Unit-2</b>
General and particular knowledge required for translation, Common background experience as a prerequisite for communication Common background experience as a starting point in translation The problem of equivalence: linguistic and cultural Gain and loss in translation Accommodation in translation
<b>Unit-3</b>
The role of translation The role of translators Human Translation Oral translation, Simultaneous and consecutive oral translation, Translation of speech or interpreting
<b>Unit-4</b>
Translation of written texts, Literary and non-literary translation Translating: fiction, drama, poetry, non-literary discourse, Conference note-taking, reporting, liaison, Machine translation Computer-assisted translation Practical exercises on all of the above Revision

Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100



<b>Name of The Course</b>	<b>MODERN EUROPEAN DRAMA</b>			
<b>Course Code</b>	BAEN3021			
<b>Prerequisite</b>	Working knowledge of English, English Literature			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:** Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.

Demonstrate knowledge of theatre and dance history and literature and draw connections between theatrical practices and social contexts in both modern and pre modern periods.

To acquaint the students with a well-established and comprehensive analysis and discussion about the development of modern drama

It focuses on different examples of European drama in reference to theoretical perspectives and historical and political aspects of the art of drama.

To enable the student to analyse and analyse the language of Drama.

To develop in the student, the ability to comprehend and criticise the development of drama in the European tradition

**Course outcome:**

<b>CO1</b>	Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today
<b>CO2</b>	Analyze, and interpret texts and performances both in writing and orally
<b>CO3</b>	Draw connections between theatrical practices and social contexts in both modern and pre modern periods
<b>CO4</b>	Demonstrate the ability to draw informed connections between the theatre and other fields of inquiry
<b>CO5</b>	Develop and apply research skills in writing about dramatic texts and theatrical productions in relation to social, artistic, and intellectual contexts

**Text Book (s):** Stella Adler on Ibsen, Strindberg, & Chekhov

Balma, Christopher. *The Cambridge Introduction to Theatre Studies*. London: Cambridge UP, 2008. Cardullo,

Bert. *Theater of the Avant-garde, 1890-1950: A Critical Anthology*. Yale UP, 2001.

Fortier, Mark. *Theory/Theatre: An Introduction*. New York: Routledge. 2002.

**Reference Book (s):** Artaud, Antonin. *The Theater and Its Double*. New York: Grove Press 1958. Szondi, Peter. *Theory of the Modern Drama*. Cambridge: Polity Press, 1987.

Weiss, Samuel A. Ed. *Drama in the Modern World: Plays and Essays*. Lexington, Massachusetts: D.C Heath and Company, 1964.

Wellwarth, George E. *The Theatre of Protest and Paradox: Developments in the Avant-Garde Drama*. New York: New York University Press, 1971(first edition, 1964).

<b>Unit-1</b>
---------------

Overview of the careers and influences of each of the four featured playwrights. Review and critical commentary of Dario Fo's, <i>The Accidental Death of an Anarchist</i> , Historical influence, production history, and analysis of specific scenes and characters in the play
Unit-2
Review and critical commentary of Ibsen's <i>A Doll's House</i> , Historical influence, production history, and analysis of specific scenes and characters in the play
Unit-3
Review and critical commentary of Eugene Ionesco's <i>Rhinoceros</i> , Historical influence, production history, and analysis of specific scenes and characters in the play
Unit-4
Review and critical commentary of Harold Pinter's <i>Birthday Party</i> , Historical influence, production history, and analysis of specific scenes and characters in the play

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	New Literature in English			
<b>Course Code</b>	BAEN3024			
<b>Prerequisite</b>				
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:** Experience various interpretations of literature. Substantiate their own analysis/interpretation of various works through written assignments, class discussions and tests. Understand the writer's intent in conjunction with various other literary criticisms. Students will be taught how to analyze the texts under scrutiny within the context of relevant cultural issues and debates of the period. Students have insight in (the relationship between) the most important literary movements in contemporary literatures in English (1960s until the present). The course will also aim to extend the students' skills in the reading of narrative and the understanding of the relationship of a text to its cultural/social context.

#### Course Outcome:

<b>CO1</b>	Class discussion promotes debate, substantiation of ideas, self-esteem and critical thinking
<b>CO2</b>	When students have formulated personal interpretation and analysis, the instructor should attempt to point out author's intent and also bring forward various other critical analysis of the work
<b>CO3</b>	The student will demonstrate effective written and oral communication considering audience and situation through invention, arrangement, drafting, revision, and delivery
<b>CO4</b>	The student will recognize genres, periods, theories, and conventional and experimental forms
<b>CO5</b>	The student will demonstrate knowledge of how history has shaped society and culture, understand how the individual relates to society and culture, appreciate cultural diversity, understand human behavior and mental processes, and understand human development

**Text Book (s):** David Malouf's *An Imaginary Life* Marquez's *Chronicle of a Death Foretold* Rohinton Mistry's *Family Matters* **Module 4:** Amruta Patil's *Kari*

**Reference Book (s):** David Malouf's *An Imaginary Life* Marquez's *Chronicle of Death Foretold* Rohinton Mistry's *Family Matters* Amruta Patil's *Kari*, New Delhi: Harper Collins, 2016

<b>Unit-1</b>
David Malouf's <i>An Imaginary Life</i>
<b>Unit-2</b>
Marquez's <i>Chronicle of a Death Foretold</i>
<b>Unit-3</b>
Rohinton Mistry's <i>Family Matters</i>
<b>Unit-4</b>
Amruta Patil's <i>Kari</i>



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

**Program: B.A (Hons.) Economics**

**Scheme: 2018 – 2021**

## Curriculum

Semester 1									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-1001	Micro Economics – I	4	0	0	4	20	30	50
2	BAEC-1002	Macro Economics – I	4	0	0	4	20	30	50
3	BAEC-1008	Mathematics for Economics – I	4	0	0	4	20	30	50
4	CSCL1001	Computer Applications	2	0	0	2	20	30	50
5	CSCL1002	Lab Computer Application	0	0	2	1	20	30	50
6	CENG1001	Communicative English	3	0	0	3	20	30	50
7	CENG1002	Lab Communicative English	0	0	2	1	20	30	50
8		Generic Elective Group – I	4	0	0	4	20	30	50
		<b>Total</b>	<b>21</b>		<b>4</b>	<b>23</b>			
Semester II									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-1004	Micro Economics – II	4	0	0	4	20	30	50
2	BAEC-1005	Macro Economics – II	4	0	0	4	20	30	50
3	BAEC-1009	Mathematics for Economics – II	4	0	0	4	20	30	50
4	BAEC-1007	PBL – Eco – Sem II	0	0	0	1	50	0	50
5	CENG1003	Communicative English -1i	3	0	0	3	20	30	50
6	CENG1004	Lab Communicative English – Ii	0	0	2	1	20	30	50
7	SLIS1002	Introduction to Statistics	2	0	0	2	20	30	50
8	SLSP1002	Lab Statistical Packages	0	0	2	1	50	0	50
9	JAPA1003/FRE N1003/GREN10 03	Foreign Language -I – French/Japanese/German	3	0	0	3	20	30	50
10		Generic Elective Group 2	4	0	0	4	20	30	50
		<b>Total</b>	<b>24</b>	<b>0</b>	<b>4</b>	<b>27</b>			
Semester III									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-2001	Growth and Development Economics	4	0	0	4	50	20	30
2	BAEC-2002	Indian Economy	4	0	0	4	50	20	30
3	BAEC-2013	Statistics for Economics – I	4	0	0	4	50	20	30
4	BAEC-2004	PBL – Eco – Sem III	0	0	0	1	50		50
5	UHVE1001	Universal Human value and Ethics	0	0	4	2	50	20	30
6	FREN2001/GER N2001/JAPA200 1	Foreign Lang. - 2	3	0	0	3	50	20	30

7		Generic Elective Group 3	4	0	0	4	50	20	30
8		Generic Elective Group 4	4	0	0	4	50	20	30
		<b>Total</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>26</b>			
<b>Semester IV</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-2005	International Trade: Theory and Policy	4	0	0	4	50	20	30
2	BAEC-2006	Environmental Economics	4	0	0	4	50	20	30
3	BAEC-2014	Statistics for Economics – II	4	0	0	4	50	20	30
4	BAEC-2008	PBL – Eco – Sem IV	0	0	0	1	50	0	50
5		Core Elective 1.1	4	0	0	4	50	20	30
6	ENVS1001	Energy and Environmental Science	3	0	0	3	50	20	30
7		Generic Elective Group 5	4	0	0	4	50	20	30
8		Generic Elective Group 6	4	0	0	4	50	20	30
		<b>Total</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>28</b>			
<b>Semester V</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-3002	Research Methodology in Economics	4	0	0	4	50	20	30
2	BAEC-3003	Econometrics – I	4	0	0	4	50	20	30
3	BAEC-3012	Money and Financial Markets	4	0	0	4	50	20	30
4	BAEC-3013	Public Finance	4	0	0	4	50	20	30
5	BAEC-3005	PBL – Eco – Sem V	0	0	0	1	50	0	50
6		Core Elective 1.2	4	0	0	4	50	20	30
7		MOOC	0	0	0	1,2, 3	50	20	30
		<b>Total</b>	<b>23</b>			<b>22, 23, 24</b>			
<b>Semester VI</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ET E
1	BAEC-3006	Public Policy	4	0	0	4	20	30	50
2	BAEC-3007	Econometrics – II	4	0	0	4	20	30	50
3	BAEC-9999	Major Graduate Thesis	0	2	0	8	50	0	50
		<b>Total</b>				<b>16</b>			









## Detailed Syllabus

<b>Name of The Course</b>	<b>Micro Economics – I</b>			
<b>Course Code</b>	<b>BAEC-1001</b>			
<b>Prerequisite</b>	<b>Basic Knowledge of Social Sciences up to 10<sup>th</sup> Class</b>			
<b>Corequisite</b>	<b>Macro Economics – I</b>			
<b>Antirequisite</b>	<b>Micro Economics – II</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are:

1. Facilitate a basic understanding about the economic problem of scarcity and choice.
2. Provide a fundamental understanding of the behavior of an economic unit.
3. Familiarize the students with the factors that affect demand patterns of human beings at individual & market levels.
4. Acquaint with the concept of production and Market efficiencies.
5. Provide a understanding of consumer and producer preferences in consumption and production.
6. Provide the concept of cost in short run and long run for firms.

**Course Outcomes**

<b>CO1</b>	<b>Acquire a basic understanding about the economic problem of scarcity, choice and the questions an economy is faced with.</b>
<b>CO2</b>	<b>Understand the behavior of an economic unit at Micro level.</b>
<b>CO3</b>	<b>Familiarization with the concept of demand, supply, consumer preferences and producer behavior.</b>
<b>CO4</b>	<b>Understand the short run and long run efficiency and peculiarities.</b>
<b>CO5</b>	<b>Understand the underlying assumptions of the approach of the major economic theories.</b>
<b>CO6</b>	<b>Facilitate an understanding of the short run and long run production functions.</b>

**Text Book (s)**

1. Dominick Salvatore, Fifth edition, Microeconomics: Theory and Applications, Tata Mac-Graw Hill.
2. Dominick Salvatore, Schaum's outlier of theory and problem of Micro Economic theory, Tata Mc-graw hill.

**Reference Book (s)**

3. Lipsey R G and Chrystal K A [1999], Principles of Economics, 9<sup>th</sup> Edition, Oxford University Press.

4. Stonier A.W & Hague D.C (1972) A Text Book of Economic Theory, ELBS & Longman Group, London

<p><b>Unit-1 General Concepts</b>  <b>10 hours</b>  <b>Importance of the study Economics; Scope of Economics; The Economic Problem: Scarcity and Choice; the question of What to Produce, How to Produce and How to Distribute Output; concept of different Microeconomic units - commodity, consumer, firm, industry, market – concepts of equilibrium.</b></p>	
<p><b>Unit-2 Theory of Demand and Supply</b>  <b>10 hours</b>  <b>Determinants of individual demand/supply, Demand/Supply schedule and demand/supply curve, Market versus individual demand/supply, Shifts in the demand/supply curve, Demand and Supply together and determination of equilibrium price. The Marshallian /cardinal Approach: measurement of utility – derivation of demand curve – consumer’s surplus. Indifference curve/ordinal approach: indifference curve and its properties, price consumption curve and income consumption curve, - price effect, income effect and substitution effect, The Revealed Preference theorem, derivation of demand functions from Revealed Preference theorem. Elasticity of demand – price, income and cross elasticity, measurement of price elasticity of demand.</b></p>	
<p><b>Unit-3 Theory of Firms</b>  <b>10 Hours</b>  <b>Production function: – law of variable proportions – the fixed coefficient Production function. Iso-quant curves and Iso-cost line: definition of Iso- quant curve, economic region of production, marginal rate of technical substitution, equilibrium of the producer - constrained output maximization and constrained cost minimization, returns to scale - homogeneous production function.</b></p>	
<p><b>Unit-4 Revenue Curves &amp; Concept</b>  <b>10 Hours</b>  <b>Concept of Average Revenue, Total Revenue and Marginal Revenue; Break even analysis. Cost function: different concepts of costs, short run cost analysis and long run cost Analysis- total, average and Marginal cost curves – long run cost curves as envelope of short run cost curves.</b></p>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Macro Economics – I</b>			
<b>Course Code</b>	<b>BAEC1002</b>			
<b>Prerequisite</b>	<b>Basic Knowledge of Social Sciences up to 10<sup>th</sup> Class</b>			
<b>Corequisite</b>	<b>Micro Economics – I</b>			
<b>Antirequisite</b>	<b>Macro Economics – II</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives:

The objectives of the course are as follows:

1. To acquire the knowledge of basic concepts in macroeconomics and develop familiarity with the basic terminology and elementary ideas of macroeconomics.
2. To make students understand and study the circular flow of income in the economy and role and importance of macroeconomic variables like GDP, National Income etc.
3. To make students understand the underlying assumptions of the approach of the major schools of economic thought: Classical Vs Keynes.
4. To make students understand the principles and determinants of macroeconomic variables such as aggregate demand, aggregate supply, consumption, saving, investment etc.
5. To make students familiar with the major issues relevant to macro economy such as unemployment, inflation and stagflation.
6. To make students understand the tradeoff between unemployment, inflation and analyze the supply side of economics

### Course Outcomes

<b>CO1</b>	<b>Acquire the knowledge of basic concepts in macroeconomics and would be familiar with the basic terminology and elementary ideas of macroeconomics.</b>
<b>CO2</b>	<b>Understand the circular flow of income in the economy and role and importance of macroeconomic variables like GDP, National Income etc.</b>
<b>CO3</b>	<b>Understand the underlying assumptions of the approach of the major schools of economic thought: Classical Vs Keynes.</b>
<b>CO4</b>	<b>Understand the principles and determinants of macroeconomic variables such as aggregate demand, aggregate supply, consumption, saving, investment etc.</b>
<b>CO5</b>	<b>Get familiar with the major issues relevant to macro economy such as unemployment, inflation and stagflation.</b>
<b>CO6</b>	<b>Understand the tradeoff between unemployment, inflation and analyze the supply side of economics.</b>

### Text Book (s)

- [1]. R. Dornbusch, S. Fischer & R. Startz (2012), Macroeconomics, Tenth Edition, McGrawHill  
 [2]. D N Dwivedi (2013), Macroeconomics, 3rd Edition, McGrawHill

### Reference Book (s)

- [1] Case Fair and Oster (2012), Principles of Macroeconomics, 10<sup>th</sup> Edition, Pearson  
 [2] Frank & Barnake (2011), Principles of Economics, 3<sup>rd</sup> Edition, TATA McGrawHil

[3] N. Gregory Mankiw (2007), Principles of Economics, 4th edition, Cengage learning

