GALGOTIAS UNIVERSITY

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COURSE BOOK
SOLE -2020
Volume-I

Curriculum and syllabus for

School Liberal Education

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GALGOTIAS UNIVERSITY

(Under the Uttar Pradesh Private Universities Act No. 12 of 2019)

CONTENTS

GALGOTIAS
UNIVERSITY

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

Program: B.A. (H) Linguistics

Scheme: 2020-2021

VISION OF THE DEPARTMENT OF ENGLISH

To stimulate and develop the imagination and critical thinking of the students through teaching and research and to develop the department as a centre for academic excellence and high-quality research.

MISSION OF THE DEPARTMENT OF ENGLISH

M1: To cultivate understanding, knowledge, and appreciation of English (both language and literature), such that students may use it critically and effectively in social as well as professional settings.

M2: To develop critical analysis and research skills through participatory mode of teaching and learning, and thereby engage students in a process of life-long learning.

M3: To explore and reach out to academicians, institutions and bodies for research and academic activities.

M4: To make the Department and the classroom a hub for academic activity and for opening up the latent potential of the students so as to develop their personality too.

Programme Outcomes (POs)

Apply the knowledge of English literature and language to critical evaluation of a given a text.	PO-1
Identify, examine and review literature critically and to reach to a substantial conclusion using various literary and linguistic tools.	PO-2
Understand and evaluate the contribution of writers in literary and linguistic development.	PO-3
Understand the impact of major social, political, cultural, literary movements along with the major linguistic developments to use it to validate a point of view	PO-4
Empower the students to think critically and develop relevant discourses using research methods	PO-5
Enable the students to relate to environment and its sustainability	PO-6
Apply ethical principles and commit to professional ethics and responsibilities.	PO-7
Communicate effectively on complex issues with society at large, such as, being able to comprehend and write effectively reports and design documentation, make effective presentations, and give and receive clear instructions.	PO-8
Demonstrate knowledge and understanding of literary and linguistic principles and apply these to one's own work, as a member and a leader in a team, to manage projects in multidisciplinary environments.	PO-9
Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context.	PO-10
Clearly understand the concepts of literature and language and express a thorough command in it.	PSO-1
Apply critical knowledge in the analysis of a text in its linguistic, cultural and historical background	PSO-2

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO -1: Apply the concepts of language and literature to facilitate successful higher education and emerge as an expert whether educator, researcher or practitioner.

PEO -2-: Successfully pursue career pathways such as teacher, language expert, critic, editor, scholar, etc.

PEO-3: Develop quality projects in different areas of English language and literature and contribute toward cultural, linguistic and other developmental agencies in India and abroad.

Program Structure (2020-22)
B.A. (Hons) Linguistics

Semester-I

SN	Course Code	Course Title	L	T	P	C	MTE	IA	ETE
1	BSL06T1001	History of Language Studies	4	0	0	4	20	30	50
2	BSL06T1002	Understanding Grammar	4	0	0	4	20	30	50
3	BSL06T1003	Introduction to Linguistics	4	0	0	4	20	30	50
4	BEC1001	Professional English – I	2	0	0	2	20	30	50
5	BEC1002	Lab Professional English – I	0	0	2	1	50	00	50
6		Creative / Liberal Arts	0	0	1	0.5	50	00	50
7		AI and its applications	2	0	0	2	20	30	50
8		Disruptive Technologies	2	0	0	2	20	30	50
9		Environmental Studies	0.5	0	0	0.5	20	30	50
10	SLE1001	Foundations of Social Sciences-I	4	0	0	4	20	30	50
		TOTAL CREDITS	**23**	**0**	**0**	**24**			

Semester-II

SN	Course Code	Course Title	L	T	P	C	MTE	IA	ETE
1	BSL06T1004	Introduction to Phonetics	4	0	0	4	20	30	50
2	BSL06T1005	Introduction to Applied Linguistics	4	0	0	4	20	30	50
3	BSL06T1006	Introduction to Morphology	4	0	0	4	20	30	50
4	BSL06T1007	Introduction to Sociolinguistics	4	0	0	4	20	30	50
5	BEC1003	Professional English – II	2	0	0	2	20	30	50
6	BEC1004	Lab Professional English – II	0	0	2	1	50	00	50
7		Disaster Management	2	0	0	2	20	30	50
8	SLE1002	Foundations of Social Science-II	4	0	0	4	20	30	50
		TOTAL CREDITS	**24**	**0**	**1**	**25**			

Semester-III

SN	Course Code	Course Title	L	T	P	C	MTE	IA	ETE
1	BSL06T2001	Introduction to Phonology	4	0	0	4	20	30	50
2		Specialisation -1 Paper -1	4	0	0	4	20	30	50
3	(Any Two)	Specialisation -1 Paper -2	4	0	0	4	20	30	50
4		Specialisation -1 Paper -3	4	0	0	4	20	30	50
5	JAPA2005/GERN2005/ FREN2005	Foreign Language - I (Japanese / German / French)	2	0	0	2	20	30	50
6		Aptitude Building and Logical Reasoning	4	0	0	4	20	30	50

7		Creativity, Innovations and Entrepreneurship & IPR	1	0	0	1	20	30	50
8	BSL06T2004	Experiential Learning – I	0	1	0	4	50	00	50
9	BSL06T2005	Social Internship - Six Week	0	0	4	2	50	00	50
		TOTAL CREDITS	**28**	**0**	**0**	**25**			

Semester -IV

SN	Course Code	Course Title	L	T	P	C	MTE	IA	MTE
1	BSL06T2006	Introduction to Semantics	4	0	0	4	20	30	50
2	(Any Two)	Specialisation -2 Paper -1	4	0	0	4	20	30	50
3		Specialisation -2 Paper -2	4	0	0	4	20	30	50
4		Specialisation -2 Paper -3	4	0	0	4	20	30	50
5		Waste Management	1	0	0	1	20	30	50
6	JAPA2006/GERN2006 / FREN2006	Foreign Language - II (Japanese / German / French)	2	0	0	2	20	30	50
7	BSL06T2009	Experiential Learning – II	0	1	0	4	50	00	50
8	SLE2006	Introduction to Indian Philosophy	2	0	0	2	20	30	50
9	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4	20	30	50
		TOTAL CREDITS	25	0	0	25			

Semester-V

SN	Course Code	Course Title	L	T	P	C	MTE	IA	ETE
1	(Any Two)	Specialisation -3 Paper -1	4	0	0	4	20	30	50
2		Specialisation -3 Paper -2	4	0	0	4	20	30	50
3		Specialisation -3 Paper -3	4	0	0	4	20	30	50
4		Ethics and Professional Competency	1	0	0	1	20	30	50
5		Campus to corporate	3	0	0	3	20	30	50
6	BSL3T1001	Theaterical Performance	4	0	0	4	20	30	50
7	BSL06T3003	Experiential Learning – III	0	1	0	4	50	00	50
8	SLE3001	Writing for the Social Sciences & Humanities	4	0	0	4	20	30	50
9	BSL06R9998	Dissertation Phase I	0	0	2	1	50	00	50
		TOTAL CREDITS	20	0	10	25			

Semester-VI

SN	Course Code	Course Title	L	T	P	C	ETE	IA	MTE
1		Specialisation -4 Paper -1	4	0	0	4	20	30	50
2	(Any Two)	Specialisation -4 Paper -2	4	0	0	4	20	30	50
3		Specialisation -4 Paper -3	4	0	0	4	20	30	50
4	ENG3007	Intercultural Communication	4	0	0	4	20	30	50
5	BSL06R9999	Dissertation	0	0	2	8	50	00	50
		TOTAL CREDITS	**12**	**0**	**10**	**20**			

Specialization-1
Applied Linguistics

SN	Course Code	Course Name	Semester	Credits
1	BSL06T2002	Second Language Acquisition	III	4
2	BSL06T2007	Introduction to Pragmatics	IV	4
3	BSL06T3001	Introduction to Stylistics	V	4
4	BSL06T3004	Language and Mind	VI	4
			Total	16

Specialization-2
Linguistics

SN	Course Code	Course Name	Semester	Credits
1	BSL06T2003	Language, Variation and Change	III	4
2	BSL06T2008	Introduction to Syntax	IV	4
3	BSL06T3002	Introduction to Field Linguistics	V	4
4	BSL06T3005	Language and Identity	VI	4
			Total	16

Specialization-3
Skill Based

SN	Course Code	Course Name	Semester	Credits
1	BSL06T2010	Translation and Linguistics	III	4
2	BSL06T2011	Writing for Secretarial Purposes	IV	4
3	BSL06T3006	Editing and Proofreading I	V	4
4	BSL06T3007	Editing and Proofreading II	VI	4
			Total	**16**

Name of The Course	History of Language Studies			
Course Code	BSL06T1001			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Explore the historical background of the English language, from its Indo-European origins to the modern period.
2- Understand and apply the most widely accepted modern approaches to grammar and usage.
3- Understand and apply basic principles of traditional and transformational grammar.
4- Understand and discuss the significance of social and regional dialects.

Course Outcome:

By the end of the course, students will be able to:

1- Demonstrate an understanding of the sound system of English by correctly using a phonetic alphabet to transcribe English speech.
2- Articulate the historical background of English by writing about the history in project and by successfully completing assignments and examinations.
3- Display knowledge of the grammar of the English language, including its morphology and syntax, by participating in class exercises, by drawing both traditional and tree diagrams, and by successfully completing examinations.
4- Build an appreciation for and develop an understanding of the significance of social and regional dialects by completing class assignments.
5- Obtain and display knowledge of the complexities of human cognitive abilities as related to the acquisition and use of language by completing examinations and exercises.
6- Participate in the area of research in the field of Linguistics.

Prescribed Text:

1- Barber, Charles. 2000. The English Language. A Historical Introduction. Cambridge: Cambridge University Press.
2- Baugh, A.C. and T. Cable. 2002. A History of the English Language. London: Routledge. [fifth edition]
3- Freeborn, D. 1998. From Old English to Standard English. A course book in language variation across time. Houndsmill: Palgrave. [second edition]

Additional References:

1- Aitchison, J. Language Change. Progress or Decay. Cambridge: Cambridge University Press.
2- Croft, W. 2000. Explaining Language Change. An Evolutionary Approach. Harlow: Longman.
3- McMahon, A.M.S. 1995. Understanding Language Change. Cambridge: Cambridge University Press.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Indo-European The Indo-European language family Comparative evidence and linguistic reconstruction Grimm's law and Verner's law Languages across the world
UNIT-2 (08 HOURS)
Old English Linguistic features: Phonology, Morphology, Etymology
UNIT-3 (08 HOURS)
Middle English Linguistic features: phonology, the loss of inflection endings, the rise of analytical verb forms, word order changes Foreign influences: French.
UNIT-4 (08 HOURS)
Early Modern English Social history: The printing press, the development of a written standard Early Modern English grammar: the Great English Vowel shift Foreign influences: borrowings from Latin, Greek, and other languages
UNIT-5 (08 HOURS)
Modern English Social history: English as a world language, English creoles Recent lexical developments, recent grammatical changes Grammaticalization
UNIT-6 (08 HOURS)
English varieties British English, American English, other Englishes English-based pidgins and creoles African American English

Name of The Course	Understanding Grammar			
Course Code	BSL06T1001			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- Enhance the students' understanding about the grammaticality, acceptability and adequacy of English grammar
- Understand various nuances of English grammar and the difference between prescriptive and descriptive grammar.
- Grasp the technical terms of grammatical description to improve their writing and speaking skills
- Make them aware of their common "Indianism" in the use of English and corrections thereof.
- Aware the students about the need of writing grammatically correct sentences

Course Outcome:

By the end of the course, students will be able to:

1. Understand a wide range of English grammatical structures, applying the terminology and analytical techniques learned in the course.

2. Analyse sentences in terms of word classes, phrase structure, grammatical relations

3. Apply grammatical knowledge to the analysis of English sentential structure

4. Systematically analyse grammatical phenomena in English and other languages; precisely, Indian English

5. Speak and write grammatically correct English.
6. Participate in the area of research in the field of linguistics.

Prescribed Text:

❖ Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge UniversityPress.
❖ Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan

Additional References:

❖ Rozakis, Laurie E. (2003)*The Complete Idiot's Guide to Grammar and Style*. USA: Alpha Publication.

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

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Grammar: An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language   **Phrase and Clauses:** Definition of Phrase, Types of Phrases, Definition of Clause, Types of clauses, Difference between Phrase, clause and Sentence
UNIT-2 (08 HOURS)
Simple Sentence Patterns: Subject and Predicate, Form and Function, Intransitive and Transitive Verbs
UNIT-3 (08 HOURS)
Phrase and Sentence Structure: 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
UNIT-4 (08 HOURS)
Clause and Sentence Structure: Nominative clause, Relative clause, To infinitive clause, - ing clause, -ed clause, Clause and ambiguity
UNIT-5 (08 HOURS)
Use of Modals and Conditionals: Use of Modals, Different types of conditional sentences
UNIT-6 (08 HOURS)
Use of Adverbials (Adverbs): Use of Adverbials (Adverbs)

Name of The Course	Introduction to Linguistics			
Course Code	BSL06T1003			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		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- Understand the terminology used to describe and analyze the structure and systems of language.

Course Outcome:

By the end of the course, students will be able to:

1. Know the origin and the development of language

2. Know various components of language for correct usage

3. Know and analyse the structure of sentence

4. Understand the theories related to language

5. Participate in the area of research in the field of linguistics.
6. Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

1-Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. **Linguistics: An Introduction to Language and Communication**. Cambridge, Massachusetts: The MIT Press.
2- Asher, R. (ed.). 1994. **Encyclopedia of Language and Linguistics.** Elsevier-Pargamon.
3- Bauer, L. 2007. **The linguistics student's handbook**. Edinburgh: Edinburgh University Press.

Additional References:
1- Bloomfield. L. 1933. **Language**, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsi das).
2- Bright, W. (ed.) 1992. **International Encyclopedia of Linguistics**. New York: **Oxford University Press**.
3- Crystal, D. 1980. **First Dictionary of Linguistics and Phonetics**. London: Andre Deutsch.
4- Coulmas, F. 1989. **Writing System of the World.** Oxford: Black well.

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

20	30	50	100

UNIT-1 (08 HOURS)
What is language: Introduction, Origin of Language, Characteristics of Language: Animal and Human language
UNIT-2 (08 HOURS)
What is Linguistics: Definition, Linguistics as a Science, Scope and Linguistics; Levels of Linguistic Analysis, Branches of Linguistics
UNIT-3 (08 HOURS)
Fundamental Concepts in Linguistics: Behaviourism to Structuralism:Background, Skinner, Pavalov, Chomsky and Saussarian concepts and notions
UNIT-4 (08 HOURS)
Basic concepts in phonetics and Morphology: Phonetics vs. phonology, phoneme and IPA; basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes.
UNIT-5 (08 HOURS)
Grammatical categories; form-classes, gender, Person, number, case, tense, aspect, mood.
UNIT-6 (08 HOURS)
and semantics: IC analysis and construction types; nominative vs. ergative constructions; phrase structure grammar and transformational grammar; basic notions. Basic concepts of semantics; synonymy; antonymy; homonymy, polysemy, componential analysis.

Name of The Course	Phonetics and Spoken English			
Course Code	BSL06T1004			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

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-Consider in a rigorous way what goes into an explanation in phonetics and phonology

4-Aware the students about the transcription of words for clear pronunciation. Also, acquire the students a proper intonation and rhythm

Course Outcome:

By the end of the course, students should have:

1-Improve their pronunciation and accent in English

2-Recognize various vowel and consonant sounds

3-Recognize the pronunciation of words by looking in the dictionary

4-Transcribe the spoken data phonemically and phonetically

5- To participate in the area of research in the field of linguistics.

6-Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

 Prescribed Text:

1. Sethi, J & P. V. Dhamija (2006) *A Course in Phonetics And Spoken English* (2nd ed.). New Delhi: Prentice Hall
2. Yule, George (2006) The study of Language (3 rded/). Cambridge: Cambridge University Press)
3. Kreidler, Charles W. (1997) *Describing Spoken English: An Introduction*. USA & Canada: Routledge.

Additional References:

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

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Phonetics: An Introduction: Organ of Speech, Production of Speech Sound, Vowel and consonant
UNIT-2 (08 HOURS)
The description and classification of consonants, The description and classification of vowels
UNIT-3 (08 HOURS)
Phonology: An Introduction, what is phonology, Phonology vs Phonetics, International Phonetic Alphabets
UNIT-4 (08 HOURS)
Concept of Phoneme and Allophone, Phonemic Transcription
UNIT-5 (08 HOURS)
Syllables: 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
UNIT-6 (08 HOURS)
Intonation: Tone- Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences

Name of The Course	Introduction to Applied Linguistics			
Course Code	BSL06T1005			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

❖ To provide a broader background about the field of Applied Linguistics in general
❖ To familiarize students with common concepts and terminologies within the field, and how this area of research informs language learning and vice versa
❖ To introduce students to some of the key debates in applied linguistics in the different subfields.
❖ To develop critical reading abilities, assessing the merits of different philosophical positions and the nature of the evidence in support of each position.

Course Outcome:

By the end of the course, students will be able to:

1. Describe language using appropriate linguistic concepts and terminology

2. Understand both psychological and social factors associated with language acquisition and development

3. Evaluate cultural and socio-political dimensions of language

4. Assess various language teaching methods- English as a second langue, Bilingual education, and foreign language theory, research and history.

5. Participate in the area of research in the field of linguistics.
6. Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

❖ Bell, R.T. 1981. *An Introduction to applied linguistics.*London: Batsford Academic and
❖ Educational Limited.

❖ Gass, S.M. and J. Sachachter, ed. 1989. *Linguistic perspective on second language acquisition*. Cambridge University Press
❖ Widdowson, H.G. 1978. *Teaching language as communication*. Oxford: **OxfordUniversity Press**

Additional References:

❖ Kaplan, B. 2002 *The Oxford handbook of applied linguistics*. Oxford: Oxford UniversityPress.
❖ Dulay, H.; M. Butt and S. Krashen, 1982. **Language two**. **Oxford University Press**.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)

Theoretical and applied linguistics: Language and linguistic theory; traditional prescriptive grammar and descriptive linguistics, structural linguistics and transformational-generative grammar; parametric setting and SLA; sociolinguistic analysis; history and growth of applied linguistics as a discipline.
UNIT-2 (08 HOURS)
Application of linguistic analysis Language, mind and language learning; language and language teaching
UNIT-3 (08 HOURS)
Language and literature; language and machine; language policy and planning**;** language and literacy; language disorders.
UNIT-4 (08 HOURS)
Nature of errors and mistakes Implications of different studies for studying L-2 output; Studies of child language acquisition
UNIT-5 (08 HOURS)
Studies of natural and formal bilingualism; studies of language disorder; significance of piaget's work; language standardization and language variation studies
UNIT-6 (08 HOURS)
Models and methods Grammar translation method; Reading method; direct method; the audio-lingual approach; programmed instruction; the communicative approach; the notional syllabus; the silent way; suggestology, TPR ; the natural way; the monitor model; the acculturation model.

Name of The Course	Introduction to Morphology			
Course Code	BSL06T1006			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Understand and make a critical evaluation of the existing linguistic definition of the word.

2- Distinguish between the different ways into which 'word' can be analysed in order to aid an understanding of its nature.

3- Understand the notion of 'morpheme' and the need for it.

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

Course Outcome:

By the end of the course, students will be able to:

1- Understand the basic notions of English morphology

2- Understand the diversity of morphological patterns related in human languages

3- Understand the diversity of morphological patterns related in human languages

4- Identify those features which give the word its special status in a language

5- Make a distinction between regular and irregular forms in the paradigms

6- Participate in the area of research in the field of linguistics.

Prescribed Text:

1- Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK
   Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2ⁿᵈed). OUP*
2- Yule, George (2006) *The study of Language* (3ʳᵈed/). Cambridge: Cambridge University Press)
   Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE
   MACMILLAN

Additional References:

1- .Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK
   Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2ⁿᵈed). OUP*
2- Yule, George (2006) *The study of Language* (3ʳᵈed/). Cambridge: Cambridge University Press)
   Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE
   MACMILLAN

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
What is Morphology, Lexemes and Word; Words as types and words as tokens Words with predictable meanings, Non-words with unpredictable meanings Forms
UNIT-2 (08 HOURS)
Word and its parts: Affixes, Bases and Root, combining forms; Morphemes and Allomorphs, Profiling word, The advent of Word, Simple, Complex and Compound Words,
UNIT-3 (08 HOURS)
Inflectional Vs. Derivational Morphology, Morphological Patterns, Regular and irregular inflection; Inflectional Values, Derivational Meanings, Derived Nouns, Derived Verbs, Derived Adjectives
UNIT-4 (08 HOURS)
Word Formation Rules: The morpheme-based model, Phonological changes; intra and inter categorical morphology
UNIT-5 (08 HOURS)
Affixation and Compounding, Base Modification, Reduplication, Conversion; item and process; concatenation; cliticization; sandhi
UNIT-6 (08 HOURS)
Productivity: Introduction: kinds of productivity; Productivity in shape: formal generality and regularity; Productivity in meaning: semantic regularity; Semantic blocking; Productivity in compounding; Measuring productivity: the significance of neologisms

Name of The Course	Introduction to Sociolinguistics			
Course Code	BSL06T1007			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Understand the relationship between language and society.

2- Know about inherent variabilities in language and the constraints that cause the variability in language.

3- Understand the phenomenon of language contact and its manifestations.

4- Analyze the effects of attitudes toward language use in everyday interactions.

Course Outcome:

By the end of the course, students will be able to:

1- Understand the symbiotic relationship between language and society

2- Become aware of different languages varieties and develop sensitivity towards inherent variations in language(s).

3- Comprehend the phenomenon of language contact and its outcomes.

4- Know about the language contact situations and researches in India

5- Participate in the area of research in the field of linguistics.

6- Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

1- Coupland. N.and Jaworski, A. (eds.) 1997. *Sociolinguistics: A Reader & Course Book.* London: Macmillan Press.

2. Gumperz, J. J. and Robert, W. 1971. Convergence and creolization: A case from Indo-Aryan/Dravidian border in India. In D. Hymes (ed.), *Pidginization and Creolization of Languages.* Cambridge: Cambridge University Press.151-167.

3. Holm, J. 1988. *Pidgin and Creoles*. Vol. I and II. Cambridge: Cambridge University Press.

Additional References:

1- Hudson, R. A. 1980.*Sociolinguistics.*Cambridge: Cambridge University Press

2- Kerswill, P. 2002. Koineization and Accomodation. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds). *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers. 669-702.

3- Labov, W. 1966. *The Social Stratification of English in New York City*. Washington, DC:Center for Applied Linguistics.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Sociolinguistics and Scope of Sociolinguistics; Issues in Sociolinguistics
UNIT-2 (08 HOURS)
Linguistic Inequality; Restricted Code and Elaborate Code, and its Critique; Language Varieties; Verbal Repertoire, Speech Community
UNIT-3 (08 HOURS)
Current Trends: Variation and Change, Linguistic Variable; Marker; Indicator; Analyzing Variability; Linguistic Constraints, Social Constraints.
UNIT-4 (08 HOURS)
Sociolinguistic Studies: Labov; Trudgill; Gumperz; Sociolinguistic Methodology; Language Contact
UNIT-5 (08 HOURS)
Bilingualism/Multilingualism; Types of Bilingualism; Borrowing: Core and Cultural borrowing, 'Hierarchy of borrow ability'; Code-Switching, Constraints
UNIT-6 (08 HOURS)
Convergence Studies with Special Reference to India; Diglossia; Language Maintenance and Shift, Linguistic Vitality; Pidginization, Creolization and Koineization, Language Endangerment, Attrition and Death; Language contact in India.

Name of The Course	**Introduction to Phonology**			
Course Code	**BSL06T2001**			
Prerequisite	**Basic knowledge of Grammar and Linguistics**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

1- To understand the basic concepts of the functioning of speech sounds.
2- To elaborate the concept of Distinctiveness as a property of phonemes.
3- To understand the various approaches in the study of phonology
4- To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest

Course Outcome:

By the end of the course, students will be able to:

1- Comprehend the basic concepts of phonetics and phonology.

2- Understand the preliminary concepts of distinctive feature developed by Prague School.

3- Apply the knowledge of Distinctive feature theories.
4- Identify phonemes and their variant forms.

5- Participate in the area of research in the field of linguistics.
6- Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

1. Odden, David. 2005. *Introducing phonology.* Cambridge: Cambridge University Press.
2. Clark, J. and C. Yallop 1990.*An Introduction to phonetics and phonology.* Oxford: Basil Blackwell.
3. Hyman, Larry M. 1975. *Phonology: Theory and analysis.* N.Y.: Holt Rinehart and Winston.