<p><b>Unit-1 Macroeconomics Concepts and Measurement of GDP</b> <span style="float: right;"><b>10 hours</b></span>  <b>Meaning of Macroeconomics; Origin of Macroeconomics; Macroeconomics Vs Microeconomics; Stock and Flow Variables; Equilibrium and Disequilibrium; Static, Comparative Static and Dynamic Analysis; Circular Flow of Income: two, three and four sector, Two Measures of National Product – Real flow and Nominal flow; GDP – Yardstick of an economy’s performance; National income identities with government and international trade; National Income Concepts and Aggregates; Methods of Measurement of GDP; Real Vs Nominal GDP; Potential GDP, GDP Gap, GDP Deflator, Rule of 70</b></p>
<p><b>Unit-2 Output and Employment Macro-Economic Equilibrium</b> <span style="float: right;"><b>16 hours</b></span>  <b>Classical Models of income and employment determination; Says Law of Market; Keynesian Models of income and employment determination; The Principle of Effective Demand Concepts and Determinants of Aggregate Demand and Aggregate Supply, Putting AD and AS together in long run; Shifts in AD &amp; AS: Demand Shocks; Aggregate Supply and Supply Shocks; Stagflation; Okun’s law; Supply Side Economics - Laffer Curve; Stagflation</b></p>
<p><b>Unit-3 Unemployment and Inflation</b> <span style="float: right;"><b>8 Hours</b></span>  <b>Concept of Full employment / Unemployment; Measurement of Unemployment; Types of Unemployment; Non Accelerating inflation Rate of Unemployment (NAIRU); Cost of Unemployment; Concept of Inflation; Theories of Demand-pull and Cost-push inflation; Cost of Inflation; Short run trade off between Inflation and unemployment - Phillips curve; Inflation and Indexation</b></p>
<p><b>Unit-4 Consumption, Saving and Investment</b> <span style="float: right;"><b>6 Hours</b></span>  <b>Consumption Function – Long run and Short run - Psychological Law of Consumption; Factors influencing consumption spending; Saving Function; Average Propensity to Consume/Save - Marginal Propensity to Consume/Save; Types of Investment; Investment Demand Curve; — Autonomous and induced investment; Marginal efficiency of capital; Savings and investment — ex post and ex ante, Equality and equilibrium Investment Multiplier and its effectiveness in LDCs; Paradox of Thrift; Principal of Acceleration</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Mathematics for Economics – I</b>			
<b>Course Code</b>	<b>BAEC-1008</b>			
<b>Prerequisite</b>	<b>Maths up to 10</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>Mathematics for Economics – II</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives of the course are:

1. Facilitate the understanding of different types of functions.
2. Provide a fundamental understanding of data and its use.
3. Familiarize the students about Economic application of various Mathematical concepts.
4. Use the language of mathematics to examine microeconomic and macroeconomic theory.
5. To be competent with the various mathematical tools.
6. To develop the skills necessary to communicate effectively in writing and orally about economic and mathematical issues.

**Course Outcomes**

<b>CO1</b>	<b>Understand and differentiate between different types of functions.</b>
<b>CO2</b>	<b>Do simple and complex data analysis and interpretation.</b>
<b>CO3</b>	<b>Demonstrate analytical and critical thinking skills and to apply and interpret them in a problem solving context.</b>
<b>CO4</b>	<b>Solve elementary operations of matrices and determinants in economic analysis.</b>
<b>CO5</b>	<b>Demonstrate economic and mathematical literacy through analyzing and discussing economic concepts with mathematics.</b>
<b>CO6</b>	<b>Recognize the strengths and shortcomings of mathematical models in economics.</b>

**Text Book (s)**

[1]. Frank S Budnick (2010), “**Applied Mathematics for Business, Economics and the Social Sciences**” TATA McGraw Hill.

[2]. Sydsaeter, Hammond (2009), “**Mathematics for Economic Analysis**”, Pearson Education.

**Reference Book (s)**

[1]. Schaum outline, “**Introduction to Mathematical Economics**”, Tata McGraw Hill.

[2]. Jeffrey Baldani, James Bradfield and Robert Turner. *Mathematical Economics*. 2nd ed., Thompson-South Western (2005).

<b>Unit-1 Some Basic Mathematical Concepts</b> <b>10 hours</b> <ul style="list-style-type: none"> <li>• <b>Use and importance of Mathematics in Economics</b></li> <li>• <b>The Number System: Real Number System, Natural Numbers, Integers and Rational Numbers.</b></li> <li>• <b>Graphs and Functions: Linear and Non-linear Functions, solving First Degree, and Second Degree Equations in One Variable.</b></li> <li>• <b>System of Linear Equations: Graphical Analysis, Graphical Solution, and Algebraic Solutions.</b></li> <li>• <b>Ratio, Proportions and Variation, Logarithms.</b></li> </ul> <b>Progressions: Arithmetic, Geometric, Harmonic, and Binomial etc.</b>	<b>10</b>
<b>Unit-2 Mathematical Functions in Economics</b> <b>10 hours</b> <ul style="list-style-type: none"> <li>• <b>Types of Functions-1: Constant, Linear, Quadratic, Cubic, Polynomial, Rational, Combinations, and Composite Functions.</b></li> <li>• <b>Functions and Curves in Economics: Budget Line, Utility, Demand, Supply Functions, Demand Supply Equilibrium, Cost, Revenue, Profit, and Production Functions and Break Even Analysis.</b></li> </ul> <b>Types of Functions-2: Homogeneous, Heterogeneous and Homothetic Functions.</b>	
<b>Unit-3 Matrices and Determinants</b> <b>10 hours</b> <ul style="list-style-type: none"> <li>• <b>Introduction to Matrices, Special Types of Matrices.</b></li> <li>• <b>Matrices Operations: Addition, Subtraction, Multiplication, and Associative Law.</b></li> <li>• <b>Transpose of a Matrix: Properties of Transpose of a Matrix, Trace of a Matrix, Idempotent Matrix, Sub-matrix of a Matrix, some special forms of Square Matrices.</b></li> <li>• <b>Determinants: Properties of Determinants, Co-factor and solution, Rank of a Matrix.</b></li> <li>• <b>Inverse of a Matrix: Gauss Elimination Method, and Co-factor Method.</b></li> </ul> <b>Representation of Systems of Equations: Solution of Equations.</b>	
<b>Unit-4 Applications of Matrices and Determinants in Economics</b> <b>Hours</b> <ul style="list-style-type: none"> <li>• <b>Production Planning.</b></li> <li>• <b>Cost Analysis.</b></li> </ul> <b>Input – Output Analysis</b>	<b>10</b>

<b>Name of The Course</b>	<b>Micro Economics-II</b>			
<b>Course Code</b>	<b>BAEC-1004</b>			
<b>Prerequisite</b>	<b>Micro Economics – I</b>			
<b>Corequisite</b>	<b>Macro Economics – II</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are:

1. Facilitate a basic understanding of economic decision making by firms
2. Provide a fundamental understanding of the market structure.
3. Provide a basic insight how resources are allocated to maximise the welfare.

**Course Outcomes**

<b>CO1</b>	<b>Apply microeconomic models to explain economic decision making by firms;</b>
<b>CO2</b>	<b>Apply the theory of market structures to real-world examples in a correct and proficient manner.</b>
<b>CO3</b>	<b>Understanding of the determination of wage, rent and profit</b>
<b>CO4</b>	<b>Familiarize the students with the factors that affect demand patterns of human beings at individual &amp; market levels.</b>
<b>CO5</b>	<b>Familiarize the students with the factors that affect demand patterns of factor of production and determination of their reward.</b>
<b>CO6</b>	<b>Familiarize the students with theory of wage, rent and profit.</b>

**Text Book (s)**

1. Dominick Salvatore ,Fifth edition, Microeconomics: Theory and Applications, Tata Mac-Graw Hill.
2. Dominick Salvatore, Schaum’s outlier of theory and problem of Micro Economic theory, Tata Mc-graw hill.
3. Koutsiyiannis, A (1990), *Modern Microeconomics*, MacMillan.

**Reference Book (s)**

4. Lipsey R G and Chrystal K A (1999), *Principles of Economics*, 9th Edition, Oxford University Press.
5. Mansfield, E.(1997), *Microeconomics*, (9th Edition), W.W.Norton and Company, New York.
6. Stonier A.W & Hague D.C (1972) *A Text Book of Economic Theory*, ELBS & Longman Group, London.

<b>Unit-1 Forms of Market: perfect competition and monopoly</b>	<b>10 hours</b>
<b>Perfect competition and pure competition—Short run and long run equilibrium</b>	



<p><b>Competitive firm- Short run and long run supply curves Allocative Efficiency. Monopoly: Characteristics- AR and MR curves under monopoly-Relation among AR , MR and Elasticity of demand- Equilibrium under monopoly- major features of monopoly- index of monopoly power- price discrimination –degree of price discrimination- equilibrium under price discrimination- Is price discrimination desirable?</b></p>	
<p><b>Unit-2 Theory of Monopolistic and Oligopoly Competition <span style="float: right;">10 hours</span></b>                  Monopolistic firms – nature of demand and marginal revenue, product differentiation, price output equilibrium,                  Concept of excess capacity, benefits of excess capacity, effect of advertising or selling cost on price elasticity of demand, optimum level of advertising                  Characteristics of oligopoly- non-collusive oligopoly models of Cournot,                  Introduction to Game Theory: static and dynamic games; complete</p>	
<p><b>Unit-3 Theory of factor pricing <span style="float: right;">10 hours</span></b>                  Demand for factors of production - Determinants of price elasticity of demand for a factor. Marginal productivity theory of factor pricing-Monopsony: with single variable and several variables.                  Theory of wage - Choice between work and leisure – derivation of individual labour curve</p>	
<p><b>Unit-4 Welfare Economics <span style="float: right;">10 hours</span></b>                  The Pareto Optimality criterion of social welfare, Derivation of grand utility possibility frontier.                  Concept of general equilibrium and partial equilibrium</p>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Macro Economics II</b>			
<b>Course Code</b>	<b>BAEC-1005</b>			
<b>Prerequisite</b>	<b>Macro Economics – I</b>			
<b>Corequisite</b>	<b>Micro Economics – II</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Course Objectives:

The objectives of the course are as follows:

1. To make students aware of the theory of money and interest.
2. To make students understand the role, importance and limitations of fiscal and monetary policy instruments.
3. To train students in analyzing the macroeconomic policies, related lags; and their targets, instruments and indicators.
4. To make students understand IS-LM framework; general equilibrium and the impact of mix of macroeconomic policies in stabilization of economy; and the limitation in tackling macroeconomic issues.
5. To train students in analyzing the business cycles and using the policy framework in stabilizing the short-term fluctuations in a logical format.
6. To apprise students of the application of theory to the Indian situation on such macro economic issues and the major macroeconomic issues faced by the policy maker.

### Course Outcomes

<b>CO1</b>	<b>Students would be aware of the challenges in analyzing the main issues of macro-economy</b>
<b>CO2</b>	<b>Students would understand the fundamentals of working of macroeconomic policies in controlling business cycles.</b>
<b>CO3</b>	<b>Students would gain insight of the basic analytical structure of these complex issues of macroeconomic nature related to open economy.</b>
<b>CO4</b>	<b>Students would be able to appreciate the role of fiscal and monetary policies and the limitation there of in tackling these issues.</b>
<b>CO5</b>	<b>Learn the relevance of application of policy instruments in tackling the issues relating to international trade and stabilization of macro economy</b>
<b>CO6</b>	<b>Students would know the application of theory to the Indian situation on such macro economic issues and the major macroeconomic issues faced by the policy maker.</b>

### Text Book (s)

- [1]. R. Dornbusch, S. Fischer & R. Startz (2012), Macroeconomics, Tenth Edition, McGrawHill  
 [2]. D N Dwivedi (2013), Macroeconomics, 3rd Edition, McGrawHill

### Reference Book (s)

- [1] Case Fair and Oster (2012), Principles of Macroeconomics, 10<sup>th</sup> Edition, Pearson  
 [2] Frank & Barnake (2011), Principles of Economics, 3<sup>rd</sup> Edition, TATA McGrawHil  
 [3] N. Gregory Mankiw (2007), Principles of Economics, 4th edition, Cengage learning

<b>Unit-1 Demand and Supply of Money</b>	<b>10 hours</b>
<b>Quantitative Theory of Money: Fishers Equation; Neo-Classical Theory of Money: Cambridge Equation; Liquidity Preference Theory; Liquidity Trap; Supply of Money, Functions of Money.</b>	
<b>Unit-2 Macroeconomic Policy and General Equilibrium</b>	<b>10 hours</b>
<b>Monetary Policy – Objectives and Tools; Fiscal Policy – Objective and Tools; Fiscal Policy Multiplier(s); How Monetary and Fiscal Policy Influences Aggregate Demand, Policy Mix in action; Monetary Transmission Mechanism: Monetary Policy and AS-AD model; Lags in the effect of Policy; Targets, Instruments and Indicators – A Taxonomy; Equilibrium on product market (IS Curve); Equilibrium in Money Market (LM Curve); IS – LM Model (Simultaneous Equilibrium in Goods Market and Money Market); Monetary Policy and LM Curve; Fiscal Policy and IS Curve, Crowding out Effect; Effectiveness of Monetary and Fiscal policies under different situations in terms of IS-LM framework.</b>	
<b>Unit-3 Business Cycles and Advanced Macroeconomics</b>	<b>10 Hours</b>
<b>Nature and characteristics; Phases of Business Cycle; Types of Business Cycle; Key Facts about Economic Fluctuations; Policy measures to control Business Cycles; Rational Expectations and New Classical Economics; Real Business Cycles</b>	
<b>Unit-4 Exchange Rate System and Balance of Payments</b>	<b>10 hours</b>
<b>Foreign Exchange Market: Fixed Vs Floating exchange rate; Determination of Exchange rate under fixed and flexible exchange rate; Purchasing Power Parity, Concepts: Depreciation, Devaluation; J-Curve effect; Meaning and Structure of Balance of Payments – (Current account and Capital Account); Balance of Payments Disequilibrium and its consequences; Open Economy Multiplier</b>	

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Mathematics for Economics – II</b>			
<b>Course Code</b>	<b>BAEC-1009</b>			
<b>Prerequisite</b>	<b>Mathematics for Economics – I</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>Econometrics</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives of the course are:

1. Facilitate the understanding of Differentiations.
2. Facilitate the various rules of Differentiations.
3. Understanding of use Differential Calculus.
4. Familiarize the students about Integration.
5. Facilitate the various rules of Integration.
6. Understanding of use Integration Calculus.

**Course Outcomes**

<b>CO1</b>	<b>Able to differentiate the functions.</b>
<b>CO2</b>	<b>Able to find Maxima and minima of given function.</b>
<b>CO3</b>	<b>Understand the use Differential Calculus in economic decision making process.</b>
<b>CO4</b>	<b>Able to integrate the functions.</b>
<b>CO5</b>	<b>Able to find Marginal and Total values from given function.</b>
<b>CO6</b>	<b>Understand the use Integral Calculus in economic decision making process.</b>

**Text Book (s)**

[1]. Frank S Budnick (2010), “**Applied Mathematics for Business, Economics and the Social Sciences**” TATA McGraw Hill.

[2]. Sydsaeter, Hammond (2009), “**Mathematics for Economic Analysis**”, Pearson Education.

**Reference Book (s)**

[1]. Schaum outline introduction to mathematical economics

[2]. Jeffrey Baldani, James Bradfield and Robert Turner. Mathematical Economics. 2nd ed., Thompson-South Western (2005)..

**Unit-1 Differential Calculus: Differentiation**

10 hours

- Limits: Properties and Continuity
  - Average Rate of Change
  - Process and Rules of Differentiation
  - Derivatives of Higher Orders
  - Maximum and Minimum Value of a Function of One Variable
  - Partial and Total Derivatives
  - Maximum and Minimum Value of a Function of Two or more Variable
  - Hessian Determinant
- Lagrange Multiplier

**Unit-2 Differential Calculus: Applications 10 Hours**

- Differential Coefficients and Elasticities
- Total, Average and Marginal – Cost and Revenue Curves – Relation and Conditions for Minimisation and Maximisations
- Partial Elasticities
- Demand and Utility Analysis: Short Run, Long Run and Utility under Income Constraints
- Cobb-Douglas Production Function: Properties
- Production Analysis: Short Run, Long Run and Production under Cost Constraints and Vice Versa
- Theory of Market Equilibrium  
(Case: The EOQ Model)

**Unit-3 Integral Calculus: Integration 10 Hours**

- Antiderivatives
  - Definition, The Constant of Integration
  - Basic Rules of Integration
  - Some Standard Results
  - Additional Rules of Integration
  - Integration by Parts
  - Definite and Indefinite Integrals: Properties and Some General Rules
  - Area Under Curves
- Area Between Two Curves

**Unit-4 Integral Calculus: Applications 10 Hours**

- Marginal Analysis: Cost, Revenue, and Production
  - Consumer and Producer Surplus
  - Capital Formation
  - Compound Interest
  - Present Value or Discounted Value
- Capital Value and Flow Value

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Growth and Development Economics</b>			
<b>Course Code</b>	<b>BAEC-2001</b>			
<b>Prerequisite</b>	<b>Macro Economics</b>			
<b>Corequisite</b>	<b>Indian Economy</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>

**Course Objectives:**

The objectives of the course are:

2. To explore the basic concepts related to growth and development
3. To facilitate an understanding of the meaning and concept of growth models and development theories;
4. To get an idea of the factors promoting economic development
5. To understand the importance of industries for development
6. To explore the importance of technology for economic development
7. To understand the nature of relationship of social institution and development.

**Course Outcomes**

<b>CO1</b>	<b>Acquire a basic understanding about the meaning of growth and development;</b>
<b>CO2</b>	<b>Understand and distinguish among different theories of development;</b>
<b>CO3</b>	<b>Understand the characteristic of various sectors those are important for economic development</b>
<b>CO4</b>	<b>Understand and explore the importance of structural change for development</b>
<b>CO5</b>	<b>Understand the technology related economic theories and empirically its importance for development</b>
<b>CO6</b>	<b>Appreciate the role of economic policies and social institutions.</b>

**Text Book (s)**

1. Kindleberger, C.P. (1977), Economic Development, 3<sup>rd</sup> edition, McGraw Hill, New York.
2. Hendrik Van den Berg (2001), Economic Growth and Development, 3<sup>rd</sup> edition McGraw Hill, New York.

**Reference Book (s)**

1. Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
2. Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics, Vol. 1 to 3, Elsevier, Amsterdam
3. Ghatak, S. (1986), An Introduction to Development Economics, Allen and Unwin, London.
4. Higgins, B. (1959), Economic Development, Norton, New York.
5. Dreze, Jean and Amartya Sen (2013), An Uncertain Glory: India and its Contradiction, Allen Lane.
6. Ray, Debraj (2009), Development Economics, Oxford University Press.
8. Partha Dasgupta (2007), Economics: A Very Short Introduction, Oxford University Press.
9. Somashekar, N.T. (2007), "Development Economics", New Age International Publishers

<b>Unit-1 Economic Development and Growth</b>	<b>10 hours</b>
<b>Meaning of Economic development and economic growth, Factors affecting Economic growth:- Economic and non-economic factors, Measurement of Economic Development:-national income, per-capita income, per capita level of consumption, economic welfare, Income inequality and its causes, measurement of income inequalities:- Lorenz Curve and Gini Coefficient</b> <b>Case Study: Measuring economic development between Uttar Pradesh and Uttrakhand</b>	
<b>Unit-2 Theories &amp; Approaches to Economic Development</b>	<b>10 hours</b>
<b>Theories of Economic development:- Adam Smith, David Ricardo, T.R.Malthus and Karl Marx</b> <b>Modern theories of Economic development:- Harrod-Domar growth model, Rostow's stages of Economic growth, Mrs. Joan Robinson's growth model, Solow growth model, Critical minimum effort thesis, Big push, balance growth and unbalance growth</b> <b>Case Study: 'Make in India' Campaign</b>	
<b>Unit-3 Sectorial View of Development</b>	<b>10 hours</b>
<b>Role of agriculture in economic development ; Efficiency and productivity in agriculture, Rationale and pattern of industrialisation in developing economies. The choice of technique appropriate technology and employment; Small scale vs. Large scale production, Infrastructure and its importance in development.</b> <b>Case Study: Role of NABARD in agriculture development</b>	
<b>Unit-4 Resources and Economic development</b>	<b>10 hours</b>
<b>Natural resources, Macro Economic Policy and Economic Development. Population, institutions and development</b> <b>Case Study: Demonetisation and economic development</b>	

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100



<b>Name of The Course</b>	<b>Indian Economy</b>			
<b>Course Code</b>	<b>BAEC-2002</b>			
<b>Prerequisite</b>	<b>Macro Economics</b>			
<b>Corequisite</b>	<b>Growth and Development</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives of the course is to acquaint the student with the basic theory and application of econometrics.

1. Acquire a basic understanding about the problems of the Indian Economy.
- 2 Understand the various achievements of the Indian Economy over a period of time.
- 3 Familiarization with the various resources and potential of the Indian Economy
- 4 Understand the short run and long run peculiarities of the Economy of the India.
- 5 familiarize students with different problem like unemployment, poverty of the economy and its different sectors
- 6 Familiarize the students with the factors responsible for poverty, unemployment and how these lead to low development of economy.

**Course Outcomes**

<b>CO1</b>	<b>Explain how to explain root causes and nature of various economic problem of India.</b>
<b>CO2</b>	<b>Explain how to New Economic policy Impact the Industrial sector of the economy.</b>
<b>CO3</b>	<b>Explain the historical reasons behind different economic problem of Indian economy.</b>
<b>CO4</b>	<b>Estimate and interpretation the rationale behind the policy of five year plan and its impact on national development.</b>
<b>CO5</b>	<b>Able to understand "real world" problems those are frequently encountered by government, state government and policy makers.</b>
<b>CO6</b>	<b>Able to interpret Indian economy at global level .</b>

**Text Book (s)**

1. Misra and Puri (recent edition), Indian Economy- Himalaya Publishing House, Mumbai.
2. KaushikBasu, 2012, editor, The New Oxford Companion to Economics, Oxford University Press.

**Reference Book (s)**

1. Dhingra I.C (recent edition), Indian Economy, Sultan Chand & Co., New Delhi.
2. A.N. Agrawal (recent edition), Indian Economy, New Age International Ltd., New Delhi. .

3. .Dutt R and Sundharam KPM (recent edition), Indian Economy,S. Chand & Co., New Delhi

<b>Unit-1 Concept of development-An overview</b>	<b>5 hours</b>
<b>Basic Characteristics of Under-developing economies and developing economies in Context of Indian economy</b>	
<b>Unit-2 Infrastructure</b>	<b>7 Hours</b>
<b>Sources of energy in India-coal, oil, gas &amp; atomic energy; Transport system in India- Railways, Road Transport, Water Transport, Air Transport; Communications</b>	
<b>Unit-3 Demographic Features</b>	<b>12 Hours</b>
<b>Population–size, structure (sex and age) – characteristics – population change – rural–urban migrations, occupational distribution, problems of over population</b>	
<b>Unit-4 Industrial growth in India</b>	<b>7</b>
<b>Industrial development during the planning period; Industrial policy of 1991; Industrial licensing policy — MRTP Act, patterns and trends of industrial growth; Cottage and small industries; Public and Private industries; SEZ (Special economic zones)</b>	
<b>Unit-5 Planning in India</b>	<b>7 H</b>
<b>Objectives- Strategy, Achievements and Failures, current Five Year Plan, New Economic Reforms and the rationale behind economic reforms – Liberalization, Privatization and Globalization – Structural Adjustment Programmes</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Statistics for Economics– I</b>			
<b>Course Code</b>	<b>BAEC-2013</b>			
<b>Prerequisite</b>	<b>Maths</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>Econometrics – I</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are:

1. To understand different types of data
2. To learn how to graph data
3. To demonstrate an understanding of the role and types of economic data
4. To develop basic understanding of elementary statistical tools and their role in data analysis.
5. To apply some basic range of techniques for data analyses to support decision making
6. To present an economic argument in quantitative terms.

**Course Outcomes**

<b>CO1</b>	<b>Distinguish between different types of data</b>
<b>CO2</b>	<b>Summarise and graph data</b>
<b>CO3</b>	<b>Demonstrate an understanding of the role and types of economic data</b>
<b>CO4</b>	<b>Develop basic understanding of elementary statistical tools and their role in data analysis.</b>
<b>CO5</b>	<b>Apply some basic range of techniques for data analyses to support decision making</b>
<b>CO6</b>	<b>Present an economic argument in quantitative terms.</b>

**Text Book (s)**

- [1]Jaggia and Kelly (2013), “**Business Statistics: Communicating with Numbers**” McGraw Hill Education, New Delhi.
- [2] Aggarwal, B.M. (2009), “*Statistics for Business and Economics*”, 2<sup>nd</sup> Edition, Ilex Publication, New Delhi.

**Reference Book (s)**

- [1]Black, J. and J.F. Bradley (1973), *Essential Mathematics for Economists*, John Wiley and Sons.
- [2]Croxtton, F.E., D.J. Cowden and S. Klein (1973), *Applied General Statistics*, Prentice Hall, New Delhi.

<b>Statistical Data – classification and presentation, methods of collection of data, frequency distribution and its diagrammatic presentation, choice of class interval, diagrammatic representation of frequency distribution, frequency curve, cumulative frequency distribution (more than and less than) Ogive. (Case – House Prices)</b>	
<b>Unit-2 Measures of Central Tendency</b>	<b>10 hours</b>
<b>Arithmetic Mean, Geometric Mean, Harmonic Mean, Median and Mode (for both grouped and ungrouped data), comparison of mean, median and mode – (Symmetric and Asymmetric Distribution ), composite mean (average from combined data) – properties for all these measures. (Case – Investment Decision)</b>	
<b>Unit-3 Measures of Dispersion</b>	<b>10 Hours</b>
<b>Absolute measures – Range, Inter-quartile Range, Quartile Deviation, Coefficient of Quartile Deviation, Mean Deviation, Standard Deviation and Coefficient of Variation. Measurement of economic inequality: Lorenz Curve. Moments and measures of skewness and Kurtosis.</b>	
<b>Unit-4 Bivariate Data: Correlation and Regression Analysis</b>	<b>10 Hours</b>
<b>Scatter diagram, Karl Pearson product moment correlation coefficient, Spearman's rank correlation coefficient. Simple Regression Analysis. Index Numbers: Laspeyers, Pasche and Fisher.</b>	

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>International Economics</b>			
<b>Course Code</b>	<b>BAEC-2005</b>			
<b>Prerequisite</b>	<b>Macro Economics</b>			
<b>Corequisite</b>	<b>Indian Economy</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are as follows:

1. Students would gain understanding of the economic forces explaining the patterns and the effects of international trade, trade networks.
2. Students would gain understanding of different theoretical approaches over foreign trade by underlining their assumptions and fundamentals; the gains and losses from trade, comparing different theories.
3. Acquiring understanding of the impact of trade Foreign Direct Investment, trade frictions, and policies dealing with international trade and investment
4. Students would get familiar with recent patterns of international trade.
5. Gaining understanding of the international Trade Policy
6. Students would understand the working of International Capital and MNCs

**Course Outcomes**

<b>CO1</b>	<b>To be able to explain differences between international trade and domestic trade and explain the reasons for trade and understand the economic forces explaining the patterns and the effects of international trade, trade networks.</b>
<b>CO2</b>	<b>To be able to explain different theoretical approaches over foreign trade by underlining their assumptions and fundamentals.</b>
<b>CO3</b>	<b>To gain understanding of underlining their assumptions and basics of international trade; the gains and losses from trade, comparing different theories</b>
<b>CO4</b>	<b>To understand the impact of trade, foreign direct investment, trade frictions, and policies dealing with international trade and investment</b>
<b>CO5</b>	<b>To be able to develop talents in understanding the gains and losses from trade, comparing different theories.</b>
<b>CO6</b>	<b>To be able to evaluate the theoretical framework of international trade policy</b>

**Text Book (s)**

- [1]. Thomas A. Pugel, International Economics, McGraw Hill; 13th Edition  
 [2]. Appleyard and Field; International economics; McGraw Hill; 8th Edition

**Reference Book (s)**

- [1]. Dominik Salvatore, (2012) International Economics: Trade and Finance, Tenth Edition, Wiley India  
 [2]. Paul R. Krugman and Maurice Obstfeld, (2009) International Economics: Theory and Policy, Eighth Edition, Pearson Education India

<p><b>Unit-1 Introduction to International Economic</b>  <b>10 hours</b>  <b>Nature of Merchandise Trade; World Trade in Services; Changing degree of economic interdependence; Basic theory using Demand and Supply; Two National Markets and the Opening of Trade</b></p>
<p><b>Unit-2 International Theories; Gains from Trade; Terms of Trade 10 Hours</b>  <b>The Mercantilists' Views on Trade; Trade based on Absolute Advantage: Adam Smith; Trade based on Comparative Advantage: David Ricardo; Ricardo's Constant Costs and the Production-Possibility Curve; The Gains from Trade<sup>[SEP]</sup>; Trade Affects Production and Consumption; What Determines the Trade Pattern?; <sup>[SEP]</sup>The Heckscher–Ohlin (H–O) Theory;<sup>[SEP]</sup>Factor Proportions Are Key; Who Gains and Who Loses Within a Country; Three Implications of the H–O Theory; What Are the Export-Oriented and Import-Competing Factors?; Do Factor Prices Equalize Internationally? Summary: Fuller Answers to the Four<sup>[SEP]</sup>Trade Questions;</b>  <b>The Rise of Intra-Industry Trade; Global Industries Dominated by a Few Large Firms; Economies of Scale; Monopolistic Competition and Trade; Oligopoly and International Trade; External Scale</b></p>
<p><b>Unit-3 Growth; International Trade Policy 10 Hours</b>  <b>Balanced Versus Biased Growth; Growth in Only One Factor; Effects on the Country's Terms of Trade; Technology and Trade; Instruments and Impact of Trade Policy: The Effect of a Tariff on Producers and Consumers; The Tariff as Government Revenue; Net National Loss from a Tariff; The Terms-of-Trade Effect and a Nationally Optimal Tariff<sup>[SEP]</sup>; Non-tariff barriers to free trade: Types of Nontariff Barriers to Imports, Other Nontariff Barriers; Arguments for interventionist trade policies: Promoting Domestic Production or Employment; The Infant Industry Argument; Other Arguments for Protection: Noneconomic Objectives; Dumping; Reacting to Dumping: What Should a Dumpee Think?; Export Subsidies; Which Trade Policy for Developing<sup>[SEP]</sup>Countries?<sup>[SEP]</sup>; Import-Substituting Industrialization (ISI)</b></p>
<p><b>Unit-4 Multinationals and Migration 10 Hours</b>  <b>Foreign Direct Investment; Multinational Enterprises<sup>[SEP]</sup>; MNEs and International Trade; Should the Home Country Restrict FDI Outflows?; Should the Host Country Restrict FDI Inflows?; Migration; How Migration Affects Labor Markets; Should the Sending Country Restrict Emigration?; <sup>[SEP]</sup>Should the Receiving Country Restrict Immigration?</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Environmental Economics</b>			
<b>Course Code</b>	<b>BAEC-2006</b>			
<b>Prerequisite</b>	NA			
<b>Corequisite</b>	NA			
<b>Antirequisite</b>	NA			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- 1.1 To explore the Ecology and Economy: Inter-linkages
- 1.2 To analyse the impact of environment on economic activities and appearance of fundamental problems of any State.
- 1.3 To analyze the rights of use of environmental properties and its policy framework of government
- 1.4 To understand the evaluation methods of environmental resources
- 1.5 To understand the important current issues due to exploitation of environmental resources.
- 1.6 To understand the importance of environment for sustainable development

**Course Outcomes**

<b>CO1</b>	<b>Able to understand Ecology and Economy: Inter-linkages</b>
<b>CO2</b>	<b>Relate environmental issues with economics;</b>
<b>CO3</b>	<b>Explore the legal framework of use of natural resources</b>
<b>CO4</b>	<b>Understand policy issues and their implications;</b>
<b>CO5</b>	<b>Understand environment valuation and accounting.</b>
<b>CO6</b>	<b>Understand the recent problems due to degradation of environmental resources</b>

**Text Book (s)**

Barry C Field and Martha K Field (2006), "Environmental Economics: An Introduction", McGraw-Hill Publication

**Reference Book (s)**

1. Kolstad, C (2010), "Intermediate Environmental Economics", Oxford University Press, 2nd edition
2. Stavins, Robert N. (2005), "Economics of the Environment: Selected Readings", W.W. Norton, 5th edition.