Additional References:

1. Fisher-Jorgensen, G. 1975.*Trends in phonological analysis*.Copenhagen: Akademish Forlog.

2. Rocca, lggy and Wyn Johnson. 1999. *A course in phonology*. Oxford: Blackwell publishers.
3. Jensen, John T. 2004. *Principles of generative phonology: An introduction*.
4. Amsterdam: John Benjamins Publishing Company.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Phonetics and phonology; phonetic variability; phoneme, phone and allophones
UNIT-2 (08 HOURS)
Phonemic norms; Making generalisations; phonological rules; Minimal pairs and beyond
UNIT-3 (08 HOURS)
Phonetic similarity and defective distributions: Free variation; Neutralisation; Phonology and morphology; Rules and constraints; The phoneme system
UNIT-4 (08 HOURS)
Phonology above the segment: The syllable, Constituents of the syllable; Tree Diagram
UNIT-5 (08 HOURS)
The grammar of syllables: patterns of acceptability; Justifying the constituents
UNIT-6 (08 HOURS)
Phonological units above the syllable; Stress; The foot; Segmental phonology of the phrase and word

Name of The Course	Second Language Acquisition
Course Code	BSL06T2002

Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

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. Understand the connection between SLA theories/research and teaching/other-language related activities

4. Develop your own theory of SLA (or identify the kind of theory you most identify with)

Course Outcome:

By the end of the course, students will be able to:

1. identify major issues in current SLA research and theory

2. discuss problems and challenges in current research and theory

3. describe how the field developed historically, including major trends in research/theories, major figures)

4. summarize the important studies and basic ideas of research studies

5. Participate in the area of research in the field of linguistics.
6. Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

1- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30*, 481–509.
2- Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. *Language Learning, 44*, 243-282.
3- Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. *Studies in Second Language Acquisition, 30*, 225–251.
4- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics, 29*, 72-89.

Additional References:

1- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*, 55-77.
2- Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*, 109-130.
3- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *91*, 800-819.
4- Ioup, G., Boustagoui, E., Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition, 16*, 73-98.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Introduction: What is Acquisition; The Study of Language Acquisition; Three Approaches to Method; The Nature of Language; The Nature of Non-native Speaker Language
UNIT-2 (08 HOURS)
SLA and Related Disciplines: First Language Acquisition; Bilingual Acquisition; Third Language Acquisition; Multilingualism and; Foreign Language
UNIT-3 (08 HOURS)
SLA Theory: Five Hypotheses about SLA-The Acquisition Learning distinction, The Natural Order Hypotheses
UNIT-4 (08 HOURS)
The Monitor Hypotheses, The Input Hypotheses, The Affective Filter Hypothesis and, The Causative Variable in SLA
UNIT-5 (08 HOURS)
The Role of Grammar, or Putting Grammar in its Place: The Place of Grammar, Grammar for Monitor Use, The Effects of Learning: Accuracy of Self Correction and, Effects of Conscious Rules
UNIT-6 (08 HOURS)
Approaches to Language Teaching: Present-day Teaching Methods, Grammar-translation, Audio-lingualism, Cognitive-Code, The Direct Method, The natural Approach,Total Physical Response, Suggestopedia and CLT.

Name of The Course	Language Variation and Change			
Course Code	BSL06T2003			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Students enrolled in this class will gaina certain amount of "Explicit" knowledge of language based on Theory, Linguistic Description and Analysis so that they may be better equipped to handle the broader linguistic phenomenon of language change.
2- Basic elements of Grammar will be introduced as well as Phonological Transcription (IPA).
3- Language Variation & Change has much in common with the basic principles behind first language acquisition, so an introduction to the acquisition theory is relevant to the class.
4- Knowledge obtained in the first sections of the class concerning acquisition will then be applied to language change.

<u>**Course Outcome**</u>:

By the end of the course, students will be able to:

1- Students will develop an in-depth understanding of a number of sociolinguistic issues in language change
2- Students will be able to critically evaluate theories about social motivations for language change
3- understand fundamental theoretical approaches to the study of language, variation and change
4- become familiar with a variety of analytic methods
5- articulate connections between the quantitative study of linguistic variation and social theoretic perspectives on structure and practice.
6- Participate in the area of research in the field of linguistics.

<u>**Prescribed Text:**</u>

1. Kerswill, Paul (2004). Social dialectology/Sozialdialektologie. In Klaus Mattheier, Ulrich Ammon & Peter Trudgill (eds.) *Sociolinguistics/Soziolinguistik*. An international handbook of the science of language and society, 2nd edn., Vol 1. Berlin: De Gruyter. 22–33. [A introduction to Labovian sociolinguistic theory]
2. Tagliamonte, Sali (2011). *Variationist sociolinguistics: Change, observation, interpretation*. Oxford: Wiley-Blackwell. Chapter 2 (= pp. 25–65). [An overview of some of the areas covered.].

<u>**Additional References:**</u>

1. Chambers, J.K. (2003). Sociolinguistic Theory, 2nd edn. Oxford: Blackwell.

2. Milroy, L. & Gordon, M. (2003). *Sociolinguistics*. *Method and Interpretation*. Oxford: Blackwell.

3. Labov, William (2007). Transmission and diffusion. *Language 83: 344–387.*

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Language: Definition, Importance and Process; **Variation**: Definition, Importance and Process; **Change**: Definition, Importance and Process.
UNIT-2 (08 HOURS)
Motivation of language change; Language contact; Language shift; The speech community
UNIT-3 (08 HOURS)
Sociolinguistic typology: Language Maintenance, Language Variation & Change , Pidgins & Creoles.
UNIT-4 (08 HOURS)

Theories of First and Second Language Acquisition • L1 Interferences in L2 learning and psychological factors in L2 language learning	

UNIT-5 (08 HOURS)
Historical Language Change: Areas of Language Change (Phonological

UNIT-6 (08 HOURS)
The Great Vowel Shift, Grimm's Law, Umlat & Ablaut; Morphology - Loss of Inflection)

Name of The Course	Introduction to Semantics			
Course Code	BSL06T2006			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

❖ 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:

By the end of the course, students have to:

1. Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences

2. Apply modern semantic and pragmatic theories using real data

3. Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition

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

5. Participate in the area of research in the field of linguistics.
6. Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

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

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

❖ Berlin, . and Paul Kay. 1969. *Basic colour terms: Their Universality and Evolution.*
❖ Berkeley University of California Press
❖ Austin, J.L. 1962. (2nd ed. 1975). *How to do things with words.* Oxford: clarendon
❖ Press.

❖ Grice, H.P. 1975. "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) *Syntax and Semantics Vol 3. Speech Acts*43-58, New York: Academic Press.

Additional References:

❖ Leech, Geoffrey N. 1981. (rev. ed. 1994). *Semantics*. Penguin.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Basic Ideas of Semantics, Word meaning and sentence meaning; Sentence
UNIT-2 (08 HOURS)
Utterance, and Propositions, Reference and Sense; literal and non-literal meaning; semantics vs pragmatics
UNIT-3 (08 HOURS)
Words, concept and thinking: Linguistic relativity; language of thought hypothesis; Thought and reality; Sentence Meaning: Entailment; Presupposition; predicates, arguments and their participant roles; prototypes and stereotypes
UNIT-4 (08 HOURS)
Words and Lexical Items; Lexical Relations: Homonymy, Polysemy, synonymy, Antonyms, Hyponymy, Meronymy, member-collection, portion-mass
UNIT-5 (08 HOURS)
Lexical Universals: Colour Terms, Kinship items, Core vocabulary, Universal lexemes
UNIT-6 (08 HOURS)
Speech acts, Perlocutionary and illocutionary force, Felicity conditions, Direct and indirect illocutions Propositions and illocutions, Conversational implicature, universe of discourse; social meaning of utterances; Politeness and Interaction

Name of The Course	Introduction to Pragmatics
Course Code	BSL06T2007

		L	T	P	C
Prerequisite	Basic knowledge of Grammar and Linguistics				
Corequisite					
Antirequisite					
		4	0	0	4

Course Objectives:

During the Course, Students will

- have the opportunity to try out different methods for the analysis of discourse using the different theoretical perspectives and methodologies

- analyze how these contribute to discourse structure, and how they reflect, manage, and construct social interaction

- investigate the relationship between discourse and identity, discourse and ideologies, and the social nature of common features of spoken language: 'reported speech', dialogicality, framing, and discourse norms.

- analyze re-occurring patterns of structure and discuss how they are shaped and motivated by communicative and social functional goals will analyze re-occurring patterns of structure and discuss how they are shaped and motivated by communicative and social functional goals

Course Outcome:

By the end of the course, students will:

1. Gain a broad overview of this subfield of linguistics and an introduction to relevant literature.

2. Gain experience conducting the hands-on analysis of spontaneous spoken language

3. Gain an understanding of the implications of discourse research for analyzing language, and its consequences for linguistic theory.

4. Examine 'microstructure'—the role of discourse and interaction in motivating and explaining grammar and meaning

5. Able to participate in the area of research in the field of linguistics.
6. Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

❖ Green, G. M. (1996). *Pragmatics and Natural Language Understanding*

❖ Brown, G. & Yule, G. (1983). *Discourse Analysis*

❖ Leech, G. N. (1983). *Principles of pragmatics.* London & New York: Longman.

❖ Grice, H. P. (1989). Logic and conversation. In H. P. Grice (Ed.), *Studies in the way of words* (pp. 22-57). Cambridge, MA: Harvard University Press

❖ Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*

❖ Kehler, A. (2004). *Discourse coherence. In L. R. Horn & G. Ward (Eds.), The Handbook of Pragmatics.*

❖ Holtgraves, T. M. (2002). *Language as social action: Social psychology and language u*

❖ Clark, H. H. (1985). *Language use and language users. In G. Lindzey & E. Aronson (Eds.), Handbook of social psychology* (3rd ed.). pp. 179-231.

Additional References:

❖ Leech, G. N. (1981). *Semantics: The study of meaning* (2nd ed.). Harmondsworth, UK: Penguin.

❖ Gazdar, Gerald. 1979. *Pragmatics, implicature, presupposition, and logical form*. New York: Academic.

❖ Rohde, H., Kehler, A. & Elman, J. L. (2007). *Pronoun Interpretation as a Side Effect of Discourse Coherence*. Proceedings of the 29th Annual CogSci Conference.

❖ Garrod, S. & Pickering, M. J. (2004). Why is conversation so easy? *TRENDS in CogSci*, 8, 8-1

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Introduction: Definition, and Background of Pragmatics; Semantics vs. Pragmatics; What is Discourse? Representation of Discourse; texts
UNIT-2 (08 HOURS)
Role of Context: Reference; Presupposition & Entailment
UNIT-3 (08 HOURS)
Co-operation & Implicature; Speech Acts and Events; Politeness & Interaction
UNIT-4 (08 HOURS)
Systemic Functional Linguistics: theme/Rheme, Given/New, Modality, Transitivity; Nature of Reference: Pronouns, Nominals, Voice
UNIT-5 (08 HOURS)
Interpretation of Discourse: Conversational Analysis; Birmingham IRF Model; Frames, Scripts, Schemata, Mental Models
UNIT-6 (08 HOURS)
Analyzing discourse using tools of pragmatics

Name of The Course	Introduction to Syntax
Course Code	BSL06T2007
Prerequisite	Basic knowledge of Grammar and Linguistics
Corequisite	

Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

❖ to familiarize students with the basic goals and assumptions of Generative Grammar,

❖ to train students in the rudiments of syntactic analysis and syntactic theorizing and argumentation

❖ to familiarize students with the major syntactic structures of English and their relevance to linguistic theory

❖ to develop systematically a generative transformational treatment of the most basic syntactic constructions of natural language

Course Outcome:
By the end of the course, students will be able to:

1. Demonstrate an understanding of grammatical diversity across languages

2. Demonstrate practical skills in the analysis of language data

3. Demonstrate skills in linguistic analysis

4. Demonstrate research and general information literacy skills

5. Demonstrate an understanding of nature of grammatical relations such as subject and object and semantic functions such as agent and patient

6. Demonstrate an understanding of the ways languages encode grammatical relations

Prescribed Text:

❖ Van Riemsdijk, Hank and E. Williams 1986. *Introduction to the theory of grammar.* Cambridge. Mass. MIT Press.

❖ Redford Andrew, 1997. *Syntax. A minimal introduction*. Cambridge. Cambridge University Press.

❖ Radford Andrew. 1981. *Transformational Syntax.* (Chapter 1-4 only). Cambridge. Cambridge University Press.

❖ Haegeman, L. 1991. (rev. Ed.). *Introduction to Government and Binding Theory*. Oxford: Blackwell.

❖ Freidin, R. 1992. *Foundations of Generative Syntax.* Cambridge. Mass: MIT Press

5.1 Additional References:

❖ Cowper, Elizabeth A. 1992. *A Concise introduction to syntactic theory: The Government and binding approach.* Chicago: The University of Chicago Press.