<b>Unit-1 Ecology and Economy: Inter-linkages and Market Failure</b> <b>10 hours</b>
---

<p><b>Role of environment in the economy; development and environment; technology and environment; poverty and environment</b>  <b>Concept of public bads; externalities and inefficiency; externalities and missing markets; externalities and property rights; non-convexities and property rights: instruments to deal with externalities; Pigouvian taxes; Coase theorem</b>  <b>Case Study: Kanpur lather industries and Ganga river</b></p>
<p><b>Unit-2 Common Property Resources and Environmental Policy 10 Hours</b>  <b>Concept of property rights; local commons; global commons; open access; joint forest management;</b>  <b>Legal environmental framework in India; Command and control policy; market-based instrument; double dividend; enforcement issues; informal regulation; corporate social responsibilities</b>  <b>Case Study: Legal framework for groundwater extraction in Gujarat</b></p>
<p><b>Unit-3 Environmental Valuation and Accounting 10 hours</b>  <b>Value of environment: use, non-use and option values; valuation methods – methods based on observed markets and hypothetical markets: shadow prices, travel cost, production function, contingent valuation; Hedonic pricing</b>  <b>Concept of environmental capital and its depreciation; Concept of environmentally corrected GDP; Integrated environmental and economic accounting</b>  <b>Case Study: Concept of green GDP in China</b></p>
<p><b>Unit-4 Sustainable Development and Global Environmental Issues 10 hours</b>  <b>Kuznets Curve; empirical studies on Kuznets curve; ecological footprint; carrying capacity</b>  <b>Biodiversity; global warming; international cooperation; multilateral agreements; Kyoto protocol; carbon trading</b>  <b>Case Study: Impact of global warming on apple production in Kashmir</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



<b>Name of The Course</b>	<b>Statistics for Economics– II</b>			
<b>Course Code</b>	<b>BAEC-1006</b>			
<b>Prerequisite</b>	<b>Statistics – I</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives are:

1. To recognize how to use scientific method in economics.
2. To formulate empirically testable hypotheses.
3. To construct a data set of economic variables.
4. To calculate, present, and discuss descriptive statistics.
5. To conduct a regression analysis.
6. To critically assess the statistical analysis of other researchers.

**Course Outcomes**

<b>CO1</b>	<b>Recognize how to use scientific method in economics.</b>
<b>CO2</b>	<b>Formulate empirically testable hypotheses.</b>
<b>CO3</b>	<b>Construct a data set of economic variables.</b>
<b>CO4</b>	<b>Calculate, present, and discuss descriptive statistics.</b>
<b>CO5</b>	<b>Conduct a regression analysis.</b>
<b>CO6</b>	<b>Critically assess the statistical analysis of other researchers.</b>

**Text Book (s)**

- 1] Aggarwal, B.M. (2009), *“Statistics for Business and Economics”*, 2<sup>nd</sup> Edition, Ilex Publication, New Delhi.  
 [2]Gupta, S.C. and V.K. Kapoor (1993), *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi.

**Reference Book (s)**

- [1]Black, J. and J.F. Bradley (1973), *Essential Mathematics for Economists*, John Wiley and Sons.  
 [2]Chiang, A.C. (1986), *Fundamental Methods of Mathematical Economics* (3rd Edition), McGraw Hill, New Delhi.  
 [3]Croxtton, F.E., D.J. Cowden and S. Klein (1973), *Applied General Statistics*, Prentice Hall, New Delhi.

<b>Unit-1 Theory of Probability and Distributions</b>	<b>10</b>
<b>hours</b>	
<b>Elementary probability Theory: Sample Spaces and events. Rules of Probability: Complement, Addition and Multiplication Theorems and their applications. Independent and Dependent Events. Discrete and Continuous Probability Distributions: Normal, Binomial and Poisson. (Case: Sportswear Brands)</b>	
<b>Unit-2 Hypothesis Testing and Inferences</b>	<b>10 hours</b>
<b>Hypothesis Testing: Null and Alternative Hypothesis, Type I and Type II Error. Statistical Inference: One sample t, z and <math>\chi^2</math> test; Two independent sample t, z and <math>\chi^2</math> test; Two dependent sample t test; F-test and ANOVA – one way and two way. (Case: Undergraduate Study Habits)</b>	
<b>Unit-3 Multiple Linear Regression Model</b>	<b>10 Hours</b>
<b>Extension of Linear Regression Model: Standard Error of the Estimate, Coefficient of Determination, and Analysis of Variance. Multiple Linear Regression Model: Two independent variable case. (Case: Analyzing the Winning Percentage in Baseball)</b>	
<b>Unit-4 Time Series Regression</b>	<b>10 Hours</b>
<b>Nature and Decomposition of Time Series: Trend, Seasonal, Cyclical and Random Components – Estimation and Analysis of Various components of Time Series. Time Series Forecasting: Trend, Seasonal and Cyclic Forecasting. (Case: Nicholas Piramal India Ltd: Success Through Innovation)</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Money and Banking</b>			
<b>Course Code</b>	<b>BAEC-3001</b>			
<b>Prerequisite</b>	<b>Indian Economy</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are as follows:

1. To make student comprehend the role of money and functions of money in the economy
2. To make students familiar with the major issues relevant to banking system in the economy
3. To make students familiar with the key emanates of price level in the economy.
4. To explain the framework of analysis of the issues related to monetary system.
5. To apprise the students of the importance and rationale of mutual cooperation among different institution in the monetary system.
6. To make student aware of the major issues and innovations in banking and non-banking sector.

**Course Outcomes**

<b>CO1</b>	<b>The student should be able to display an understanding of money and related concepts.</b>
<b>CO2</b>	<b>Student will get familiar with the major issues relevant to banking system in the economy and the key emanates of price level in the economy.</b>
<b>CO3</b>	<b>Students should be aware of money market, its working and important role it plays in economy.</b>
<b>CO4</b>	<b>Student would gain insight of how banking and non-banking system in the economy work.</b>
<b>CO5</b>	<b>Students would know the importance and rationale of mutual cooperation among different institution in the monetary system and would be able to explain the framework of analysis of the issues related to monetary system.</b>
<b>CO6</b>	<b>Student would know the major issues and innovations in banking and non banking sector.</b>

**Text Book (s)**

- [1]. Bhole, L.M. (2009), Financial Institutions and Markets, TATA McGraw Hill  
 [2] Mishkin, Frederic, The Economics of Money, Banking, and Financial Markets, 10th Edition, Addison-Wesley

**Reference Book (s)**

- [1]. BhartiPathak, Indian Financial System, Pearson Publication

<b>Unit-1 Basic Concepts; Price Indices and Inflation 10 hours</b>
--

<p><b>Money — Meaning, Functions, Classification; Money and Near-Money, Gresham’s law; Role of money in capitalist, socialist and mixed economies; Monetary standards — Metallic and paper systems of note issue</b></p> <p><b>Measurement of Inflation: Consumer and Producers/Wholesale Price Index, GDP deflator; Types of Inflation; Effects of Inflation.</b></p>
<p><b>Unit-2 Supply of Money and Money Market 10 Hours</b></p> <p><b>High powered money and money multiplier, Components of supply of money. Money market- Meaning, Functions of money market; Role and structure;</b></p> <p><b>Money market instruments- call money; treasury bills, certificates of deposits, commercial bills, commercial papers.</b></p>
<p><b>Unit-3 Central &amp; Commercial Banking and Non-Banking Financial Institutions 10 Hours</b></p> <p><b>Functions of a Central bank; Objectives of Central Bank, Quantitative and qualitative methods of credit control — bank rate policy, open market operations, variable reserve ratio and selective methods; Role and functions of the Reserve Bank of India; Objectives and limitations of monetary policy with special reference to India</b></p> <p><b>Meaning and types; Functions of commercial banks; The process of credit creation — Purpose and limitations; Liabilities and assets of banks; Evolution of commercial banking in India after Independence; A critical appraisal of the progress of commercial banking after nationalization; Recent reforms in banking sector in India</b></p> <p><b>Types, Role of non-banking financial institutions; Functions of non-banking financial institutions</b></p>
<p><b>Unit-4 Multinationals and Migration 10 Hours</b></p> <p><b>Types of Foreign Investment, Multinational Corporations: Benefits and problems for home country and host country, Foreign Aid and Economic Development</b></p>

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Research Methodology in Economics</b>			
<b>Course Code</b>	<b>BAEC-3002</b>			
<b>Prerequisite</b>	<b>Statistics</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The main course objectives are:

1. To develop basic understanding of the research framework and concepts.
2. Describe quantitative and qualitative methods to research
3. To develop an understanding of various tools and techniques of research.
4. To identify various sources and methods of data collection.
5. To developed the skill of data analysis through statistical software
6. Appreciate the components of scholarly writing and evaluate its quality.

**Course Outcomes**

<b>CO1</b>	<b>Construct a research problem from relevant literature</b>
<b>CO2</b>	<b>Identify relevant variables</b>
<b>CO3</b>	<b>Design a research study and Create hypotheses</b>
<b>CO4</b>	<b>Select and apply appropriate data analysis methods</b>
<b>CO5</b>	<b>Skilled with excel and SPSS to estimate and make relation among the variables</b>
<b>CO6</b>	<b>Write a research report</b>

**Text Book (s)**

1. Stewart, F. (1979); Reasoning and Method in Economics, McGraw-Hill Book Co., London.
2. Goode, William J. And Hatt, P.K.,(2006) "*Methods in Social Research*", McGraw Hill Publications
3. Cooper, Donald R and Schindle, Pamela S (2006), "Business Research Methods", McGraw-Hill Book Education Pvt. Ltd. New Delhi
4. Zikmond, W.G, Babin B.J, Carr, J.C, Adhikari, A and Griffin M (2013), "Business Research Methods", CENGAGE Learning Publication
5. Carver, R.H and Nash, J.G (2009), "Data Analysis with SPSS", CENGAGE Learning Publication

**Reference Book (s)**

1. Kothari, C.R. and Garg, Gaurav (2015), “*Research Methodology*”, New Age Publications.
2. Neuman, W. Lawrence,(2011) “*Social Research Methods*”, *Library of Congress Cataloguing-in-Publication Data*
3. Bell, J. (1993) “*Doing your research project: a guide for first-time researchers in Education and Social Science*”, Buckingham, UK: The Open University.

<p><b>Unit-1 Introduction and types of Research</b>  <b>10 hours</b>  <b>Meaning and definition of research – criteria for good academic research – objectives of research – difficulties in social research;</b>  <b>Types of Research,</b>  <b>Research design</b>  <b>Case Study: Online Shopping behaviour</b></p>
<p><b>Unit-2 Selection of research problem, Sampling, and Data Collection 10 Hours</b>  <b>Steps involved in selection of research problem – evaluation of the problem – literature review – sources of literatures, Types of sampling –Probability and Non-probability.</b>  <b>Measurement of scale and scale of measurement-</b>  <b>Data Collection: Primary and secondary data, sources, questionnaire and schedule, Sampling: Meaning and importance. Steps in data processing – editing- coding- classification – transcription.</b>  <b>Reliability, Validity and Sensitivity</b>  <b>Case Study: Running the Numbers: Does it pay</b></p>
<p><b>Unit-3 Introduction and data analysis through SPSS 10 Hours</b>  <b>Introduction of SPSS :- data entry and data cleaning variable view and data view, data import, table and graphs (one variable and two variable), Descriptive analysis of data- Frequencies, Descriptive, Explore, Crosstabs; Statistical tests-One sample t, z and chi square test; Two independent sample t, z and chi square test; Two independent sample t test, F test and ANOVA- one way and two way, Linear correlation and Regression, Multiple regression</b>  <b>Case Study: Flyway airways</b></p>
<p><b>Unit-4 Report Writing 10 Hours</b>  <b>Description of various research tools, test: inference and conclusion. Report Writing: Types of report – planning of report writing – format of research report – reference styles.</b>  <b>Case Study: Employee Federal Credit Union</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Econometrics – I</b>			
<b>Course Code</b>	<b>BAEC-3003</b>			
<b>Prerequisite</b>	<b>Statistics</b>			
<b>Corequisite</b>	<b>Research Methodology</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives of the course is to acquaint the student with the basic theory and application of econometrics.

1. To provide many useful examples of applied econometrics and to develop problem solving and analytical skills.
2. To improve ability to search, obtain and arrange data crucial to economic analysts.
3. To understand basic econometric concepts and apply these concepts to economic research problems.
4. To provide the tools necessary to solve "real world" problems (e.g., estimate demand, forecast sales, determine the impact of an advertising campaign) that are frequently encountered by firms, governments, and policy makers.
5. To improve ability to communicate understanding of econometrics.
6. Understand necessary assumptions, hypothesis tests, basic problems encountered using linear regression model; and learn how to estimate regression models using a regression statistical package.

**Course Outcomes**

<b>CO1</b>	<b>Explain how to estimate simple and multiple regressions,</b>
<b>CO2</b>	<b>Explain how to interpret regression estimates and test significance of them,</b>
<b>CO3</b>	<b>Explain and diagnose the assumptions of the Least Square Method,</b>
<b>CO4</b>	<b>Estimate and interpretation of dummy variables regression model and qualitative response regression model.</b>
<b>CO5</b>	<b>Able to solve "real world" problems those are frequently encountered by firms, governments, and policy makers.</b>
<b>CO6</b>	<b>Able to communicate the outcome of econometrics applications.</b>

**Text Book (s)**

1. D. N. Gujarati, D.C. Porter and Gunasekar, *Basic Econometrics*, McGraw Hill, 5<sup>th</sup> edition, 2012.

**Reference Book (s)**

1. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 4<sup>th</sup> edition, Indian Edition, 2011.
2. Jeffrey M Wooldridge, *Introductory Econometrics: Modern Approach*, Cengage learning, 4<sup>th</sup> edition, 2009.

<p><b>Unit-1 Preliminaries for Econometrics</b>  <b>10 hours</b>  <b>Discrete and Continuous Variables: Expected Values, Expected Values Rules; Variance – Covariance and Correlation Rules, Unbiasedness and Efficiency, Review of Hypothesis Testing: t, z, <math>\chi^2</math>, and F test.</b></p>
<p><b>Unit-2 Simple Linear Regression Model 10 Hours</b>  <b>Introduction of Econometrics, Estimation by Ordinary Least Square, Assumptions Underlying OLS, Estimation of Parameters, Properties of Good Estimator - BLUE, Test of Significance and Goodness of Fit, Hypothesis Testing and Forecasting.</b></p>
<p><b>Unit-3 Multiple Linear Regression Model 10 hours</b>  <b>Extensions of the Simple Linear Regression Model: Various types of Regression Models, Multiple Regression Analysis: The Problem of Estimation and Inference, Functional Forms</b></p>
<p><b>Unit-4 Topics in Econometrics 10 Hours</b>  <b>Dummy Variable Regression Models, and Qualitative Response Regression Models: LPM, Logit, Probit and Tobit Models</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



<b>Name of The Course</b>	<b>Money and Financial Markets</b>			
<b>Course Code</b>	<b>BAEC-3012</b>			
<b>Prerequisite</b>	<b>Macro Economics</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

**Develop an understanding of functions and theories of money supply.**

**Apply their understanding of the the role of financial institutions markets and institutions**

**Analyze interest rates, monetary management and instruments of monetary control**

**Analyze the current monetary policy of India.**

**Develop an understanding of the banking sector reforms. sectors of the economy**

**Analyze the balance sheet and changing role and structure of banks.**

**Course Outcomes**

<b>CO1</b>	<b>Develop an understanding of functions and theories of money supply.</b>
<b>CO2</b>	<b>Apply their understanding of the the role of financial institutions markets and institutions</b>
<b>CO3</b>	<b>Analyze interest rates, monetary management and instruments of monetary control</b>
<b>CO4</b>	<b>Analyze the current monetary policy of India.</b>
<b>CO5</b>	<b>Develop an understanding of the banking sector reforms. sectors of the economy</b>
<b>CO6</b>	<b>Analyze the balance sheet and changing role and structure of banks.</b>

**Text Book (s)**

**F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson Education, 6th edition, 2009.**

**M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011**

**Reference Book (s)**

L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5th edition, 2011.