❖ Matthews, P.H. 2007. *Syntactic Relations: A Critical Survey*. Cambridge: Cambridge Univers

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Basic phrase structure: Constituents Sentence fragments, movement, ellipsis, anaphora as tests for constituency, ambiguities, built by the rule "Merge",
UNIT-2 (08 HOURS)
Subcategorization and the notion "head" The sisterhood condition on subcategorization, and some consequences. Implications for acquisition. Modification of the sisterhood condition gives the notion "head". Structural definition of grammatical relations: subject, object
UNIT-3 (08 HOURS)
θ-roles: Agent, patient, goal..., the Uniformity of Theta Assignment Hypothesis **Universal**
UNIT-4 (08 HOURS)
Grammar and language Variation: the Cinque hierarchy, head-final vs. head-initial languages, mixed languages
UNIT-5 (08 HOURS)
Movement as Internal Merge: scrambling in language, wh-movement in English, Verbs in different languages
UNIT-6 (08 HOURS)
Case Theory: morphological case systems, Case and the licensing of nominal complements

Name of The Course	Introduction to Stylistics			
Course Code	BSL06T3001			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Introduction to style and stylistics
2- Identity the principles and tools of stylistics analysis
3- Analyze texts beyond its formal features
4- Create various texts using the principles and tools of stylistic analysis

Course Outcome:

By the end of the course, students should have:

1- A wide-ranging general understanding of way linguistic structure shapes possible readings of a text.

2- Knowledge of specific linguistic techniques and their effects.

3- Developed a set of stylistic analytical "tools" to enable them to identify and analyse the use of linguistic structure in a variety of texts.

4- Students will consider both canonical "Literary" texts and non-canonical forms of writing.

5- To participate in the area of research in the field of linguistics.

6- Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

a) Simpson, Paul 2004 *Stylistics: A Resource Book for Students*. London & New York:

   Routledge.

b) Short, Mick 1996. *Exploring the Language of Poems, Plays and Prose*. London and New York: Routledge.

Additional References:

a) Börjars, Kersti & Kate Burridge 2010. *Introducing English Grammar*, 2nd edition. London: Hodder Education.
b) Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad 2006. *English Grammar for Today*. 2nd ed. Houndmills, Basingstoke and New York: Palgrave.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
The Nature and Goal of Stylistics: What is stylistics, The nature of stylistics and, The goal of stylistics
UNIT-2 (08 HOURS)
The concept of style and stylistics: Meaning of stylistics and its approaches, Style as choice, Style as Deviation, Style as Conformity, Style as Period or Time and, Style as Situation
UNIT-3 (08 HOURS)
Types of Stylistics: Features of linguistic stylistics (lexical repetition, semantic/grammatical level and phonological level); Reader-Response stylistics, Affective stylistics, Pragmatic Stylistics and Forensic stylistics.
UNIT-4 (08 HOURS)
Levels of Linguistics Analysis (The Lexico- Semantic Level): Semantics, Lexico-semantics, Lexical Relations, Types of Words, Denotative and connotative meanings and, idiomatic meaning.
UNIT-5 (08 HOURS)
Levels of Linguistics Analysis (The Syntactic Level): Units of grammar, The clause, The sentence and, Voice.

UNIT-6 (08 HOURS)
Foregrounding: Meaning of Foreground and, Types of foregrounding. **Stylistic Analysis of texts**: Practice/Exercise

Name of The Course	Introduction to Field Linguistics			
Course Code	BSL06T3002			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

❖ to become familiar with the practical and technical skills involved in conducting fieldwork in linguistics.

❖ to learn how to collect, record, organize, store and analyze elicited linguistic data

❖ to discuss the ethical issues involved in linguistic fieldwork and issues relating to community-based research

❖ be able to communicate your research findings in the form of progress reports, oral presentations, research papers and language lessons

Course Outcome:

1. have the basic skills to conduct linguistic fieldwork with a fluent speaker of a language primarily focused on elicitation techniques
2. be familiar with audio-recording techniques for linguistic fieldwork
3. know how to organize and analyze your data
4. understand the ethical practices involved in linguistic fieldwork and what it means to conduct community-based research
5. be able to write a linguistics research proposal
6. be able to write a linguistics research paper based on data that you collect

Prescribed Text:
❖ Bowern, Claire. 2008. Linguistic Fieldwork: A Practical Guide. New York: Palgrave Macmillan. [a companion website is available at: http://www.ruf.rice.edu/~bowern/fieldwork/index.htm]

❖ Bowern, Claire. 2008. Linguistic Fieldwork: A Practical Guide. New York: Palgrave Macmillan. [a companion website is available at: http://www.ruf.rice.edu/~bowern/fieldwork/index.htm]

5.1 Additional References:

❖ Crowley, Terry. 2007. Field Linguistics: A Beginner's Guide. Oxford: Oxford University Press

❖ Gippert, Jost, Nikolaus Himmelmann and Ulrike Mosel (eds.). 2006. Essentials of Language Documentation. Berlin: Mouton

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Language Families of South Asia: South Asian languages, History of migration of each speech community, Language classification
UNIT-2 (08 HOURS)
Linguistic Characteristics of Language Families of India: The Sound System Introduction, Indo-Aryan languages, Dravidian languages, Austroasiatic language, Tibeto-Burman languages
UNIT-3 (08 HOURS)
Linguistic Characteristics of Language Families of India: Word Formation Processes and Sentence Structures Indo-Aryan languages, Austroasiatic languages, Dravidian, Tibeto-Burman languages, Tai-Kadai languages, Austronesian (Angan Languages), Great Andamanese, **Shared Linguistic Features among Indian languages:** Introduction, Contact between languages and Bilingualism, The concept of Linguistic Area or *Sprachbund*, India as a Linguistic Area, Areal Features, Micro Areas, Results and implications for Genomic study
UNIT-4 (08 HOURS)
Field Linguistics: An Introduction Introduction, Why Linguistics, Field Linguistics and other branches of Linguistics, The Object of study, Theory-Neutral, Basic Linguistic Theory, Equipment in the field, Basic Word List and Basic Sentence List, Methods of Elicitation,
UNIT-5 (08 HOURS)
Field Methods: Introduction, Direct Interview Method, Interrogation Techniques, Consultant: The key player in the project **Field Methods: Semantic Fields and preparation of multilingual dictionary:** Introduction, Template for information about the consultant, Tips on audio recording Tips on recording and uploading photographs and videos, Metadata, Orthography Moving from words to phrases: *Words and Establishing Phonemes*: *Small Phrases, Elicitation from the context: Semantic fields* How to prepare a multilingual interactive dictionary?
UNIT-6 (08 HOURS)
Field Methods: How to Write a Grammatical Sketch: Introduction, How to make a questionnaire? Interlinear glossing, Contents for a grammatical sketch, Question of Ethics **Language Isolates:** Introduction: How many language isolates are there? Sign Language Isolates: Importance of Language isolates: How could we advance our knowledge about language isolates? Language Isolates in South Asia

Name of The Course	Language and Mind
Course Code	BSL06T3004
Prerequisite	Basic knowledge of Grammar and Linguistics
Corequisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

1- To understand the components of language and language acquisition by young children.
2- To introduce the various theories of language acquisition.
3- To understand language processing in the human brain.
4- To give an overview of language disorders.

Course Outcome:

By the end of the course, students will be able to:

1- Introduce psycholinguistics as an interdisciplinary area.
2- Understand theories of learning, first language acquisition and second language acquisition.
3- Have an idea about developmental stages of language and language disorder.
4- Understand the language and brain relationship.

5- Participate in the area of research in the field of linguistics.
6- Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Prescribed Text:

a) Aitchison, J. (1977). *The articulate mammal: an introduction to psycholinguistics*. New York: Universe Books. P37. A37 1977.
b) Kess, J.F. (199). *Psycholinguistics: psychology, linguistics, and the study of natural language*. Amsterdam: John Benjamins. P37. K48 1992.
c) Pickett, J.M. (1999). *The acoustics of speech communication: fundamentals, speech perception theory, and technology*. Boston: Allyn & Bacon. BF463. S64 P5 1999

Additional References:
a) Bloom, P. (1994). *Language Acquisition: Core Readings*. Cambridge, MA: MIT Press. P118. L2536 1994
b) Garman, M. (1990). *Psycholinguistics*. Cambridge: Cambridge University Press. P37. G33 1990.
c) Obler, L. & Gjerlow, K. (1999). *Language and the brain*. Cambridge: Cambridge University Press. P132. O25 1999.

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Psycholinguistics: Historical overview of psycholinguistics; theoretical orientations to the study of language; experimental studies.
UNIT-2 (08 HOURS)
Language and Brain: Cerebral Dominance and Lateralization, Representation and processing (Production, perception and comprehension of language; process, evidence and strategies; mental representation, internal lexicon, lexical access)

UNIT-3 (08 HOURS)
The Critical Period Hypothesis; Language and Cognition- Linguistic Relativity and The Sapir-Whorf Hypothesis
UNIT-4 (08 HOURS)
Developmental Psycholinguistics: Three Periods in the History of Child Language Studies
UNIT-5 (08 HOURS)
Piaget's Stages of Cognitive Development and, Stages of Language Acquisition; Levison's Model
UNIT-6 (08 HOURS)
Language Disorders: Aphasia and its Classification (Global, Broca, Wernicke, Conduction, Jargon, Dysarthia, Apraxia; Dyslexia (Auditory, Visual, Mixed, Phonological, Deep, Peripheral); Cluttering, Stuttering.

Name of The Course	Language and Identity			
Course Code	**BSL06T3005**			
Prerequisite	**Basic knowledge of Grammar and Linguistics**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

- ❖ the study of language and identity as a means of understanding the vital role that language plays in both cultural boundary production and global interrelationships

- ❖ highlight the similarities and differences in the role of language in local and global identity formation

- ❖ understand the linguistic and other language-related challenges that face the globalized world of the twenty-first century, along with the way the latter will impact on identity

- ❖ a cross-cultural and trans-disciplinary foundation for understanding key concepts in the study of language, and how language plays a role in shaping various layers of identity (social, political, economic, etc.), in both local and transnational contexts

Course Outcome:

Students would be able to

1. define and describe key concepts and approaches in the study of language and identity

2. explain the role language plays in the construction of identity

3. use theoretical tools in exploring urban linguistic environments and analyzing identities

4. investigate and compare linguistic environments and identities.

5. work within a global learning community

6. adapt to a heteroglot global environment and deal with otherness

Prescribed Text:

- ❖ Bucholtz, Mary, and Kira Hall. 2004. "Language and Identity." In A Companion to Linguistic Anthropology, edited by Alessandro Duranti, 369– 394. Malden, MA: Blackwell.

❖ Charles Antaki and Sue Widdicombe, "Identity as an achievement and as a Tool"

❖ Cameron, Deborah. 1997. "Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity." In Language and Masculinity, edited by Sally Johnson and Ulrike Meinhof, 47-64. Oxford: Blackwell.

❖ Aliagas, C. (2015). "Students' Facebook: the magnifying glass on the social construction of teenagers' reading identity." In: Sabaté, F., ed., Conditioned Identities. Oxford, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Wien: Peter Lang. 357-386. ProQuest Ebook Central

❖ Bucholtz, Mary. 1999. "'Why be Normal?': Language and Identity Practices in a Community of Nerd Girls." Language in Society 28(2):203–223.

❖ Schultze, U. (2015). "How Social Media Shapes Identity."

Additional References

❖ Wooffitt and Clark, "Mobilizing Discourse and Social Identity"

❖ McWhorter, J. (2013). "Txtng is Killing Language."

❖ Arendt, H. (1988 [1958]). The Human Condition. Chicago: The University of Chicago Press. "Prologue." 1- 6. Chap. I: "The Human Condition." 7-21; Chap. III: "The Private and Public Realm"

❖ Don H Zimmerman, "Identity Context and Interaction"

❖ Leap, William. 1999. "Language, Socialization, and Silence in Gay Adolescence." In Making Sense of Language: Readings in Culture and Communication, 434-442. New York & Oxford: Oxford University Press

Research Papers/ article/Internet Link:

https://monoskop.org/images/e/e2/Arendt_Hannah_The_Human_Condition_2nd_1998.pdf

https://youtu.be/CSpyZor-Byk

https://ebookcentral.proquest.com/lib/oswego-ebooks/detail.action?docID=1920252

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Introduction: Language and Human Being; Correlation between Langauge and Identity; Identity as an achievement and as a Tool
UNIT-2 (08 HOURS)
Language and Gendered Identity: the role of language in constructing and reinforcing gender identity; gender-specific language expression; languages of abuse and the expression of power; language and the shaming of gender/sexuality; gender as a category of grammar

UNIT-3 (08 HOURS)
Language and Society: Language and the Other (Race, Social Class/Caste)

UNIT-4 (08 HOURS)
Language and National Identity/ Trans-national Identity; the role of language in national history; the role of language in boundary construction; the marginalization of languages; language and the making of transnational identity

UNIT-5 (08 HOURS)
Language, Media, and Identity: language on local television and radio (subtitles; foreign languages channels; music in foreign or minority languages

UNIT-6 (08 HOURS)
Language in newspapers and magazines; foreign or minority languages media - language on the internet - language and social networks; Language and Politics of Institutions (Religion, Private/Public Sphere)

Name of The Course	Understanding Concepts of Translation			
Course Code	BSL06T3010			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1- Introduce students to the concept of translation and various terms and concepts associated with translation studies.

2- Teach students the various nuances of a word and instill a sense of realisation of the difficulty of finding the appropriate parallels in another language.

3- Introduce students to the different types of oral, written, real-time, literary and non-literary translation.

4- Explain to students the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.

5- Introduce students to the various issues of linguistic and cultural differences that would be of relevance in their study of literature as well as in their daily lives.

Course Outcome:

By the end of the course, students will be able to:

1- Define translation and various terms and concepts associated with translation studies.
2- Translate words, phrases and sentences from one language to another language.
3- Understand the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.
4- Acquire the necessary skills that would enable them to take up jobs in various fields, particularly the media, tourism, public relations etc.
5- Understand and explain issues of linguistic and cultural differences

6- Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Prescribed Text:

1- Bell, Roger T. *Translation and Translating: Theory and Practice*. Taylor & Francis Ltd, 1991.
2- Munday, Jeremy.*Introducing Translation Studies Theories and Applications*. Routledge, 2001.
3- Newmark, Peter. *A Textbook of Translation*.Pearson Education Limited, 1988.

Additional Text

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge

2. Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991

3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID

4. Duff, Alan, Translation, OUP, 1997

5. Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005

6. Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
The process of Translation: Nature of Translation: Forms and Types; Globalization and Multilingualism
UNIT-2 (08 HOURS)
The problem of equivalence: linguistic and cultural; Gain and loss in translation; Accommodation in translation; Style and Stylistic Accommodation
UNIT-3 (08 HOURS)
Translators and Translation: The role of translation, The role of translators, Human translation, Oral translation
UNIT-4 (08 HOURS)
Language and National Identity/ Trans-national Identity; the role of language in national history; the role of language in boundary construction; the marginalization of languages; language and the making of transnational identity
UNIT-5 (08 HOURS)

Translation: From L1 to L2 (Practice)
UNIT-6 (08 HOURS)
Interpretation and Analysis: Applying Linguistic and Stylistic tools

Name of The Course	Editing and Proofreading-I			
Course Code	**BSL06T3006**			
Prerequisite	**Basic knowledge of Grammar and Linguistics**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

- ❖ skills and education requirements needed to work as a proofreader or copy editor within a company or as a freelancer

- ❖ Learning specialized skills to help improve overall secretarial writing ability

- ❖ Technological Skills and software that help proofreaders

- ❖ Developing a legible and attractive document

Course Outcome:

Students would be able to

1. Describe editing roles, such as proofreader, production editor, copy editor, and technical editor

2. Describe methods for copyediting and proofreading your own work

3. Know copyediting or proofreading career opportunities

4. Demonstrate basic proofreading skills

5. Apply skills to successfully copyedit and proofread documents

6. Create a consistent look-and-feel to documents by applying editing style conventions

Prescribed Text:

- ❖ Amy Einsohn, *The Copyeditor's Handbook*, 3rd ed. (University of California Press, 2011)

- ❖ Rude, C. D., & Eaton, A. (2011). Technical Editing (5th ed.) Pearson Education. ISBN: 0205786715; ISBN13: 978-0205786718

- ❖ Eisenberg, Anne (1992). Guide to Technical Editing: Discussion Dictionary & Exercises. Oxford University Press. ISBN: 0195063066; ISBN-13: 978-0195063066

Additional References

- ❖ Microsoft® Manual of Style. (4th ed.) (2012). Microsoft Press. ISBN: 0735648719, ISBN-13: 978-0735648715

- ❖ William Strunk, Jr. and E. B. White, The Elements of Style

- ❖ Editors on Editing, ed. Gerald Gross, 3rd ed. (Grove, New York, 1993)

Pedagogy Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Introduction to Proofreading and Copyediting; Difference between Copyediting and Proofreading; The role of the Proofreader
UNIT-2 (08 HOURS)
The Editorial Triangle: Writer, Editor, Reader, Fact checking and Proofreading
UNIT-3 (08 HOURS)
Organizing the Architecture of Information, Editing for a Global Audience
UNIT-4 (08 HOURS)
Introduction to Proofreading and Copyediting; Difference between Copyediting and Proofreading; The role of the Proofreader
UNIT-5 (08 HOURS)
The Power of Grammar, Punctuation and Spelling; Cultural Sensitivity and Political Correctness: Style and Tone
UNIT-6 (08 HOURS)
Comprehensive Editing, Indexing and Keywords, Ethical and Legal Issues, Contracts and Copyright

Name of The Course	Editing and Proofreading-II			
Course Code	BSL06T3007			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- ❖ skills and education requirements needed to work as a proofreader or copy editor within a company or as a freelancer

- ❖ Learning specialized skills to help improve overall secretarial writing ability

- ❖ Technological Skills and software that help proofreaders

- ❖ Developing a legible and attractive document

Course Outcome:

Students would be able to

1. Describe editing roles, such as proofreader, production editor, copy editor, and technical editor

2. Describe methods for copyediting and proofreading your own work

3. Know copyediting or proofreading career opportunities

4. Demonstrate basic proofreading skills

5. Apply skills to successfully copyedit and proofread documents

6. Create a consistent look-and-feel to documents by applying editing style conventions

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- ❖ Rude, C. D., & Eaton, A. (2011). Technical Editing (5th ed.) Pearson Education. ISBN: 0205786715; ISBN13: 978-0205786718

- ❖ Eisenberg, Anne (1992). Guide to Technical Editing: Discussion Dictionary & Exercises. Oxford University Press. ISBN: 0195063066; ISBN-13: 978-0195063066

Additional References

- ❖ Microsoft® Manual of Style. (4th ed.) (2012). Microsoft Press. ISBN: 0735648719, ISBN-13: 978-0735648715

- ❖ William Strunk, Jr. and E. B. White, The Elements of Style

- ❖ Editors on Editing, ed. Gerald Gross, 3rd ed. (Grove, New York, 1993)

Pedagogy Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Genre, Form, Audience and Structure
UNIT-2 (08 HOURS)
How to edit Professionally, Spotting Errors; Proofreading Symbols and what they mean; Proofreading Skills and Tips, British English versus American English, Globish; Three Proofreading Myths, Split Infinitives
UNIT-3 (08 HOURS)

Copy Editing Fiction Books: dialogue and other issues
Copy Editing for Business Writings: reports and proposals
Writing better letter and emails
UNIT-4 (08 HOURS)
How to Master Punctuations
UNIT-5 (08 HOURS)
Practice
UNIT-6 (08 HOURS)
Practice

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

Program: B.A. (H) English

Scheme: 2020-2021

Curriculum

Semester 1									
Sl. No	Course Code	Name of the Course	L	T	P	C	Assessment Pattern		
							IA	MTE	ETE
1	ENG1001	Arrival and Foundation of literature	4	0	0	4	20	30	50
2	ENG1002	Literature of Realism and Romanticism	4	0	0	4	20	30	50
3	ENG1003	Sound System of English	4	0	0	4	20	30	50
4	BEC1001	Professional English – I	2	0	0	2	20	30	50
5	BEC1002	Lab Professional English – I	0	0	2	1	50	00	50
6		Creative / Liberal Arts	0	0	1	0.5	50	00	50
7		AI and its applications	2	0	0	2	20	30	50
8		Disruptive Technologies	2	0	0	2	20	30	50
9	ENVS1001	Environmental Studies	0.5	0	0	0.5	20	30	50
10	SLE1001	Foundations of Social Sciences – I	4	0	0	4	20	30	50
		TOTAL CREDITS	23	0	1	24			
Semester II									
Sl No	Course Code	Name of the Course	L	T	P	C	Assessment Pattern		
							IA	MTE	ETE
1	ENG1004	Aestheticism and Modernisation in British Literature	4	0	0	4	20	30	50
2	ENG1005	Traditional Approaches to Literary Studies	4	0	0	4	20	30	50
3	ENG1006	Structure of English	4	0	0	4	20	30	50
4	ENG1007	American Literature	4	0	0	4	20	30	50
5	BEC1003	Professional English – II	2	0	0	2	20	30	50
6	BEC1004	Lab Professional English – II	0	0	2	1	50	00	50
7		Disaster Management	2	0	0	2	20	30	50
8	SLE1002	Foundations of Social Science – II	4	0	0	4	20	30	50
		TOTAL CREDITS	24	0	1	25.0			
Semester III									
Sl No	Course Code	Name of the Course	L	T	P	C	Assessment Pattern		
							IA	MTE	ETE
1	ENG2002	Introduction to Linguistics	4	0	0	4	20	30	50
2	ENG2003	Specialisation -1 Paper -1	4	0	0	4	20	30	50
3	ENG2010 (Any Two)	Specialisation -2 Paper -1							
4	ENG2004	Specialisation -3 Paper -1	4	0	0	4	20	30	50
5	FREN2005/GERN 2005/JAPA2005	Foreign Language - I (Japanese / German / French)	2	0	0	2	20	30	50

6		Aptitude Building and Logical Reasoning	4	0	0	4	20	30	50
7		Creativity, Innovations and Entrepreneurship & IPR	1	0	0	1	20	30	50
8	ENG2005	Experiential Learning – I	0	1	0	4	50	00	50
9	ENG2001	Social Internship - Six Week	0	0	4	2	50	00	50
		TOTAL CREDITS	28	0	0	25			

Semester IV

Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	ENG2006	Indian Writing in English	4	0	0	4	20	30	50
2	ENG2007	Specialisation -1 Paper -2	4	0	0	4	20	30	50
3	ENG2008	Specialisation -2 Paper -2	4	0	0	4	20	30	50
4	ENG2009 (Any Two)	Specialisation -3 Paper -2							
5		Waste Management	1	0	0	1	20	30	50
6	FREN2006/GERN2006/JAPA2006	Foreign Language - II (Japanese / German / French)	2	0	0	2	20	30	50
7	ENG2011	Experiential Learning – II	0	1	0	4	50	00	50
8	SLE2006	Introduction to Indian Philosophy	2	0	0	2	20	30	50
9	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4	20	30	50
		TOTAL CREDITS	25	0	0	25			

Semester V

Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	ENG3001	Specialisation -1 Paper -3	4	0	0	4	20	30	50
2	ENG3002	Specialisation -2 Paper -3	4	0	0	4	20	30	50
	ENG3003 (Any Two)	Specialisation -3 Paper -3	4	0	0	4	20	30	50
3		Ethics and Professional Competency	1	0	0	1	20	30	50
4		Campus to corporate	3	0	0	3	20	30	50
5	BSL03T1001	Theatrical Performance	4	0	0	4	20	30	50
6	ENG3006	Experiential Learning – III	0	1	0	4	50	00	50
7	SLE3001	Writing for the Social Sciences & Humanities	4	0	0	4	20	30	50
8	ENG9998	Dissertation Phase I	0	0	2	1	50	00	50
		TOTAL CREDITS	20.0	0	10	25.0			

Semester VI

Sl No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE

1	ENG3007	Specialisation -1 Paper -4	4	0	0	4	20	30	50
2	ENG3008	Specialisation -2 Paper -4	4	0	0	4	20	30	50
	ENG3009	Specialisation -3 Paper -4	4	0	0	4	20	30	50
3	ENG3010	Intercultural Communication	4	0	0	4	20	30	50
4	ENG9999	Dissertation	0	0	2	8	50	00	50
		TOTAL CREDITS	12	0	10	20			

Specialization-1
Literature

SN	Course Code	Course Name	Semester	Credits
1	ENG2003	Post-Colonial and New Writings	III	4
2	ENG2007	Modern European Theatre	IV	4
3	ENG3001	Masterpieces of World Literature	V	4
4	ENG3007	Global Feminism	VI	4
			Total	16

Specialization-2
Linguistics

SN	Course Code	Course Name	Semester	Credits
1	ENG2004	Language and Identity	III	4
2	ENG2008	Introduction to Morphology	IV	4
3	ENG3002	The Study of Meaning	V	4
4	ENG3008	Translation in Practice	VI	4
			Total	16

Specialization-3
Cultural Studies

SN	Course Code	Course Name	Semester	Credits
1	ENG2010	Narrating Indian Civilization	III	4
2	ENG2009	Orientalism	IV	4
3	ENG3003	Gender and Culture	V	4
4	ENG3009	Cultural Theories	VI	4
			Total	16

Detailed Syllabus

Name of The Course	Arrival and Foundation of British Literature				
Course Code	ENG1001				
Prerequisite	None				
Corequisite					
Antirequisite					
		L	T	P	C
		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 the period
- 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

CO1	Recognize the major literary trends of the period
CO2	analyse a literary text in its social, political and cultural context
CO3	Understand the contribution of writers in the development of English literature
CO4	Use various literary devices for critical analysis of a text
CO5	Develop an introductory understanding of key medieval and Renaissance texts
CO6	Use writing to synthesize and comprehend texts, genres, and movements

Text Book (s)

Prologue to the Canterbury Tales

Marlowe (Dr Faustus)

Shakespeare (Macbeth)
Prologue to the Canterbury Tales
Andrew Sanders. *The Short Oxford History of English Literature*. OUP
M.H. Abrams. *A Glossary of Literary Terms*. Cineage Publication Pvt.
Ltd.
Marlowe (Dr Faustus) (Non-detailed)

Reference Book (s)

- ❖ Andrew Sanders. *A Short Oxford History of English Literature*. Oxford University Press, 3rd Edition, 2000.
- ❖ F T Palgrave. *Golden treasury of Poetry*. Mc Millan, 1903.
- ❖ Sukanta Chaudhuri. Ed. *Bacon's Essays: A Selection*. OUP.
- ❖ Prof Peter Alexander. Ed. *The Complete Works of Shakespeare*. Collins.