<b>Unit-1 Money</b> Concept, functions, measurement; theories of money supply determination.	<b>10 hours</b>
<b>Unit-2 Financial Institutions, Markets, Instruments and Financial Innovations 10 Hours</b> Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.	
<b>Unit-3 Interest Rates, Central Banking and Monetary Policy 10 Hours</b> Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India. Functions, goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.	
<b>Unit-4 Banking System 10 Hours</b> Balance sheet and portfolio management. Indian banking system: Changing role and structure; banking sector reforms.	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Public Finance</b>			
<b>Course Code</b>	<b>BAEC-3013</b>			
<b>Prerequisite</b>	NA			
<b>Corequisite</b>	NA			
<b>Antirequisite</b>	NA			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are:

1. To acquaint students with the basic understanding of the function of Financial markets
2. To acquaint students with an overview of the functioning of organizations.

**Course Outcomes**

<b>CO1</b>	<b>Understand the role and functioning of financial institutions and markets.</b>
<b>CO2</b>	<b>4.2 Articulate the structure and impact of regulatory considerations on Indian financial institutions.</b>
<b>CO3</b>	<b>4.3 Understand and apply various tools and techniques to manage financial institutions.</b>
<b>CO4</b>	<b>4.4. Identify the real infrastructural problem</b>
<b>CO5</b>	<b>4.5. Evaluate the formation of budget and its impact</b>
<b>CO6</b>	<b>4.6 Predict the impact of public expenditure and taxes</b>

**Text Book (s)**

1. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.
2. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
3. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.
4. Bhargavre, P.K. (1984) some Aspects of Indian Public Finance, Uppal Publishing House New Delhi
5. Musgrave and Musgrave, (1989) Public Finance in Theory and Practice McGraw- Hill International Edition

**Reference Book (s)**

1. Harvey Rosen, Public Finance, McGraw Hill Publications, 7th edition, 2005.
2. Mahesh Purohit, Value Added Tax: Experiences of India and Other Countries, 2007.
2. Kaushik Basu and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.
3. Oxford University Press, 2007.
4. M.M. Sury, Government Budgeting in India, 1990.

5. M. Govinda Rao, Changing Contours of Federal Fiscal Arrangements in India, Amaresh
6. Bagchi (ed.), Readings in Public Finance, Oxford University Press, 2005.
7. Paul Samuelson, 1955, “Diagrammatic Exposition of a theory of Public Expenditure”,
8. Review of Economics and Statistics, Volume 37.

<p><b>Unit-1 Public Finance</b>  <b>Meaning, Nature, Scope and Importance of Public Finance</b>  <b>Private Finance and Public Finance</b>  <b>Principle of Maximum Social Advantage</b></p>
<p><b>Unit-2 Public Expenditure</b>  <b>Meaning and Principle of Public Expenditure</b>  <b>Classification of Public Expenditure</b>  <b>Trends in Public Expenditure</b>  <b>Causes of Growth of Public Expenditure</b>  <b>Effects of Public Expenditure</b></p>
<p><b>Unit-3 Public Revenue</b>  <b>Source of Public Revenue</b>  <b>Objectives of Taxation</b>  <b>Concepts-Canons of taxation, Impact of Tax, incidence of Tax, Shifting of Tax and Taxable capacity</b>  <b>Indian Tax Structure- Classification of Taxes, Features &amp; Defects of Indian Tax System.</b></p>
<p><b>Unit-4 Public Debt and Budget and Deficit financing</b>  <b>Meaning and Types of Public Debt</b>  <b>Sources of internal and external Public Debt</b>  <b>Effects of Public Debt</b>  <b>Methods of Repayment, Meaning, Revenue and Capital Budget</b>  <b>Surplus, Deficit and Balance Budget.</b>  <b>Preparation of Indian Central Budget</b>  <b>Concept of Deficit - Revenue, Fiscal, Primary</b>  <b>Gender Budget</b>  <b>Meaning, Objectives and Causes</b>  <b>Deficit finance since 1991</b>  <b>Effects of Deficit Financing</b></p>

**Continuous Assessment Pattern**

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Public Policy</b>			
<b>Course Code</b>	<b>BAEC-3011</b>			
<b>Prerequisite</b>	NA			
<b>Corequisite</b>	NA			
<b>Antirequisite</b>	NA			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objectives of the course are:

1. To understand the logic of state intervention in the wake of market failure in specific cases, particularly public goods.
2. To analyse the effect of public intervention in certain markets and its effect on public welfare.
3. To assess the impact of public policy, especially in the context of social sector services.
4. Familiarise students with issues originates due to negative externalities and how these get solved?
5. To understand the policy matters particularly with Poverty and malnutrition.
6. To understand students the corruption perception index and its related policy matters.

**Course Outcomes**

<b>CO1</b>	<b>Understand the consequences of market failure in providing public goods.</b>
<b>CO2</b>	<b>2. Know the relevance of public policy for affecting business and economic environment.</b>
<b>CO3</b>	<b>3 Appreciate the need for a public -private -civil society partnership to provide certain public goods help leakage of resource and improve delivery of public services.</b>
<b>CO4</b>	<b>4 To familiarise students with the structure of health care system ; its strength and weakness of different states of India.</b>
<b>CO5</b>	<b>5To understand students about different problems of Indian economy and different public policydealt with different problems.</b>
<b>CO6</b>	<b>6 To acquaint students with different public policy taken for sustainable development of the country.</b>

**Text Book (s)**

1. Michael F. Kraft and Scott R. Furlong, **“Public Policy”** (policies, analysis and alternatives) CQ Press, Washington D.C., 2007.
2. Harvard Business Review on, **“Corporate Responsibility”** *HBR*, 2003.
3. Mrinal Dutta – Chaudhuri ;Market Failure and government failure, Journal of Economic Perspectives, ,1990.
4. Ronald G., Ehrenberg and Robert S., Smith, Modern Labor Economics: Theory and Public Policy, Addison Wesley, 2005.

**Reference Book (s)**

1. The Institute of Company Secretaries of India (ICSI), “*Corporate governance Framework*” Taxman publications, New Delhi, 2009.
2. Harvard Business Review on, “*Corporate Governance*” *HBR.*,2000.
3. *Gaurav Datt and Ashwini mahajan, Indian Economy,*( 67<sup>th</sup> revised edition of Dutt and Sundaram) *S.chand,2013.*

**Unit-1 Poverty and Food Security 10 hours**

- **Public goods & welfare**
- **Criteria for policy choice; effectiveness; efficiency; equity; Political feasibility; Sustainability**
- **Concept; Income/Expenditure criterion, Regulation; Taxes; Expenditure; Information; Awareness generation**

**Nutrition****Unit-2 Health care Policy 10 Hours**

- **National Health Policy;**
- **State Health care system;**
- **Equity and Effectiveness of public system**
- **Leakage in the system**

**Financing of health care; contribution of different sectors- public, private, hou****Unit-3 Education Policy 10 Hours**

- **National Education Policy**
- **Primary education :policy,**
- **Coverage and quality**
- **Secondary and higher education – state’s role and intervention**
- **Facilitating private investment in education at different levels.**

**Investment in R& D.****Unit-4 Policy for sustainable development 10 Hours**

- **Concepts: threat to sustainability**
- **Balancing trade Off : Development and natural resources**

- Policies to promote CSR and inclusive growth
- Approach to impact assessment

Approach to sustainability in twelfth plan.

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Econometrics – II</b>			
<b>Course Code</b>	<b>BAEC-3012</b>			
<b>Prerequisite</b>	<b>Econometrics</b>			
<b>Corequisite</b>	<b>NA</b>			
<b>Antirequisite</b>	<b>NA</b>			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The Objectives of the course is to acquaint the student with the basic theory and application of econometrics.

1. To provide many useful intakes for relaxing the assumptions in classical regression model.
2. To improve ability to estimate the regression model underlying the violation of various assumptions.
3. To master intermediate econometric concepts and apply these concepts to economic research problems.
4. To provide the tools necessary to solve "real world" problems relates to time series.
5. To be able to develop econometric models for forecasting.
6. Understand how to estimate regression models using a regression statistical package.

**Course Outcomes**

<b>CO1</b>	<b>Deal with the violation of assumptions in classical regression model.</b>
<b>CO2</b>	<b>Estimate the regression model underlying the violation of various assumptions.</b>
<b>CO3</b>	<b>Perform intermediate econometric concepts and apply these concepts to economic research problems.</b>
<b>CO4</b>	<b>Provide the tools necessary to solve "real world" problems relates to time series.</b>
<b>CO5</b>	<b>Develop econometric models for forecasting.</b>
<b>CO6</b>	<b>Estimate regression models using a regression statistical package.</b>

**Text Book (s)**

1. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4<sup>th</sup> edition, International Edition, 2009.

**Reference Book (s)**

1. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3<sup>rd</sup> edition, Indian Edition, 2007.
2. Jan Kmenta, *Elements of Econometrics*, Indian Reprint, Khosla Publishing House, 2<sup>nd</sup> edition, 2008.



<p><b>Unit-1 Relaxing the Assumptions of Classical Models</b>  <b>10 hours</b>  <b>Consequences, Detection and Remedies: Multicollinearity, Heteroscedasticity, and Autocorrelation, Model Specification and Diagnostic Testing.</b></p>
<p><b>Unit-2 Dynamic Econometric Models 10 Hours</b>  <b>The Role of Time and Lag, Distributed Lag Models, Koyck Approach, Autoregressive Models, Instrumental Variables, DW Statistics, Almon Approach, and Granger Causality Test.</b></p>
<p><b>Unit-3 Time Series Econometrics 10 Hours</b>  <b>Key Concepts, Time Series Process (Stationary and Stochastic Process): Random Walk, Random Walk with Drift, Unit Root, Difference Stationary and Trend Stationary, Cointegration versus Spurious Regression, and Error Correction Model.</b></p>
<p><b>Unit-4 Time Series Econometrics: Forecasting 10 Hours</b>  <b>AR, MA, ARMA, ARIMA, BJ, ARCH, GARCH Models and Forecasting</b></p>
<p><b>Unit-5</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

**Program: B.A (Hons.) Applied Psychology**

**Scheme: 2018 – 2021**

## Curriculum

Semester I									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 1008	Bio- Psychology	4	0	0	4	20	30	50
2	BAPY1002	Social Psychology	4	0	0	4	20	30	50
3	BAPY1003	Introduction to Psychology	4	0	0	4	20	30	50
4	CSCL1001	Computer Application	2	0	0	2	20	30	50
5	CSCL1002	Lab Computer Application	0	0	2	1	20	30	50
6	CENG1001	Communicative English- I	3	0	0	3	20	30	50
7	CENG1002	Lab Communicative English-I	0	0	2	1	20	30	50
8		Generic Elective Group 1	4	0	0	4	20	30	50
		<b>Total</b>	<b>21</b>	<b>0</b>	<b>4</b>	<b>23</b>			
Semester II									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 1005	Abnormal Psychology	4	0	0	4	20	30	50
2	BAPY1006	Psychology at work place	4	0	0	4	20	30	50
3	BAPY 1007	Practicum (PBL)	0	0	6	3	50	0	50
4	CENG1003	Communicative English -Ii	3	0	0	3	20	30	50
5	CENG1004	Lab Communicative English – Ii	0	0	2	1	20	30	50
6	SLIS1002	Introduction to Statistics	2	0	0	2			
7	SLSP1002	Lab Statistical Packages	0	0	2	1			
8	JAPA1003/FRE N1003/GREN1003	Foreign Language -I – French/Japanese/German	3	0	0	3	20	30	50
9		Generic Elective Group 2	4	0	0	4	20	30	50
		<b>Total</b>	<b>21</b>	<b>0</b>	<b>8</b>	<b>25</b>			
Semester III									
Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 2001	Life Span Development	4	0	0	4	20	30	50
2	BAPY 2002	Research Methods in Psychology	4	0	0	4	20	30	50
3	BAPY 2003	Practicum	0	0	6	3	50	00	50
4	BAPY2010	Statistics in Psychology	4	0	0	4	20	30	50
5	UHVE1001	Universal Human value and Ethics	2	0	0	2	20	30	50

6	FREN2001/GER N2001/JAPA2001	Foreign Lang. – 2	3	0	0	3	20	30	50
7		Generic Elective Group 3	4	0	0	4	20	30	50
8		Generic Elective Group 4	4	0	0	4	20	30	50
		<b>Total</b>	<b>25</b>		<b>6</b>	<b>28</b>			
<b>Semester IV</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 2004	Fundamentals of Cognitive Psychology	4	0	0	4	20	30	50
2	BAPY2007/BAPY2008(ELECTIVE)	Organizational behavior-1/ Abnormal and clinical psychology	4	0	0	4	20	30	50
3	BAPY 2005	Counselling Psychology	4	0	0	4	20	30	50
4	BAPY 2006	Practicum(PBL)	0	0	6	3	50	0	50
5	ENVS1001	Energy and Environmental Science	3	0	0	3	20	30	50
6		Generic Elective Group 5	4	0	0	4	20	30	50
7		Generic Elective Group 6	4	0	0	4	20	30	50
		<b>Total</b>	<b>23</b>		<b>6</b>	<b>26</b>			
<b>Semester V</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 3005,3006	Organizational Behaviour-II / Clinical Psychology- and therapeutic intervention (Elective)	4	0	0	4	20	30	50
2	BAPY 3001	Personality and Self Development	4	0	0	4	20	30	50
3	BAPY 3002/ BAPY3012	Psychology of Gender Or Education Psychology (Elective)	4	0	0	4	20	30	50
4	BAPY 3013	Communication Skills	4	0	0	4	20	30	50
5	BAPY3004	Practicum(PBL)	0	0	6	3	50	0	50
6	BAPY3014	System and schools of Indian Psychology	4	0	0	4	20	30	50
7		MOOC Courses				3			
		<b>Total</b>	<b>20</b>		<b>6</b>	<b>26</b>			
<b>Semester VI</b>									
Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MT E	ETE
1	BAPY 3007	Psychological Assessment	4	0	0	4	20	30	50

2	BAPY3008	Leadership Training and Facilitation	4	0	0	4	20	30	50
3	BAPY 3009	Practicum based on intelligence test and performance battery	0	0	8	4	20	30	50
4	BAPY-9999	Major Graduate Thesis	0	2	0	8	50	0	50
	<b>Total</b>		8	2		20			

## List of Electives

## GENERIC ELECTIVE COURSES

## ELECTIVE GROUPS:

<b>GROUP 1</b>										
SLFS1001	Foundation of Social Sciences					4	0	0	0	4
SLPF1001	Popular Fiction					4	0	0	0	4

<b>GROUP 2</b>										
SLCA1002	Indian Constitution and Administration					4	0	0	0	4
SLIL1002	Indian Literature in Translation					4	0	0	0	4

<b>GROUP 3</b>										
SLGD2001	Gender and Development Studies					4	0	0	0	4
SLSC2001	Startups and Cashless Economy					4	0	0	0	4

<b>GROUP 4</b>										
SLPD2001	Personality Development & Stress Management					4	0	0	0	4
SLFP2001	Indian Foreign Policy					4	0	0	0	4

<b>GROUP 5</b>										
SLSR2001	Social Relations					4	0	0	0	4
SLGE2001	Global Economic Issues					4	0	0	0	4

<b>GROUP 6</b>										
SLAP2001	Academic and Professional Writing					4	0	0	0	4
SLGC2001	Globalisation and Culture					4	0	0	0	4

## Detailed Syllabus

<b>Name of The Course</b>	<b>Bio Psychology</b>			
<b>Course Code</b>	<b>BAPY1008</b>			
<b>Prerequisite</b>	<b>Orientation and understanding of the basics in the discipline of Psychology.</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** This paper explains how human behaviour is also controlled by neurons, nervous systems and hormonal secretion governed by nervous system. To understand the interaction between human nervous system and human behavior

**Course Outcomes:**

<b>CO1</b>	<b>Increased understanding of Physiological processes of human behavior</b>
<b>CO2</b>	<b>Be aware of nature and methods of physiological psychology</b>
<b>CO3</b>	<b>Be able to understand nervous system, neuron and application of physiological psychology</b>
<b>CO4</b>	<b>• Understand use for general, clinical field or for related professional use.</b>
<b>CO5</b>	<b>Learn the basics techniques/ skills and applications of Psychology in specific situation</b>

**Text Book (s)**

- Klein, S. B., McCristian, C. & Thorne, B. M. (2007) SPECIFICATIONS OF BIOLOGICAL PSYCHOLOGY. Worth Pub.
- Carlson, N. R. (2012) Physiology of behaviour 11<sup>th</sup> Ed. Boston - Allyn & Bacon
- Pinel, J. P. J. (2013) BIO- PSYCHOLOGY. 9<sup>th</sup> Ed. Pearson Education

**Reference Book (s)**

- Chamberlain, L. and Broderick, A.J. (2007). *The application of physiological observation methods to emotion research*. Qualitative Market Research: An International Journal, 10 (2): 199-216.
- Rasch, B. & Born, J. (2013) *About sleep's role in memory*. Physiological Reviews, Vol. 93, 681- 766.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>The origins and nature of physiological psychology, methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods</b>	
<b>Unit-2 NEURONS</b>	

<b>Structure of neurons, types &amp; functions; neural conduction, Synaptic conduction</b>
<b>Unit-3 The structure and functioning of nervous system</b>
<b>Basic features of nervous system, CNS, ANS, PNS</b>
<b>Unit-4 Emotion and behaviour</b>
<b>Physiological correlates of emotion: The role of cortex in emotion, Emotion and endocrine glands</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Social Psychology</b>			
<b>Course Code</b>	<b>BAPY1002</b>			
<b>Prerequisite</b>	<b>Understanding of basic Psychology and socialization processes.</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To facilitate an understanding of various social processes that regulate behaviour and how societal patterns influence individual psychology.

**Course Outcomes:**

<b>CO1</b>	<b>Understanding of Social Perception, attributional processes and impression formation</b>
<b>CO2</b>	<b>Group processes and its impact on individual behaviour and decision making</b>
<b>CO3</b>	<b>Understanding of other social factors that influence individual behaviour and preferences</b>
<b>CO4</b>	<b>Learn the basics techniques/ skills and applications of social psychology in specific situation.</b>
<b>CO5</b>	<b>Understanding use for general, or specific professional use.</b>

**Text Book (s)**

- Baron, R.A., Byrne, D., Brancsombe N. R., & Bhardwaj, G. (2011). *Social Psychology*. 12th ed. Pearson Education: New Delhi.

**Reference Book (s)**

- Misra, G. (1990). *Applied Social Psychology in India*: Sage Publications: New Delhi.
- Myers, D. G. (2010). *Exploring Social Psychology*. New York: McGraw Hill.
- Taylor, S.E; Peplau, L.A. & Sears, O. (2006). *Social Psychology*. (12th ed). Prentice Hall.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Nature &amp; scope of Social psychology, Social Perception and Attribution, Impression formation and management</b>	
<b>Unit-2 Group Behaviour</b>	
<b>Nature, types of groups, structure and formation of group, Social facilitation, Social loafing</b>	
<b>Group Decision making—Group Polarization, Group think; Cooperation vs. Competition</b>	
<b>Unit-3 Attitude and Prejudice</b>	



<b>Concept, nature and formation of attitudes, Attitude Change: Heider's theory, Festinger's theory, Prejudices—Nature and formation of prejudices, Reducing prejudice</b>
<b>Unit-4 Social Influence</b>
<b>Conformity , Compliance, Obedience, Altruism</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Introduction to Psychology</b>			
<b>Course Code</b>	<b>BAPY1003</b>			
<b>Prerequisite</b>	<b>Understanding of basic Psychology.</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To familiarize students with fundamental psychological processes and their applications.

**Course Outcomes:**

<b>CO1</b>	<b>Be aware of different approaches and methods of Psychology</b>
<b>CO2</b>	<b>Know about the different processes of sensation ,perception, memory, motivation and emotion</b>
<b>CO3</b>	<b>Understanding of Learning process and its application</b>
<b>CO4</b>	<b>Understanding and application of different models of Intelligence.</b>
<b>CO5</b>	<b>Growth in overall personality as a factor to motivation and Leadership.</b>

**Text Book (s)**

- Morgan, C. T., Weisz, R. J., King, R. A. & Schopler, J. INTRODUCTION TO PSYCHOLOGY. 7<sup>th</sup> Ed. (2001). Tata Mc Graw Hill Pub.
- Baron, R. A. (2002) PSYCHOLOGY, 5<sup>th</sup> Ed., Dorling Kindersley Pub.
- Fredrickson, B., Loftus, G. & Wagenaar. W. (2010) SPECIFICATIONS OF ATKINSON'S AND HILGARD'S PSYCHOLOGY: AN INTRODUCTION. 1<sup>st</sup> Ed., Cengage Publications.

**Reference Book (s)**

- Meyer, G. E. & Cicarelli, S. K. (2008) SPECIFICATIONS OF PSYCHOLOGY: SOUTH ASIAN EDITION. Dorling Kindersley Pub.
- Parkins, R. 2012. Gender and emotional expressiveness: An analysis of prosodic features in emotional [expression](#). Griffith [working paper](#) in pragmatics and intercultural communication 5 (1), pp. 46-54.
- Jarris, P. (2012) Learning from everyday life, HSSRP, Vol. I, No. 1. 1-20

<b>Unit-1 Introduction</b>	<b>8</b>
<b>hours</b>	
<b>Nature, scope and methods of psychology . Brief history of Psychology in India</b>	
<b>Unit-2 Sensory and perceptual processes</b>	
<b>Intelligence: nature and models of intelligence: Spearman, Cattell, Guilford, and Sternberg</b>	
<b>Creativity: Nature and factors, Emotional Intelligence</b>	
<b>Unit-3 Learning</b>	

<p><b>Classical and operant conditioning, Basic Processes- Generalization, Discrimination, Spontaneous recovery and Extinction, Transfer of learning, Cognitive learning, Observational Learning</b></p>
<p><b>Unit-4 Motivation and Emotion</b></p>
<p><b>Motivation: Nature, types, and theories: McDougal, Maslow, McClelland</b>  <b>Emotions: Nature and theories: James- Lange, Cannon –Bard, Schachter –Singer,</b></p>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Statistical Approaches to Psychology</b>			
<b>Course Code</b>	<b>BAPY1004</b>			
<b>Prerequisite</b>	<b>Understanding of Basic Statistics</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To develop understanding of various statistical techniques in terms of their assumptions, applications and limitations, acquire competency for organizing data.

**Course Outcomes:**

<b>CO1</b>	<b>Enhanced understanding of statistical tools to analyze the data</b>
<b>CO2</b>	<b>Be aware of simple ways to represent data</b>
<b>CO3</b>	<b>Be able to calculate correlations and measures of central tendency</b>
<b>CO4</b>	<b>Be able to use inferential statistics for parametric and non parametric tests</b>
<b>CO5</b>	<b>Understanding of Linear Correlation and Probability curves.</b>

**Text Book (s)**

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

**Reference Book (s)**

- Chow, S. L. (2002). STATISTICS AND ITS ROLE IN PSYCHOLOGICAL RESEARCH. In Methods in Psychological Research, In Encyclopedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK,

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles, and Percentile Rank.</b>	
<b>Unit-2 Measures of central tendency and variability</b>	
<b>Measures of central tendency – mean , median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation.</b>	
<b>Unit-3 Normal distribution curve and linear correlation</b>	
<b>Normal Probability curve – properties and applications, Linear correlation</b>	
<b>Unit-4 Parametric vs non-parametric</b>	
<b>Parametric vs non parametric tests. Parametric tests – t – test, ANOVA-one way. Non parametric tests - Chi square, Mann – whitney test, Contingency co-efficient</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Abnormal Psychology</b>			
<b>Course Code</b>	<b>BAPY1005</b>			
<b>Prerequisite</b>	<b>Understanding of basic psychological processes.</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To To develop an understanding of what is considered as abnormal behavior, its manifestations and causal factors

**Course Outcomes:**

<b>CO1</b>	<b>Understanding abnormal behavior and models of normal and abnormal behavior.</b>
<b>CO2</b>	<b>Manifestation of specific psychological disorders such as anxiet disorders, mood disorders and schizophrenia</b>
<b>CO3</b>	<b>The prevalence of various disorders in the society</b>
<b>CO4</b>	<b>The causal factors behind various psychopathologies/ disorders taught in the class</b>
<b>CO5</b>	<b>Understanding of tool related to abnormal Psychology</b>

**Text Book (s)**

- Butcher, J.N., Mineka, S. & Hooley, J. M. (2007). *Abnormal Psychology*, 15<sup>th</sup> Ed. Pearson education: New Delhi.
- Barlow, D.H. & Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning India Pvt. Ltd.

**Reference Book (s)**

- Coleman, James C. (1964). *Abnormal Psychology and modern life*. Glenview, IL: Scott Foresman and Company.
- Nolen-Hoeksema, S. (2010). *Abnormal Psychology*. New Delhi: Tata McGraw- Hill.
- Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Concept of Normalcy &amp; Abnormality, Historical overview of abnormal psychology, Causal factors of psychopathology, Classification systems of Mental Disorders –ICD -10 &amp; DSM-V</b>	
<b>Unit-2 Anxiety Disorders</b>	
<b>Anxiety Disorders (Sign, symptoms, prevalence): Generalized Anxiety Disorder, Panic disorder, Obsessive Compulsive Disorder, Phobic Disorders and PTSD.</b>	
<b>Unit-3 Mood Disorders</b>	

**Mood Disorders: Major Depressive Disorder--Sign, symptoms and Prevalence, Mania& Hypomania—sign and symptoms, Bipolar Disorders-I & II, Causal factors of mood disorders**

**Unit-4 Schizophrenia**

**Schizophrenic Spectrum Disorders, Sign, symptoms and Prevalence, Types of schizophrenia, Causal factors**

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Psychology at Work Place</b>			
<b>Course Code</b>	<b>BAPY1006</b>			
<b>Prerequisite</b>	<b>None</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The field of work psychology is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of work systems, structures, and processes in working behavior, and explains how organizations really work.

**Course Outcomes:**

<b>CO1</b>	<b>Knowledge of Selection techniques in organisation</b>
<b>CO2</b>	<b>Understanding of Job Design, Responsibility</b>
<b>CO3</b>	<b>Role of Ergonomics in organisation and Stress reduction</b>
<b>CO4</b>	<b>Understanding of Industrial Stress and fatigue and impact on performance</b>
<b>CO5</b>	<b>How to improve overall industrial environment more productive</b>

**Text Book (s)**

- Work Psychology: Understanding Human Behaviour in the Workplace John Arnold Prentice Hall/Financial Times, 2005
- -An Introduction to Work and Organizational Psychology: A European Perspective Nik Chmiel John Wiley & Sons, 03-Jun-2008

**Reference Book (s)**

- Work Psychology Pieter Johan Diederik Drenth, Henk Thierry, Charles J. De Wolff Psychology Press, 2000

<b>Unit-1 Work Psychology</b> <b>8 hours</b>
<b>Foundations of Work Psychology: Growth Development and current Status From Taylorism to Modern approaches</b>
<b>Unit-2 Selection and Training</b>
<b>Processes and techniques. Selection and Placement Models and Processes, Training methods and their applications, Skills Training</b>
<b>Unit-3 Job Motivation</b>
<b>Theories, Applications, Job design and redesign, Industrial Counseling</b>
<b>Unit-4 Man Machine System</b>
<b>Ergonomics and human factors, Job Stress and Industrial Fatigue and their consequences</b>



**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Practicum</b>			
<b>Course Code</b>	<b>BAPY1007</b>			
<b>Prerequisite</b>	<b>Understanding of basic theoretical concepts.</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**Course Objectives:** Gaining applied experience of theoretical concepts.

**Course Outcomes:**

<b>CO1</b>	<b>Primary knowledge of how a research is designed</b>
<b>CO2</b>	<b>How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.</b>
<b>CO3</b>	<b>Reading out to the meaningful conclusion</b>
<b>CO4</b>	<b>Gaining applied experience of theoretical concepts</b>
<b>CO5</b>	

**Text Book (s)**

- As recommended by Faculty

**Reference Book (s)**

- As recommended

<b>Unit-1</b>
<ul style="list-style-type: none"> <li>• <b>Span of Attention /</b></li> <li>• <b>Mirror Drawing</b></li> </ul>
<b>Unit-2</b>
<ul style="list-style-type: none"> <li>• <b>Muller Lyer Illusion/</b></li> <li>• <b>Zeigarnik Effect</b></li> </ul>
<b>Unit-3</b>
<ul style="list-style-type: none"> <li>• <b>Serial Position effect /</b></li> <li>• <b>Sinha's Anxiety Scale</b></li> </ul>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>50</b>	<b>NA</b>	<b>50</b>	<b>100</b>

## Detailed Syllabus

## SEM-III

<b>Name of The Course</b>	<b>Life span Development</b>			
<b>Course Code</b>	<b>BAPY2001</b>			
<b>Prerequisite</b>	<b>Understanding of Developmental Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To develop understanding of psychological issues in human development.

**Course Outcomes:**

<b>CO1</b>	<b>Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan</b>
<b>CO2</b>	<b>Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology</b>
<b>CO3</b>	<b>Apply developmental psychology principles to daily life throughout the lifespan.</b>
<b>CO4</b>	<b>Detect myths and misconceptions regarding human development throughout the lifespan</b>
<b>CO5</b>	<b>Describe methodological approaches used to study development</b>

**Text Book (s)**

- Berk, L. E. (2010). *Child Development* (8<sup>th</sup> Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2008). *Child Development* (11<sup>th</sup> Ed.). New Delhi: McGraw Hill. Santrock, J.W. (2006). *Adolescence*. New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

**Reference Book (s)**

- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

<b>Unit-1 Introduction</b> 8 hours
<b>Nature of Development and related terms, theories ( Freud and Eric Ericson) and themes of Developmental Psychology, Indian context of development</b>
<b>Unit-2 Period of development</b>
<b>Infancy, Childhood, Adolescence, Adulthood, senescent stages</b>
<b>Unit-3 Domains of development</b>
<b>Cognitive development: perspectives of Piaget and Vygotsky, Language development: issues and debates, Emotional development</b>
<b>Unit-4 Context of development</b>
<b>Contexts for development: Family, peers, media and school contexts</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Research Methods</b>			
<b>Course Code</b>	<b>BAPY2002</b>			
<b>Prerequisite</b>	<b>Understanding of Research Methods</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To develop understanding of psychological issues in human development.

**Course Outcomes:**

<b>CO1</b>	<b>Understand the nature and scope of psychological research in modern times</b>
<b>CO2</b>	<b>Define and distinguish between research method and research methodology with appropriate use while conceptualizing and conducting research</b>
<b>CO3</b>	<b>Understand the major research designs/ tools being used in respective field of psychology</b>
<b>CO4</b>	<b>Understand the major research issues (sampling, reliability, validity) in the field of psychology with rectification measures being used by psychologist till date.</b>
<b>CO5</b>	<b>Will understand how to conduct good research in different subfield of psychology especially in counseling-clinical psychology and organizational behavior.</b>

**Text Book (s)**

- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2<sup>nd</sup> Ed.) Oxford: Blackwell Publishers

**Reference Book (s)**

- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6<sup>th</sup> Ed.) Boston: Pearson Education.