UNIT-1 (08 HOURS)
Early forms of British Literature through medieval literature
UNIT-2 (08 HOURS)
Prologue to the Canterbury Tales
Meaning, arrival and Rise of Renaissance in England
Revival of classical learning and humani**sm**
UNIT-3 (08 HOURS)
Literature During Renaissance
Poetic Forms During Renaissance (Sonnet Sequence)
Prose Writing during renaissance (Bacon)
UNIT-4 (08 HOURS)
Theatre During Renaissance
Rise of Drama
University Wits
Marlowe (Dr Faustus) (Non-detailed)
UNIT-5 (08 HOURS)
Shakespeare (Macbeth)
Caroline age
Reformation and Puritanism
Milton
UNIT-6 (08 HOURS)
Edel Lamb: Reading Children in Early Modern culture
Or
Neil Rhodes: *Common: The Development of Literary Culture in Sixteenth-Century England.*

Continuous Assessment Pattern

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

Name of The Course	Literature of Realism and Romanticism			
Course Code	ENG1002			
Prerequisite	None			
Co requisite				
Anti requisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- Acquire an understanding of literary terms and forms
- Understand major literary, social, political and religious movements and major literary trends during the era
- Acquire an understanding in analyzing 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
- Understand various literary devices for a better critical analysis of a text

Course Outcomes

CO1	Know and recognize the major literary trends
CO2	Understand the contribution of writers in the development of English literature
CO3	Apply a literary text in its social context
CO4	Analyse and evaluate the nuances of literary language and changes in style, various literary terms/devices and forms
CO5	Write critical analysis of a text
CO6	Apply a literary text in its political and cultural context

Text Book (s)

- ❖ *The Rape of the Lock* (Canto 1
- ❖ *A Modest Proposal* (selections) by Jonathan Swift.
- ❖ Spectator Club' of Richard Steele and 'Sir Roger at Church' of Joseph Addition

- ❖ 'Ulysses' Lord Tennyson.
- ❖ *Joseph Andrews* (selection) by Henry
- ❖ Daffodils' of William Wordsworth.
- ❖ 'Ode to Nightingale' of Keats.
- ❖ Tyger' of William Blake.
- ❖ Ulysses' Lord Tennyson.
- ❖ *Joseph Andrews* (selection) by Henry Fielding.
- ❖ *She Stoop to Conquer* (selections) byOliver Goldsmith

Reference Book (s)

- ❖ https://instruct.uwo.ca/english/020e-002/SheStoopstoConquer.pdf
- ❖ https://www.dramaticpublishing.com/media/pdf/.../exSheStoopsToConquerSU5.pdf
- ❖ https://instruct.uwo.ca/english/020e-002/SheStoopstoConquer.pdf
- ❖ https://www.dramaticpublishing.com/media/pdf/.../exSheStoopsToConquerSU5.pdf
- ❖ https://biblioteca.org.ar/libros/167654.pdf
- ❖ www.tmv.edu.in/pdf/Distance_education/MA(English)/English%20Fiction/Ch-2.pdf
- ❖ https://www.stmarys-ca.edu/sites/default/files/attachments/files/Joseph_Andrews.pdf
- ❖ https://biblioteca.org.ar/libros/167654.pdf
- ❖ www.tmv.edu.in/pdf/Distance_education/MA(English)/English%20Fiction/Ch-2.pdf
- ❖ https://www.stmarys-ca.edu/sites/default/files/attachments/files/Joseph_Andrews.pdf
- ❖ https://www.bl.uk/people/alfred-lord-tennyson
- ❖ https://www.poetryfoundation.org/poems/45392/ulysses
- ❖ https://www.sparknotes.com/poetry/tennyson/section4/

UNIT-1 Introduction   (08 HOURS)
Introduction to the Neoclassical, Romantic and Victorian authors, their lives and works, social conditions, challenges, influences, writing styles, and different literary trends of the time, etc**.**
UNIT-2 (08 HOURS)
The Rape of the Lock (Canto I) by Alexander Pope,
UNIT-3 (08 HOURS)
A Modest Proposal (selections) by Jonathan Swift. Spectator Club' of Richard Steele and 'Sir Roger at Church' of Joseph Addition
UNIT-4 (08 HOURS)
'Daffodils' of William Wordsworth. 'Ode to Nightingale' of Keats. Tyger' of William Blake.
UNIT-5 (08 HOURS)
'Ulysses' Lord Tennyson. *Joseph Andrews* (selection) by Henry Fielding. *She Stoop to Conquer* (selections) by Oliver Goldsmith.

UNIT-6 (08 HOURS)
New Classical Satire and Romantic School 1780-1830 by Rolf Lesse Nich, V & R Uni Press Bonm Press 2012

Continuous Assessment Pattern

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

Name of The Course	Sound System of English			
Course Code	ENG1003			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

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 tonalphonology

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

CO1	Improve their pronunciation in English language
CO2	Understand various accents in English
CO3	Recognize various vowel and consonant sounds
CO4	Recognize the pronunciation of words by looking in the dictionary

CO5	Transcribe the spoken data phonemically and phonetically
CO6	Aware of the fundamental theories related to phonetics and phonology

Text Book (s)

- ❖ McMohan, April. *An Introduction to English Phonology*.
- ❖ Yule, George. *The Study of Language*
- ❖ Fromkin, Victoria, Robert Rodman, and Nina M. Hyams. *An Introduction to Language*. Boston, MA: Thomson Wadsworth, 2007
- ❖ Davenport, Michael, and S J. Hannahs. *Introducing Phonetics and Phonology*

Reference Book (s)

- ❖ https://www.teachingenglish.org.uk/sites/teacheng/files/TeachingSpeaking_4_stressintonation_v01.pdf
- ❖ https://www.teachingenglish.org.uk/sites/teacheng/files/TeachingSpeaking_4_stressintonation_v01.pdf
- ❖ https://www.teachingenglish.org.uk/sites/teacheng/files/TeachingSpeaking_4_stressintonation_v01.pdf
- ❖ https://www.lawlessenglish.com/learn-english/pronunciation/syllabification-word-stress/
- ❖ http://www.grammarinenglish.com/syllabification/
- ❖ https://www.lawlessenglish.com/learn-english/pronunciation/syllabification-word-stress/
- ❖ http://www.grammarinenglish.com/syllabification/
- ❖ https://www.lawlessenglish.com/learn-english/pronunciation/syllabification-word-stress/
- ❖ http://www.grammarinenglish.com/syllabification/

UNIT-1 Introduction   (08 HOURS)
An Introduction, Organ of Speech, Production of Speech Sound
Vowel and consonant Sounds
The description and classification of Consonantal sounds: Manner of Articulation
UNIT-2 (08 HOURS)
The description and classification of Consonantal sounds: Place of Articulation
The description and classification of Vowel sounds: Monophthongs
The description and classification of Vowel sounds: Diphthongs
An Introduction, What is phonology, Phonology vs Phonetics
UNIT-3 (08 HOURS)
International Phonetic Alphabets, Concept of Phoneme and Allophone
Monosyllabic and Disyllabic words
Trisyllabic and Multisyllabic words

Introduction, Syllabic Consonants, Consonant clusters
UNIT-4 (08 HOURS)
The grammar of Syllable, Syllable structure (C-V Structure)
Onset, Nucleus, and Coda, Tree diagram representation of syllables in words
Tree diagram representation of syllables in
UNIT-5 (08 HOURS)
Word Stress Paralanguage, Pitch, Rhythm: Stress-timed Rhythm
UNIT-6 (08 HOURS)
Intonation: Falling Tone, Rising Tone, Falling-Rising Tone
Tonic Syllable

Continuous Assessment Pattern

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

Name of The Course	Aestheticism and Modernization in British Literature			
Course Code	**ENG1004**			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4			4

Course Objectives:

1. Familiarize the students with new literature of Britain in the early decades of 20th century.
2. Enable the students to know about the modernist canon
3. Understand the historical background including the socio-political changes in 20th century
4. Understand the literary criticism and innovative techniques introduced by the writers of 20th century.

Course Outcomes

CO1	Know about the various aspects of literature and its different causes.
CO2	Understand the new techniques such as psycho analysis, stream of consciousness, etc.

CO3	Apply the text in its socio context.
CO4	Apply the text in its cultural context.
CO5	Analyze and evaluate the decay and decadence of morality and human values in the modern age
CO6	Understand modernist aspects in literature.

Text(s)

- ❖ Dante Gabriel Rossetti   The Blessed Damozel
- ❖ T. S. Eliot   Journey of Magi
- ❖ Thomas Hardy   The Darkling Thrush
- ❖ W. H. Auden   In Memory of W. B. Yeats
- ❖ Virginia Woolf   Mrs Dalloway
- ❖ Philip K.Dick   The Man in the High Castle
- ❖ Rudyard Kipling   *Kim**
- ❖ E. M. Forster   A Passage to India
- ❖ John Osborne   *Look Back in Anger**

*Non detailed study

Reference Book (s)

- ❖ https://www.enotes.com/topics/look-back-anger
- ❖ http://www.supersummary.com/look-back-in-anger/summary/
- ❖ https://www.britannica.com/topic/Look-Back-in-Anger
- ❖ https://www.sparknotes.com/lit/passage/
- ❖ https://www.cliffsnotes.com/literature/p/a-passage-to-india/book-summary
- ❖ https://www.sparknotes.com/lit/passage/characters/

UNIT-1 Introduction (08 HOURS)
History and Background Studies of Aestheticism and Modernization in British Literature
UNIT-2 (08 HOURS)
'The Second Coming' by W B Yeats
'Love Song of J. Alfred Prufrock' by T. S. Eliot
'Anthem for Dommed Youth' by Wilfred Owen
UNIT- 3
'In Memory of W. B. Yeats' by W. H. Auden.
'Whitsun Wedding' by Philip Larkin
'Hawk Roosting' by Ted Hughes
UNIT-4 (08 HOURS)

Mrs Dalloway by Virginia Woolf.	
UNIT-5 (08 HOURS)	
Look Back in Anger by John Osborne.	
UNIT-6 (08 HOURS)	
Ciprian Baciu, et al.- Meta Modernism A Conceptual Foundation, Procedia Social and Behavioural Sciences July-2015 Issue- 209,2015, (p.no 33-38) Elsevier	

Continuous Assessment Pattern

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

Name of The Course	Traditional Approaches to Literary Studies				
Course Code	**ENG1005**				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Introduce students to the various ages of literary criticism

2. Introduce students to the various thinkers of literary criticism

3. Introduce students to the various concepts of literary criticism

4. Introduce students to the numerous ways in which a literary text can be analysed

5. Enable to students to criticise literary texts in accordance to established methods of criticism

Course Outcomes

CO1	Identify the various ages of literary criticism
CO2	Apply the theories of literary criticism.
CO3	Identify the various thinkers of literary criticism
CO4	Explain the various concepts of literary criticism

CO5	Understand the numerous ways in which a literary text can be analysed
CO6	Criticise literary texts in accordance to established methods of criticism on their own

- ❖ **Text(s)**
  - o Plato's *The Republic* (Book VII & X)
  - o Aristotle's *Poetics*
  - o Horace's *Ars Poetica*
  - o Longinus's "On the Sublime"
  - o Sir Philip Sidney's "An Apology for Poetry"
  - o John Dryden's "An Essay of Dramatic Poesy"
  - o Alexander Pope's "An Essay on Criticism"
  - o Samuel Johnson's *Preface to Shakespeare*
  - o Immanuel Kant's *Critique of Judgement* (Selections)
  - o Edmund Burke's "A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and the Beautiful"
  - o William Wordsworth's "Preface to *Lyrical Ballads*"
  - o Samuel Taylor Coleridge's *Biographia Literaria* (Selections)
  - o P. B. Shelley's "A Defence of Poetry"
  - o Mathew Arnold's "The Function of Criticism at the Present Time"
  - o Henry James' "The Art of Fiction"
  - o T. S. Eliot's "Tradition and Individual Talent"

Reference Book (s)

1. https://www.amherst.edu/system/files/media/1812/The%252520Poetics%252520of%252520Aristotle%25252C%252520by%252520Aristotle.pdf

UNIT-1 (08 HOURS)
Classical Criticism
Unit -2 (08 HOURS)
Longinus's "On the Sublime"   Sir Philip Sidney's "An Apology for Poetry"   John Dryden's "An Essay of Dramatic Poesy"
UNIT-3 (08 HOURS)
Alexander Pope's "An Essay on Criticism"   Samuel Johnson's *Preface to Shakespeare*   Immanuel Kant's *Critique of Judgement* (Selections)
UNIT-4 (08 HOURS)

Edmund Burke's "A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and the Beautiful" William Wordsworth's "Preface to *Lyrical Ballads*" Samuel Taylor Coleridge's *BiographiaLiteraria*(Selections)	
UNIT-5 (08 HOURS)	
P. B. Shelley's "A Defence of Poetry" Mathew Arnold's "The Function of Criticism at the Present Time" Henry James' "The Art of Fiction" T. S. Eliot's "Tradition and Individual Talent"	
UNIT-6 (08 HOURS)	
Gayatri Chakravorty Spivak: Can the subaltern speak?	

Continuous Assessment Pattern

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

Name of The Course	Structure of English			
Course Code	ENG1006			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

- enhance the students' understanding about the grammaticality, acceptability and adequacy of English grammar
- understand various nuances of English grammar and the difference between prescriptive and descriptive grammar.
- grasp the technical terms of grammatical description to improve their writing and speaking skills
- Make them aware of their common "Indianism" in the use of English and corrections thereof.
- Aware the students about the need of writing grammatically correct sentences

Course Outcomes

CO1	Understand a wide range of English grammatical structures, applying the terminology and analytical techniques learned in the course.

CO2	Analyse sentences in terms of word classes, phrase structure, grammatical relations
CO3	Apply grammatical knowledge to the analysis of English sentential structure
CO4	Systematically analyse grammatical phenomena in English and other languages; precisely, Indian English
CO5	Speak and write grammatically correct English.
CO6	Participate in the area of research in the field of linguistics

Text Book (s)

1. Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge UniversityPress.
2. Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan

Reference Book (s)

❖ Rozakis, Laurie E. (2003)*The Complete Idiot's Guide to Grammar and Style*. USA: Alpha Publication.

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

UNIT-1 Introduction   (08 HOURS)
Grammar: An Introduction, Descriptive prescriptive and teaching grammar, Deductive and Inductive Grammar; Leaner's, Teacher's and Learner's Grammar; Grammaticality and Acceptability of Language
UNIT-2 (08 HOURS)
Phrase and Clauses: Definition of Phrase, Types of Phrases, Definition of Clause, Types of clauses, Difference between Phrase, clause and Sentence **Simple Sentence Patterns:** Subject and Predicate, Form and Function, Linking, Intransitive and Transitive Verbs
UNIT-3 (08 HOURS)
Phrase and Sentence Structure: 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
UNIT-4 (08 HOURS)
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
UNIT-5 (08 HOURS)
Phrasal Grammar: Rule of Phrasal Grammar, Binary Division, Immediate Constituent Analysis; IC analysis of Simple Sentences; IC analysis of Compound Sentences; Affix Hopping within Verb Phrases

UNIT-6 (08 HOURS)
Use of Modals and Conditionals: Use of Modals, Different types of conditional sentences
Use of Adverbials (Adverbs): Use of Adverbials (Adverbs); Position and function of Adverbials

Continuous Assessment Pattern

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

Name of The Course	American Literature			
Course Code	ENG1007			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1. Introduce students to the historical background of America: discovery, colonization, slavery, independencestruggle

2. 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.

3. 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 Nationetc.

4. Introduce students to the life and works of Americanauthors.

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

6. 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 unchartered territories of the "WildWest".

Course Outcomes

CO1	Understand the historical background ofAmerica
CO2	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.

CO3	Explain the process of identity formation of the Americans and concepts such as the American Dream, New World, and Free Nation etc
CO4	Explain the development and adaptation of various genres, forms, literary devices, and styles by the American authors.
CO5	Explain the adaptation of various genres to the American landscape
CO6	Identify with the sense of amazement that was associated with the exploration of unchartered territories of the "Wild West".

Text Book (s)

Emerson: 'The American Scholar'
Thoreau: 'Civil Disobedience'
Eugene O'Neil: Hairy Ape
Walt Whitman's Leaves of Grass (Selections)
Mark Twain's Adventures of Huckleberry Finn

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. 3rd ed. 2 Vols. New York: Norton, 2014.

UNIT-1 Introduction   (08 HOURS)
Introduction to the Course, Background Information, Discovery of America, Colonial Period, Aborigines, Slavery, Declaration of Independence, War of Independence, Civi War, Civil Rights Movement, Emerson: 'The American Scholar' Thoreau: 'Civil Disobedience'
UNIT-2 (08 HOURS)
Emerson: Self Reliance Martin Luther: I Have a Dream
UNIT-3 (08 HOURS)
Walt whitman's leaves of grass (selections) Emily Dickenson: Because I could not Stop for Death Who are You? I am Nobody
UNIT-4 (08 HOURS)
Arthur Miller: *Death of a Salesman*

UNIT-5 (08 HOURS)
Mark Twain's Adventures of Huckleberry Finn
UNIT-6 (08 HOURS)
Marc Maufort: Recent Trends in American Studies

Continuous Assessment Pattern

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

Name of The Course	Introduction to Linguistics			
Course Code	BAEN2002			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4			4

Course Objectives:

1. Understand the features and properties of language

2. the origins, structure and development of language

3. Understand the application of language in the areas of humanistic and scientific knowledge.

4. Understand the general characteristic of the structure of language, its phonological sound system, word structure

5. Aware the students how to use language in written and spoken discourse

6. Understand the terminology used to describe and analyze the structure and systems of language.

7. Understand basic principles of linguistic theory.

Course Outcomes

CO1	Know the origin and the development of language
CO2	Understand the dynamics of language and its usage
CO3	Know various components of language for correct usage

CO4	Know and analyse the structure of sentence
CO5	Understand the theories related to language
CO6	Use language in different domains effectively.

Text (s)

Module 1: What is language: 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
Module 2: Fundamental Concepts in Linguistics: Background, Langue and Parole, Competence and Performance, Syntagm and Paradigm, Descriptive and Prescriptive, Synchronic and Diachronic
Module 3: 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
Module 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

Reference Book (s)

Fromkin, V., Rodman, R., Hyams, H. An Introduction to Language (9 thed). Wadsworth Cengage Learning.

Yule, George. The study of Language (3rd ed). Cambridge University Press.

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

UNIT-1 Introduction   (08 HOURS)
What is language: 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 |
| **UNIT-2 (08 HOURS)** |
| Fundamental Concepts in Linguistics: Background, Langue and Parole, Competence and Performance, Syntagm and Paradigm, Descriptive and Prescriptive, Synchronic and Diachronic |
| **UNIT-3 (08 HOURS)** |
| Phonetics: Organs of Speech, Description of Vowels and Consonants, Phonology: Pones, phonemes and Allophones, Transcription |
| **UNIT-4 (08 HOURS)** |
| 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-5 (08 HOURS)
Language and society: Language and Dialect, Caste and Class Dialect, Pidgin and Creole; Isogloss, Sociolinguistic Domain, Language Standardization, Varieties of English
UNIT-6 (08 HOURS)
Language and Meaning: Meaning: Denotative, Connotative, Social, Thematic, Lexical and Grammatical Meaning, Semantic and Pragmatic Meaning, Sense and Reference

Continuous Assessment Pattern

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

Name of The Course	Post-Colonial and New Writings			
Course Code	ENG2003			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- To introduce students to post-colonial and new literatures

- To familiarize students with postcolonial histories and experiences of different postcolonial subjects

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

- To enable students to grasp the socio-political and cultural conditions of societies from which the chosen texts have emerged

- To make students aware of the theoretical and practical aspects of criticism and their use in literature

- To develop students' competence in analyzing and interpreting texts

Course Outcomes

CO1	To understand the cultural and socio-political contemporary conditions through application of gained critical perspectives

CO2	To evaluate the conceptual links among post-colonial and other contemporary cultural theories and ideas
CO3	To analyze and critique the specific meanings and contexts relevant to post-colonial and new writings
CO4	To comprehend how race, class, gender, history, and identity are presented and problematized in literary texts
CO5	To analyze and discuss various post-colonial and new writings
CO6	To hone interpretative skills for reading texts better

Text Book (s)

- Gandhi, L. (1998). *Postcolonial Theory: A Critical Introduction*. St. Leonards: Allen & Unwin.

- Fanon, F. (1966). *The Wretched of the Earth*. Trans. Constance Farrington. New York: Grove Press.

- Achebe, C. (2001). *Things Fall Apart*. Penguin UK.

- Márquez, G. G. (2000). *Chronicle of a Death Foretold.* Penguin India.

- Atwood, M. (1969). *Animals in That Country*. Oxford University Press.

- Naipaul, Sir V. S. (2011). *A House for Mr. Biswas.* Picador.

Reference Book (s)

- Said, E. (1978). *Orientalism*. New York: Vintage.

- Ahmad, A. (1992). *In Theory: Classes, Nations and Literature*. London: Verso.

- Naipaul, Sir V. S. (1976). "East Indian" in *The Overcrowded Barracoon.* Penguin.

UNIT-1 Introduction   (08 HOURS)
Introduction to Postcolonial Theory
UNIT-2 (08 HOURS)
Frantz Fanon's *The Wretched of the Earth* (Select)
UNIT-3 (08 HOURS)
Ngugi Wa Thiongo's "Decolonizing the Mind" (Select)   Bhabha's "Of Mimicry and Man"
UNIT-4 (08 HOURS)
Chinua Achebe's *Things Fall Apart*
UNIT-5 (08 HOURS)
Pablo Neruda's 'Poetry','Tonight I can Write,',   Derek Walcott's 'A Far Cry from Africa', 'Goats and Monkeys'
UNIT-6 (08 HOURS)

Gabriel GarcíaMárquez's *Chronicle of a Death Foretold*
Margaret Atwood's poems "The Animals in that Country" and "The Landlady"

Continuous Assessment Pattern

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

Name of The Course	Language and Identity				
Course Code	ENG2004				
Prerequisite					
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives:

❖ the study of language and identity as a means of understanding the vital role that language plays in both cultural boundary production and global interrelationships

❖ highlight the similarities and differences in the role of language in local and global identity formation

❖ understand the linguistic and other language-related challenges that face the globalized world of the twenty-first century, along with the way the latter will impact on identity

❖ a cross-cultural and trans-disciplinary foundation for understanding key concepts in the study of language, and how language plays a role in shaping various layers of identity (social, political, economic, etc.), in both local and transnational contexts

Course Outcomes

CO1	define and describe key concepts and approaches in the study of language and identity
CO2	explain the role language plays in the construction of identity
CO3	use theoretical tools in exploring urban linguistic environments and analyzing identities
CO4	investigate and compare linguistic environments and identities.
CO5	work within a global learning community
CO6	adapt to a heteroglot global environment and deal with otherness

Text Book (s)

- ❖ Bucholtz, Mary, and Kira Hall. 2004. "Language and Identity." In A Companion to Linguistic Anthropology, edited by Alessandro Duranti, 369– 394. Malden, MA: Blackwell.

- ❖ Charles Antaki and Sue Widdicombe, "Identity as an achievement and as a Tool"

- ❖ Cameron, Deborah. 1997. "Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity." In Language and Masculinity, edited by Sally Johnson and Ulrike Meinhof, 47-64. Oxford: Blackwell.