<b>Unit-1 Introduction</b> <b>8 hours</b>
<b>Beginning of Psychological Research: Goals of Psychological Research, Formulating a problem and developing a testable hypothesis, null and alternative hypotheses</b>
<b>Unit-2 Types</b> <b>Quantitative and Qualitative Orientations towards Research, Research Designs</b>
<b>Unit-3 Sampling</b> <b>Sampling: Probability and non-probability sampling methods, determination of sample size</b>
<b>Unit-4 Data Collection</b> <b>Data Collection: Experiment, Interview, Observation, survey and testing</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Practicum</b>			
<b>Course Code</b>	<b>BAPY2003</b>			
<b>Prerequisite</b>	<b>Understanding of basic theoretical concepts</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**Course Objectives:** Gaining applied experience of theoretical concepts.

**Course Outcomes:**

<b>CO1</b>	<b>Enable the students to understand the processes and steps involved in conducting the psychological experiments</b>
<b>CO2</b>	<b>Enable the students to understand the processes and steps involved in administering the psychological tests</b>
<b>CO3</b>	<b>Clarifies the process of developing an insight into their own and others' behaviour and underlying mental processes by using different psychological assessment tools.</b>
<b>CO4</b>	<b>Developing the students ability to apply the key principles of research methods in psychology</b>
<b>CO5</b>	<b>Imparting the skills in the students necessary for selecting and applying different tests for different purpose such as diagnosing disorder, assessing mental health, learning process, etc</b>

**Text Book (s)**

As recommended by the concerned teacher

**Reference Book (s)**

As recommended by the concerned teacher

<b>Unit-1</b>
<ul style="list-style-type: none"> <li>• <b>Physiology: Secondary data/</b></li> <li>• <b>Perceptual accuracy</b></li> </ul>
<b>Unit-2</b>
<ul style="list-style-type: none"> <li>• <b>Handedness/</b></li> <li>• <b>Attitude scale</b></li> </ul>
<b>Unit-3</b>
<ul style="list-style-type: none"> <li>• <b>Hemispheric Mapping/</b></li> <li>• <b>Reaction Time</b></li> </ul>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>50</b>		<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Fundamentals of Cognitive Psychology</b>			
<b>Course Code</b>	<b>BAPY2004</b>			
<b>Prerequisite</b>	<b>Orientation and understanding of the basics in the discipline of Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- To acquaint students with the concept of cognition and cognitive processes.
- To enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology.
- To enable students to develop insight into their own as well as others' behaviour and underlying mental processes.

**Course Outcomes:**

<b>CO1</b>	<b>Concept of cognition in psychology and various cognitive processes.</b>
<b>CO2</b>	<b>Different approaches to the study of Cognitive Psychology.</b>
<b>CO3</b>	<b>Concept of attention and perception in psychology, theories of attention, various laws of form and depth perception and plasticity in perception.</b>
<b>CO4</b>	<b>Concept of thinking &amp; cognitive approaches to problem solving, Reasoning and decision making.</b>
<b>CO5</b>	<b>Concept and theories of memory, types of memory processes and ways of improving memory.</b>

**Text Book (s)**

- Ciccarelli, S.K. & Meyer, G.E. (2008). Psychology: South Asian Edition. New Delhi: Pearson India.
- Morgan, C., King R., Weisz J. & Schopler, J. (2004). Introduction to Psychology, 7th Edition. Tata McGraw Hill Education.

**Reference Book (s)**

- Galloti, K. M. (2004). *Cognitive Psychology: In and Out of the Laboratory (3<sup>rd</sup> ed)*. Delhi: Wadsworth, Cengage Learning.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. New Delhi: Sage Publications.
- Mattlin, M.W. (1995). *Cognition (3rd ed)*. Bangalore: Prism Books

<b>Unit-1 Introduction</b> <b>8 hours</b>
<b>Meaning and nature of cognition, Information processing approach, Connectionist approach, Ecological approach</b>

<b>Unit-2 Perception and Attention</b>
Attention--Definition, Factors influencing attention, Selective & divided attention, Filter theory of attention, Attenuation model of attention, Parallel processing theory, Perception— Bottom-up and Top-down approaches, Perceptual constancies: size, shape, brightness, Depth perception, Form Perception, Movement Perception, Perceptual Illusions
<b>Unit-3 Thinking and Problem Solving</b>
Thinking—mental imagery, concepts, prototypes in thinking, Role of language in thinking, Problem Solving—concept and approaches —Trial & Error, Algorithms, Heuristics, Insight problem solving, Barriers in problem solving, Reasoning & Decision Making <ul style="list-style-type: none"> <li>• Creativity—stages of creative thinking, ways of enhancing creativity</li> </ul>
<b>Unit-4 Memory</b>
Memory—Definition, Atkinson Schiffrin’s model —Sensory register, STM & LTM; Levels of Processing theory Tulving’s concept of LTM—Semantic & autobiographical memory, Procedural memory; Other Types -iconic & echoic memory, implicit & explicit memory, flash bulb memory, eye-witness testimony, Schema in memory, script memory

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



<b>Name of The Course</b>	<b>Counselling Psychology</b>			
<b>Course Code</b>	<b>BAPY2005</b>			
<b>Prerequisite</b>	<b>Basic understanding of Counselling Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To develop understanding of basics of psychology and counseling techniques

**Course Outcomes:**

<b>CO1</b>	<b>It would inculcate understanding of counselling psychology</b>
<b>CO2</b>	<b>Different technique of counseling and to identify the most useful technique for certain condition</b>
<b>CO3</b>	<b>Ethical and legal aspects of counseling</b>
<b>CO4</b>	<b>How does Counselling of children and adolescents Happens</b>
<b>CO5</b>	<b>Approaches and various areas of counseling</b>

**Text Book (s)**

1. Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
2. Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US: Brooks/ Cole-Cengage Learning.
3. McLeod, J. (2003). *An Introduction to Counseling*.
4. Patterson, J. V. & Nisenholz, B. (1999). *Orientation to counseling* (4th edition). USA: Allyn and Bacon.
5. Welfel, E.R & Patterson, L.E. (2005). *The Counseling Process – A Multitheoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
6. Wolfe, R. and Dryden, W. (1998). *Handbook of Counseling Psychology*.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Concept, history and recent trends in counselling, Distinction between Guidance &amp; counselling, Ethical and legal aspects of counseling</b>	
<b>Unit-2 Counseling with Diverse Populations</b>	
<b>Counseling children and adolescents, Counseling the aged, Gender based counselling, Work place counseling</b>	
<b>Unit-3 Approaches to counseling</b>	
<b>Various areas of counselling - Existential analytical approach, Humanistic approach, Cognitive, Behaviouristic</b>	
<b>Unit-4 Applications</b>	
<b>Substance abuse counselling, Counseling the disabled, Rehabilitation counselling, E- counselling</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Oragnisational Behaviour -I</b>			
<b>Course Code</b>	<b>BAPY2007</b>			
<b>Prerequisite</b>	<b>None</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- Identify key theoretical aspects and practical applications of organizational behavior.
- Apply OB concepts and theories to analyze and improve work situations.
- Understand and leverage your own traits and OB competencies in the workplace for professional success and as a potential organizational leader.

**Course Outcomes:**

<b>CO1</b>	<b>Understand how organizations work and why people behave as they do in work settings.</b>
<b>CO2</b>	<b>Better understand your own OB related traits and perspectives</b>
<b>CO3</b>	<b>Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts</b>
<b>CO4</b>	<b>Improve your skills in reacting appropriately to organizational situations using OB concepts</b>
<b>CO5</b>	<b>Improve your ability to create and maintain healthy and productive work environments</b>

**Text Book (s)**

- Organization Theory: From Chester Barnard to the Present and BeyondBy Oliver E. Williamson Oxford University Press, 1995 (Expanded edition)
- Organizational Behavior: Foundations, Theories, and AnalysesBy John B. Miner Oxford University Press, 2002
- Organizational Behaviour: Performance Management in PracticeBy Richard Pettinger Routledge, 2010

<b>Unit-1 Introduction</b> <b>8 hours</b>
<b>What is Organizational Behavior</b> <b>Context Introductions and Orientation</b>
<b>Unit-2 Individual Effectiveness</b> <b>Personality, Values, Attitudes</b> <b>Emotional Intelligence</b>
<b>Unit-3 Social Interactions</b>

<b>Groups, Teams, and Leadership, Group Behavior and Teams Communication &amp; Social Networks</b>
<b>Unit-4 Understanding Job Satisfaction &amp; Motivation</b>
<b>Theories of Motivation Applying Motivation related Concepts - Case Discussion</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Abnormal and Clinical Psychology</b>			
<b>Course Code</b>	<b>BAPY2008</b>			
<b>Prerequisite</b>	<b>Knowledge of psychological Assessments in the context of clinical setting</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

- Main objectives of this course are:
  - To train the students to carry our projects in the different areas of clinical psychology.
  - To make the students familiar with the psychological tests used for clinical purposes.
  - To impart the knowledge and skills for administering tests and writing their reports.
  - To enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology.
  - To enable students to develop insight into their own as well as others' behaviour and underlying mental processes.

**Course Outcomes:**

<b>CO1</b>	<b>To make the students familiar with the psychological tests used for clinical purposes</b>
<b>CO2</b>	<b>To train the students to carry our projects in the different areas of clinical psychology</b>
<b>CO3</b>	<b>To impart the knowledge and skills for administering tests and writing their reports</b>
<b>CO4</b>	<b>To enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology</b>
<b>CO5</b>	<b>To enable students to develop insight into their own as well as others' behaviour and underlying mental processes</b>

**Text Book (s)**

- Hecker, Jeffrey E. and Thope, Geoffrey L. (2005) : "Introduction to Clinical Psychology", Pearson Education Inc.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York
- Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.
- Walker, C. E. (2001) Handbook of Child Clinical Psychology. New York: John Wiley & Sons.

**Reference Book (s)**

- Mathur, S. S. (1985) : "Clinical Psychology", Vinod Pustak Mandir, Agra.
- Neiszal, M. T., Bernsten (1995) : "Introduction to Clinical Psychology", 2nd Ed.

- Walker, C. E. (Ed.) : “Clinical Practice of Psychology”, Pregman Press, New York.
- Weiner, B. (1983) : "Clinical Methods in Psychology", N. Y., John-Wiley and Sons.
- Wolman, Benjamine, B. : “Handbook of Clinical Psychology”, McGraw Hill Company.
- Korchin, S.J. (1979) Modem Clinical Psychology (Harper).
- Garfield & Bergin, (1978) Handbook of Psychotherapy and Behavior change, New York: Wiley.
- Woleman, B.B. (1984) Handbook of Clinical Psychology, New York: Wiley

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Clinical psychology concept and definitions</b> <b>Brief history of clinical psychology</b> <b>Activities of clinical psychologist: teaching, research assessment and therapy, Professional responsibilities</b>	
<b>Unit-2 Childhood Disorders</b>	
<b>Childhood Disorders</b> <b>classification of childhood disorders</b> <b>Mental retardation</b> <b>Autistic spectrum disorders</b> <b>Learning Disabilities</b>	
<b>Unit-3 Adult Disorders</b>	
<b>Adult Disorders:</b> <b>Dissociative and Somatoform Disorders</b> <b>Personality Disorders</b> <b>Other psychological disorders like substance abuse, sexual disorders, abuse and neglect</b>	
<b>Unit-4 Diagnostic Techniques</b>	
<b>Clinical interviewing</b> <b>Case study in detail</b> <b>Ethical and Professional issues</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Practicum</b>			
<b>Course Code</b>	<b>BAPY2006</b>			
<b>Prerequisite</b>	<b>Understanding of basic theoretical concepts</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**Course Objectives:** Gaining applied experience of theoretical concepts

**Course Outcomes:**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• <b>Primary knowledge of how a research is designed.</b></li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• <b>How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.</b></li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• <b>Reading out to the meaningful conclusion.</b></li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>• <b>Imparting the skills in the students necessary for selecting and applying different tests for different purpose such as diagnosing disorder, assessing mental health, learning process</b></li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>• <b>Developing the students ability to apply the key principles of research methods in psychology</b></li> </ul>

<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• <b>Aptitude test/</b></li> <li>• <b>16 P.F.( Personality Factor)</b></li> </ul>
<b>Unit-2</b>	<ul style="list-style-type: none"> <li>• <b>Tactile Perception/</b></li> <li>• <b>Stress Management</b></li> </ul>
<b>Unit-3</b>	<ul style="list-style-type: none"> <li>• <b>IPAT Anxiety Test/</b></li> <li>• <b>Emotions</b></li> </ul>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>50</b>	<b>00</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Personality and Self Development</b>			
<b>Course Code</b>	<b>BAPY3001</b>			
<b>Prerequisite</b>	<b>Understanding of self in real life</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The course material is intended to provide students' with an understanding of personal development. To know the different psychodynamic and psychosocial approaches of personality. Understanding of self as per Indian and western view.

**Course Outcomes:**

<b>CO1</b>	<b>To develop self in positive manner</b>
<b>CO2</b>	<b>Student will be equipped with understanding of Personality types and theories</b>
<b>CO3</b>	<b>To be aware from Indian and western philosophy about self</b>
<b>CO4</b>	<b>Techniques to enhance personality</b>
<b>CO5</b>	<b>Awareness about yoga therapy, Buddhism, Jainism and ancient Indian approaches</b>

**Text Book (s)**

- Albert Ellis, Mike Abrams & Lidia Abrams (2009) *Personality Theories: Critical Perspectives*. SAGE Publications, Inc.
- Hall, G.C., Lindzey, G., & Campbell, J.C. (1998). *Theories of personality*, (4<sup>th</sup> ed.). New York: Wiley.
- Hjelle, L.A. & Zeigler, D.J. (1991). *Personality theories : Basic assumptions, research and applications*. (2<sup>nd</sup> ed.) New York: McGraw Hill.
- Mischel, W. (1976). *Introduction to personality*. New York : Holt Reinhart & Winston.
- Pervin, A. (1984). *Personality: Theory and research*. New York: John Wiley & Sons.

**Reference Book (s)**

- Friedman, H.S. & Schustack, M.W. (2003). *Personality; Classic theory and modern research* (2<sup>nd</sup> ed.) Singapore: Pearson Education
- Herlock, E.B.C.( ) *Personality Development* New York: Mc Ghram Hill

<b>Unit-1 Introduction</b> <b>8 hours</b>
<b>Definition, nature and scope of personality</b>
<b>Determinants of Personality: Biological, environmental, social and family</b>
<b>Unit-2 Psychodynamic &amp; Behaviouristic</b>
<b>Psychodynamic and psychosocial approaches : Freud and Erikson</b>
<b>Behaviouristic and social learning approaches: Skinner, Bandura and Mischel.</b>
<b>Unit-3 Humanistic and existential approaches</b>



<b>Humanistic and phenomenological approaches: Rogers and Kelly.</b>
<b>Existential approaches: Rollo May, Victor Frankl</b>
<b>Unit-4 Self</b>
<b>Self: Concept &amp; identity, Indian and western view of self</b>
<b>Indian views: Yoga, Budhism &amp; Sufism</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

Name of The Course	Psychology of Gender			
Course Code	BAPY3002			
Prerequisite	Understanding of basic human Psychology			
Corequisite				
Antirequisite				
	L	T	P	C
	4	0	0	4

**Course Objectives:** To develop understanding of psychological issues related to gender **Course**

**Outcomes:**

CO1	Expand upon the binary conceptualizations of both sex and gender by differentiating the biological concept of sex as manifested in maleness and femaleness, from the cultural concept of gender, as manifested in masculinity and femininity.
CO2	Identify and describe gender stereotypes and their role in one's gender identity
CO3	Compare the biological (nature) and social psychological (nurture) theories of gender development throughout the life span outline various dimensions, factors, and processes of the construction of gender.
CO4	Recognize the role of gender in relationships, the family, education/work/career
CO5	Describe in detail traditional and contemporary approaches to gender in psychology.

**Text Book (s)**

- **The psychology of gender and sexuality:**An introduction
- **WENDY STANTON ROGERS AND REX STANTON ROGERS**
- **Femininity/Masculinity** Jan E. Stets and Peter J. Burke
  - Department of Sociology, Washington State University
  - Pp. 997-1005 in Edgar F. Borgatta and Rhonda J. V. Montgomery (Eds.),
  - *Encyclopedia of Sociology, Revised Edition*. New York: Macmillan

<b>Unit-1 Understanding of Gender</b> 8 hours
Gender: biological theory, Gender roles, Gender stereotypes during adolescence, social construction
<b>Unit-2 Femininity/masculinity</b>
Femininity/masculinity: The Roots of Femininity/Masculinity The Development of Femininity and Masculinity, gender identity Gender Theories: Simone de Beauvoir, Betty Friedan
<b>Unit-3 Gender Issues</b>
Feminist challenges, New men, new women, new relationships? Changes in values , women labor force, Participation
<b>Unit-4 Women In India</b>
Women in India, work of Uma chakarboroty, Madhu keshvar and others. Gender Sensitization and education by Surchi bhattia.

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>communication process and conflict management</b>			
<b>Course Code</b>	<b>BAPY3003</b>			
<b>Prerequisite</b>	<b>Understanding of Psychology of communication</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To develop understanding of theories of communication and application of findings in our personal and professional life

**Course Outcomes:**

<b>CO1</b>	<b>Students will recognize the nature of communication, its process and its impact on interpersonal relationships and on work productivity in the organizations.</b>
<b>CO2</b>	<b>Students will develop skills for diagnosing communication problems and using concrete methods to manage communication in organizations</b>
<b>CO3</b>	<b>Students will develop understanding with a number of interpersonal and organizational communication channels in dealing with organisational issues or problems</b>
<b>CO4</b>	<b>Students will effectively utilize communication and apply conflict intervention strategies such as coaching, negotiation, mediation, and system design in the management and resolution of conflict</b>
<b>CO5</b>	<b>Students will integrate and appropriately apply scientifically proven communication techniques and methodologies in analyzing, managing and resolving various organizational problems relevant to their emphasis of study</b>

**Text Book (s)**

- Adler, R.B & Rooman, G. (2006). *Understanding Human Communication*, 9<sup>th</sup> Ed. Oxford: Oxford University Press.
- Corcoran, N. (Ed) (2007). *Communicating Health-Strategic for Health Promotion*. New Delhi: Sage.
- Fisher, D. (2006). *Communication in Organizations*. New Delhi: Jaico Publishing House.

**Reference Book (s)**

- Trenholm, S. & Jensen, A. (2008). *Interpersonal Communication*, 6th Ed. New York: Oxford University Press

<b>Unit-1 Interpersonal communication hours</b>	<b>8</b>
<b>Definition of Interpersonal Communication, General Characteristics, Process- linear view, Concept of Communicative Competence and skills</b>	
<b>Unit-2 Communication Skill</b>	
<b>Characteristics of Effective Communicator; Types of Interpersonal Communication Skills:- Verbal skills and non-Verbal Communication Skills – General Characteristics.</b>	
<b>Unit-3 Barriers in communication and conflict management</b>	
<b>Psychological barriers in communication: Defensiveness, self preoccupation, cultural barriers. Game theory, Conflict management: overcoming communication barriers. Negotiation</b>	
<b>Unit-4 Application areas of Communication</b>	
<b>Significance of communication skills in interpersonal relationships, group performance, media, health promotion etc</b>	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Organisational Behaviour - II</b>			
<b>Course Code</b>	<b>BAPY3005</b>			
<b>Prerequisite</b>	<b>Understanding general psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** The field of organizational behavior (OB) is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of organizational systems, structures, and processes in studying behavior, and explains how organizations really work.

#### Course Outcomes:

<b>CO1</b>	<b>Identify key theoretical aspects and practical applications of organizational behavior</b>
<b>CO2</b>	<b>Apply OB concepts and theories to analyze and improve work situations</b>
<b>CO3</b>	<b>Understand and leverage your own traits and OB competencies in the workplace for professional success and as a potential organizational leader</b>
<b>CO4</b>	<b>Improve your skills in reacting appropriately to organizational situations using OB concepts</b>
<b>CO5</b>	<b>Improve your ability to create and maintain healthy and productive work environments</b>

#### Text Book (s)

- Organization Theory: From Chester Barnard to the Present and Beyond By Oliver E. Williamson Oxford University Press, 1995 (Expanded edition)
- Organizational Behavior: Foundations, Theories, and Analyses By John B. Miner Oxford University Press, 2002
- Organizational Behaviour: Performance Management in Practice By Richard Pettinger Routledge, 2010

<b>Unit-1 Communication</b>	<b>8 hours</b>
<b>Exploring communication in organizations , meaning and function. Effective communication.</b>	
<b>Unit-2 Decision making</b>	
<b>Understanding decision making as a process. Modules of decision making.</b>	
<b>Unit-3 Power and Conflict</b>	
<b>Understanding power and organizational politics, nature of power , basis of power.</b>	
<b>Unit-4 Organisational Effectiveness</b>	
<b>Understanding organizational effectiveness and organizational culture. Models of effectiveness , organizational culture, meaning and definition.</b>	

#### Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Clinical Psychology and therapeutic intervention</b>			
<b>Course Code</b>	<b>BAPY3006</b>			
<b>Prerequisite</b>	<b>Basic understanding clinical psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** To acquaint the students with -

- 1) current systems of classification of mental disorders.
- 2) current paradigms in psychopathology.
- 3) the symptomatology of different psychological disorders.
- 4) the etiology and therapies of the disorders with respect to theoretical approaches.

•

**Course Outcomes:**

<b>CO1</b>	<b>Increased knowledge of different kinds of psychological disorders</b>
<b>CO2</b>	<b>Increased knowledge of the symptomatology of different psychological disorders</b>
<b>CO3</b>	<b>Increased knowledge of the etiology and therapies of the disorders with respect to theoretical approaches</b>
<b>CO4</b>	<b>Knowledge of current paradigms in psychopathology</b>
<b>CO5</b>	<b>Knowledge of current systems of classification of mental disorders</b>

**Text Book (s)**

- Korchin, S.J. (1979) **Modern Clinical Psychology** (Harper).
- Garfield & Bergin, (1978) **Handbook of Psychotherapy and Behavior change**, New York: Wiley.
- Woleman, B.B. (1984) **Handbook of Clinical Psychology**, New York: Wiley.
- Wolpe and Lazarus (1978): **Behavior Therapy Techniques**, New York: Elmsford.
- Phil Yalom, I.D. (1975). **The Theory and Practice of Group Psychotherapy**. New York.:Basic Books.
- Kendall & Butcher (1982). **Hand Book of Research Methods in Clinical Psychology** , New York.: Wiley.
- Semenoff, B. (1976) **Projective Techniques**, London: Wiley.
- Weiner, J. (1979): **Clinical Methods**, New York: Wiley.

**Reference Book (s)**

- Garfield, S. L. (1974) : "Clinical Psychology : The Study of Personality and Behaviour".
- Garfield S. L. : "Introduction to Clinical Psychology" The McMillan Company, New York.
- Mathur, S. S. (1985) : "Clinical Psychology", Vinod Pustak Mandir, Agra.

- Neiszal, M. T., Bernsten (1995) : “Introduction to Clinical Psychology”, 2nd Ed.
- Walker, C. E. (Ed.) : “Clinical Practice of Psychology”, Pregman Press, New York.
- Weiner, B. (1983) : "Clinical Methods in Psychology", N. Y., John-Wiley and Sons.
- Wolman, Benjamine, B. : “Handbook of Clinical Psychology”, McGraw Hill Company.
- Korchin, S.J. (1979) **Modem Clinical Psychology** (Harper).
- Garfield & Bergin, (1978) **Handbook of Psychotherapy and Behavior change**, New York: Wiley.
- Wolpe and Lazaras (1978): **Behavior Therapy Techniques**, New York: Elmsford.
- Phil Yalom, I.D. (1975). **The Theory and Practice of Group Psychotherapy**. New York.:Basic Books.

<b>Unit-1 Behavioural and Cognitive behavioural</b>
<b>Systematic desensitization</b> <b>Token economy</b> <b>Beck’s cognitive therapy</b> <b>Ellis’s rational emotive behavior therapy</b>
<b>Unit-2 Humanistic and Existential</b>
<b>Client centered therapy</b> <b>Logo therapy</b> <b>Existential therapy</b>
<b>Unit-3 Religions and spiritual</b>
<b>Holistic: Meditation,</b> <b>clinically standardized meditation</b> <b>Religions: Prayer, reading, scripture</b> <b>Yoga therapy</b>
<b>Unit-4 Relaxation training and bio medical therapies</b>
<b>Concept of relaxation and purpose of relaxation training</b> <b>Bio-feedback relaxation</b> <b>Jacobson muscular relaxation,</b> <b>Benson’s relaxation training</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>



<b>Name of The Course</b>	<b>Practicum</b>			
<b>Course Code</b>	<b>BAPY3004</b>			
<b>Prerequisite</b>	<b>Basic understanding of theories of Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**Course Objectives:**

- Primary knowledge of how a research is designed.
- How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.
- Reading out to the meaningful conclusion.

**Practical File:** The major outcome of this course is a document containing the description from planning, organising the issue practices related to research questions, procedure to data collection, data analysis and report to be submitted in the lab.

**Course Outcomes:**

<b>CO1</b>	<b>Primary knowledge of how a research is designed</b>
<b>CO2</b>	<b>How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.</b>
<b>CO3</b>	<b>Reading out to the meaningful conclusion</b>
<b>CO4</b>	<b>Gaining applied experience of theoretical concepts</b>
<b>CO5</b>	

<b>Unit-1</b>
<ul style="list-style-type: none"> <li>• <b>Stroop effect/</b></li> <li>• <b>Memory test</b></li> </ul>
<b>Unit-2</b>
<ul style="list-style-type: none"> <li>• <b>Interest Test/</b></li> <li>• <b>Organisation of Memory</b></li> </ul>
<b>Unit-3</b>
<ul style="list-style-type: none"> <li>• <b>Case study/</b></li> <li>• <b>Leadership Style</b></li> </ul>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>50</b>	<b>00</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Psychological assessment</b>			
<b>Course Code</b>	<b>BAPY3007</b>			
<b>Prerequisite</b>	<b>Understanding of General Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Outcomes:**

<b>CO1</b>	<b>Understanding of personality psychology</b>
<b>CO2</b>	<b>Different technique of personality assessment and identify the most useful technique for certain condition</b>
<b>CO3</b>	<b>Knowledge of application of Psychological testing</b>
<b>CO4</b>	<b>Understanding of Behavioural assessment and testing</b>
<b>CO5</b>	<b>Knowing distinction between Assessment and testing.</b>

**Text Book (s)**

- Ben-Porath, Y. S. (2003). Assessing personality and psychopathology with self-report inventories. In J.R. Graham & J.A. Naglieri (Eds.), Handbook of Psychology , (Vol. 10, pp. 553-578).
- Hoboken, NJ: John Wiley & Sons, Inc Helmes, E., & Reddon, J.R. (1993). A perspective on developments in assessing psychopathology: A critical review of the MMPI and MMPI.
- -
- Hibbard, S. (2003). A critique of Lilienfeld et al.'s (2000) "The scientific status of projective techniques." Journal of Personality Assessment, 80, 260-2712. Psychological Bulletin, 113, 453-471
- Society for Personality Assessment (2005). The Status of the Rorschach in Clinical and Forensic Practice: An Official Statement by the Board of
- Hasan, Q. (1999) Personality Assessment. New Delhi: Gyan Publishing House.

**Reference Book (s)**

<b>Unit-1 Introduction</b>
<b>Personality Assessment, Different technique of personality assessment. Concept and delimits, Approaches to personality assessment: ideographic and nomothetic, Distinction between assessment and test , assessment and measurement</b>
<b>Unit-2 Behavioral assessment</b>
<b>Self monitoring, observation, features of behavioral assessment</b>

<b>Unit-3 Projective techniques</b>
<b>Unstructured : Rorschach, Semi structured: Rosenweig picture frustration test and sentence completion test</b>
<b>Unit-4 Testing</b>
<b>Types of personality tests, application of psychological testing, report writing</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Leadership Training and Facilitation</b>			
<b>Course Code</b>	<b>BAPY3008</b>			
<b>Prerequisite</b>	<b>Basic knowledge of inter personal skill and social psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Objectives:** Studying leadership becomes not only a necessity but compulsion for growth and development.

**Course Outcomes:**

<b>CO1</b>	<b>This paper will be making the students learn and practice the essence of leadership in their personal and work lives</b>
<b>CO2</b>	<b>To be a better Leader in emerging global Scenario</b>
<b>CO3</b>	<b>To practice only ethical norms and not unethical ones</b>
<b>CO4</b>	<b>Understanding different styles of Leadership</b>
<b>CO5</b>	<b>Knowing culturak aspects of leadership behaviour.</b>

**Text Book (s)**

- **The New Leader: Transforming the Art of Leadership to the Science of Success; Daniel Goleman, Richard Boyatzis & Annie McKee, Little, Brown, 2002**
- **Leadership: Limits and Possibilities ;Keith Grint, , Palgrave MacMillan, 2005.**

**Reference Book (s)**

- **The Power of Collective Wisdom: and the Trap of Collective Folly ,Alan Briskin, Sheryl Erickson,John Ott & Tom Callanan, , Berrett-Koehler, 2009.**
- **Leadership: A Critical Text, Simon Western, Sage, 2008**

<b>Unit-1 Introduction</b>
<b>Concept Of Leadership, Why Do We Need To Understand Leadership, Need For Organizational Leadership: A Historical Perspective</b>
<b>Unit-2 Leadership in Global Context</b>
<b>Understanding The Globalization And Organizational Leadership Requirements, Global Leadership And Competency, Why We Need To Understand The Global Leadership</b>
<b>Unit-3 Ethics and Leadership</b>
<b>Meaning And Importance, Ethical Justifications Of Leader Behaviour, What Leaders Can Do To Prepare themselves to Work As Ethical Leaders.</b>
<b>Unit-4 Leadership Styles</b>
<b>Different styles and models of leadership, Environment, Culture And Leadership: Implications For Today’s Leaders, Leadership Typology and theoretical assumptions</b>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

<b>Name of The Course</b>	<b>Practicum based on intelligence test and performance battery</b>			
<b>Course Code</b>	<b>BAPY3009</b>			
<b>Prerequisite</b>	<b>Basic understanding of theories of Psychology</b>			
<b>Corequisite</b>				
<b>Antirequisite</b>				
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**Course Objectives:**

Gaining applied experience of theoretical concepts

- Primary knowledge of how a research is designed.
- How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.
- Reading out to the meaningful conclusion.

**Practical File:** The major outcome of this course is a document containing the description from planning, organising the issue practices related to research questions, procedure to data collection, data analysis and report to be submitted in the lab.

**Course Outcomes:**

<b>CO1</b>	<b>Primary knowledge of how a research is designed</b>
<b>CO2</b>	<b>How the hypothesis is formulated and along with objective, data analysis, interpretation and conclusion.</b>
<b>CO3</b>	<b>Reading out to the meaningful conclusion</b>
<b>CO4</b>	<b>Gaining applied experience of theoretical concepts</b>
<b>CO5</b>	

<b>Unit-1</b>	<ul style="list-style-type: none"> <li>• <b>Semi projective test/</b></li> <li>• <b>Specific Disability Test</b></li> </ul>
<b>Unit-2</b>	<ul style="list-style-type: none"> <li>• <b>Intelligence test/</b></li> <li>• <b>Personality Test</b></li> </ul>
<b>Unit-3</b>	<ul style="list-style-type: none"> <li>• <b>Clinical Case study/</b></li> <li>• <b>Leadership Style</b></li> </ul>
<b>Unit-4</b>	<ul style="list-style-type: none"> <li>• <b>Content analysis</b></li> <li>• <b>Mini Mental status Examination</b></li> </ul>

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
<b>50</b>	<b>00</b>	<b>50</b>	<b>100</b>