- ❖ Aliagas, C. (2015). "Students' Facebook: the magnifying glass on the social construction of teenagers' reading identity." In: Sabaté, F., ed., Conditioned Identities. Oxford, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Wien: Peter Lang. 357-386. ProQuest Ebook Central

- ❖ Bucholtz, Mary. 1999. "'Why be Normal?': Language and Identity Practices in a Community of Nerd Girls." Language in Society 28(2):203–223.

- ❖ Schultze, U. (2015). "How Social Media Shapes Identity."

Reference Book (s)

- ❖ Wooffitt and Clark, "Mobilizing Discourse and Social Identity"

- ❖ McWhorter, J. (2013). "Txtng is Killing Language."

- ❖ Arendt, H. (1988 [1958]). The Human Condition. Chicago: The University of Chicago Press. "Prologue." 1- 6. Chap. I: "The Human Condition." 7-21; Chap. III: "The Private and Public Realm"

- ❖ Don H Zimmerman, "Identity Context and Interaction"

- ❖ Leap, William. 1999. "Language, Socialization, and Silence in Gay Adolescence." In Making Sense of Language: Readings in Culture and Communication, 434-442. New York & Oxford: Oxford University Press

UNIT-1 Introduction   (08 HOURS)
Language and Human Being Correlation between Language and Identity; Identity as an achievement and as a Tool
UNIT-2 (08 HOURS)
Language and Gendered Identity: the role of language in constructing and reinforcing gender identity; gender-specific language expression; languages of abuse and the expression of power; language and the shaming of gender/sexuality; gender as a category of grammar
UNIT-3 (08 HOURS)
Language and Society: Language and the Other (Race, Social Class/Caste); Geographical, linguistic, and cultural boundaries; language and culture
UNIT-4 (08 HOURS)

Language and National Identity/ Trans-national Identity; the role of language in national history; the role of language in boundary construction; the marginalization of languages; language and the making of transnational identity
UNIT-5 (08 HOURS)
Language, Media, and Identity: language on local television and radio (subtitles; foreign languages channels; music in foreign or minority languages) - language in newspapers and magazines; foreign or minority languages media - language on the internet - language and social networks
UNIT-6 (08 HOURS)
Language and Politics of Institutions (Religion, Private/Public Sphere); Meaning inculcation and Institutional Practices, Schema, Stereotypes and Human Behaviour

Continuous Assessment Pattern

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

Name of The Course	Indian Writing in English			
Course Code	ENG2006			
Prerequisite				
Co requisite				
Anti requisite				
		L	**T**	**P**	**C**
		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

CO1	Understand thematic concerns, genres and trends of Indian writing in English

CO2	Understand the various phases of the evolution of Indian writing in English
CO3	Apply critical and theoretical approaches to the reading and analysis of literary texts
CO4	Develop an ability to read texts in relation to their historical and cultural contexts
CO5	Appreciate the contribution of authors in the development of Indian writing in English
CO6	Critically analyse a literary text

Reference Book (s)

Mahesh Dattani. *Collected Plays*. Penguin Mulk
Raj Anand. *Untouchable*. Penguin

UNIT-1 (08 HOURS)
Poetry: R N Tagore 'My Heaven", Toru Dutt: "Our Casuarina Tree", Ramanujan "Anxiety", Nissim Ezekiel: "The Night of the Scorpion", Aparna Lanjewar Bose: "I Long for those Days"
UNIT-2 (08 HOURS)
Prose: Swami Vivekananda: "The Ideal of Universal Religion", Premchand "TheChild"
UNIT-3 (08 HOURS)
Drama: Mahesh Dattani: Tara
UNIT-4 (08 HOURS)
Novel: Shashi Deshpandey: That long Silence
UNIT-5 (08 HOURS)
M.K. Gandhi: My Experiments with Truth*
UNIT-6 (08 HOURS)
Keki N. Daruwalla's Poetry: Searching for an · Indian Idiom by Dipankar Parui, Vol. No-5, ISSN 2320-3080

Continuous Assessment Pattern

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

Name of The Course	Modern European theatre
Course Code	**ENG2007**
Prerequisite	
Corequisite	

Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives:

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 stance history and literature and draw connections between theatrical practices and social contexts in both modern and pre modern 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 European drama in reference to theoretical perspectives and historical and political aspects of the art of drama.

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

6. To develop in the student, the ability to comprehend and criticize the development of drama in the European tradition.

Course Outcomes

CO1	Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
CO2	Analyze, and interpret texts and performances both in writing and orally.
CO3	Draw connections between theatrical practices and social contexts in both modern and pre modern periods.
CO4	Demonstrate the ability to draw informed connections between the theatre and other fields of inquiry.
CO5	Develop and apply research skills in writing about dramatic texts and theatrical productions in relation to social, artistic, and intellectual contexts.
CO6	Demonstrate thorough knowledge of theatre analyzing, interpreting, and writing about plays, performances and primary texts from the major periods of the theatre.

Text Book (s)

Dario Foe: *The Accidental Death of an Anarchist*
Ibsen: *A Doll's House*
Review and critical commentary of Eugene Ionesco's *Rhinoceros*
Harold Pinter: *The Birthday Party*

Reference Book (s)

1. Stella Adler on Ibsen, Strindberg, & Chekhov

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

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

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

5. Artaud, Antonin. The Theater and Its Double. New York: Grove Press 1958.

6. Szondi, Peter. Theory of the Modern Drama. Cambridge: Polity Press, 1987.

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

8. 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).

UNIT-1 Introduction   (08 HOURS)
Background and introduction of Modern European theatre
UNIT-2 (08 HOURS)
Review and critical commentary of Dario Fo's *The Accidental Death of an Anarchist* Historical influence, production history, and analysis of specific scenes and characters in the play
UNIT-3 (08 HOURS)
Review and critical commentary of **Ibsen**'s *A Doll's House* Historical influence, production history, and analysis of specific scenes and characters in the play
UNIT-4 (08 HOURS)
Review and critical commentary of **Eugene Ionesco**'s *Rhinoceros* Historical influence, production history, and analysis of specific scenes and characters in the play
UNIT-5 (08 HOURS)
Review and critical commentary **of Harold Pinter's** Birthday Party Historical influence, production history, and analysis of specific scenes and characters in the play
UNIT-6 (08 HOURS)
Review and critical commentary of Beckett's *Waiting for Godot* 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

Name of The Course	Introduction to Morphology				
Course Code	ENG2008				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1- Understand and make a critical evaluation of the existing linguistic definition of the word.

2- Distinguish between the different ways into which 'word' can be analysed in order to aid an understanding of its nature.

3- Understand the notion of 'morpheme' and the need for it.

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

Course Outcomes

CO1	Understand the basic notions of English morphology
CO2	Understand the diversity of morphological patterns related in human languages
CO3	Understand the diversity of morphological patterns related in human languages
CO4	Identify those features which give the word its special status in a language
CO5	Make a distinction between regular and irregular forms in the paradigms
CO6	Participate in the area of research in the field of linguistics.

Text Book (s)

1- Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2nded). OUP*

2- Yule, George (2006) *The study of Language* (3rded/). Cambridge: Cambridge University Press) Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

Reference Book (s)

1- Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2nded). OUP*

2- Yule, George (2006) *The study of Language* (3rded/). Cambridge: Cambridge University Press)
Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

UNIT-1 Introduction (08 HOURS)
What is Morphology Lexemes and Word; Words as types and words as tokens; Words with predictable meanings; Non-words with unpredictable meanings Forms, Word and its parts; Lexicon; mental dictionary; Content Words & Functional Words
UNIT-2 (08 HOURS)
Affixes, Bases, Stem and Root, combining forms; contracted forms; Morphs, Morphemes and Allomorphs, Free vs Bound Morpheme; Zero morpheme; Portmanteau Morpheme; Profiling word, The advent of Word, Simple, Complex and Compound Words
UNIT-3 (08 HOURS)
Inflectional Vs. Derivational Morphology, Morphological Patterns, Regular and irregular inflection; Inflectional Values, Derivational Meanings, Derived Nouns, Derived Verbs, Derived Adjectives
UNIT-4 (08 HOURS)
Word Formation Rules**:** The morpheme-based model Phonological changes; intra and inter categorical morphology; Affixation and Compounding, Base Modification, Reduplication, Conversion; item and process; concatenation; cliticization; sandhi;
UNIT-5 (08 HOURS)
Productivity: Introduction: kinds of productivity; Productivity in shape: formal generality and regularity; Productivity in meaning: semantic regularity; Semantic blocking; Productivity in compounding; Measuring productivity: the significance of neologisms
UNIT-6 (08 HOURS)
Morphology and the internal structure of words; Edited by James McClelland, Carnegie Mellon University, Pittsburgh, PA, and approved August 4, 2004 (received for review May 27, 2004) Teaching Morphology: Enhancing Vocabulary Development and Reading Comprehension

Continuous Assessment Pattern

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

Name of The Course	**Master Pieces of World Literature**
Course Code	**ENG3001**
Prerequisite	
Corequisite	

Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

● To understand the linguistic and national definitions of literature
● To understand the idea of world literature
● To analyse the problems in defining world literature
● To understand and analyse the correlation between classics, canon and world literature

Course Outcomes

CO1	Identify the various definitions of World literature
CO2	Explain the use of various literary devices in prescribed texts.
CO3	Interpret the life and works of the prescribed authors.
CO4	Evaluate the socio-cultural and historical background of the prescribed works.
CO5	Critique the prescribed works through the use of various modes of literary criticism.
CO6	Analyze the literary text in hand.

Text Book (s)

● Njal's Saga

● Selections from Pushkin's poetry

● Selections from Neruda's poetry

● Kazuo Ishiguro's *An Artist of the Floating World*

Reference Book (s)

● The Reader's Companion to World Literature , Lillian HerlandsHornstein (Editor),Calvin S. Brown (Editor), G.D. Percy (Editor)

● Reference Guide to World Literature (Reference Guide to World Literature (2Vol.)) Hardcover – November 20, 2002 by Sara Pendergast (Editor), Tom Pendergast (Editor)

UNIT-1 (08 HOURS)
Introduction and background of Word Literature
Linguistic and National definitions of Literature.
Idea of Literature and World Literature
UNIT-2 (08 HOURS)
Problems in defining World Literature.

Classics, Canon and World Literature
UNIT-3 (08 HOURS)
Njal's Saga
UNIT-4 (08 HOURS)
Selections from Pushkin's poetry
Selections from Neruda's poetry
UNIT-5 (08 HOURS)
Kazuo Ishiguro's *An Artist of the Floating World.*
UNIT-6 (08 HOURS)
David Damroch: What is World Literature? *

Continuous Assessment Pattern

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

Name of The Course	The Study of Meaning				
Course Code	ENG3002				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

❖ Identify lexical relations between sentences including paraphrase, entailment, implicature, andpresupposition.

❖ Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field ofsemantics.

❖ Identify truth tables of synonymy, entailment, contradiction andpresupposition.

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

Course Outcomes

CO1	Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences
CO2	Apply modern semantic and pragmatic theories using real data
CO3	Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition
CO4	Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s)

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

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

❖ Berlin and Paul Kay. 1969. *Basic colour terms: Their Universality and Evolution.*

❖ Berkeley University of California Press

❖ Austin, J.L. 1962. (2nd ed. 1975). *How to do things with words.* Oxford: clarendon Press.

❖ Grice, H.P. 1975. "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) *Syntaxand Semantics Vol 3. Speech Acts*43-58, New York: Academic Press.

Reference Book (s)

Leech, Geoffrey N. 1981. (rev. ed. 1994). *Semantics*. Penguin.

UNIT-1 Introduction   (08 HOURS)
Basic Ideas of Semantics, Word meaning and sentence meaning; Sentence, Utterance, and Propositions, Reference and Sense; literal and non-literal meaning; semantics vs pragmatics
UNIT-2 (08 HOURS)
Words, concept and thinking: Linguistic relativity; language of thought hypothesis; Thought and reality Sentence Meaning: Entailment; Presupposition; predicates, arguments and their participant roles; prototypes and stereotypes,
UNIT-3 (08 HOURS)
Words and Lexical Items; Lexical Relations: Homonymy, Polysemy, synonymy, Antonyms, Hyponymy, Meronymy, member-collection, portion-mass.
UNIT-4 (08 HOURS)
Lexical Universals: Colour Terms, Kinship items, Core vocabulary, Universal lexemes

UNIT-5 (08 HOURS)
Speech acts, Perlocutionary and illocutionary force, Felicity conditions, Direct and indirect illocutions Propositions and illocutions, Conversational implicature,
UNIT-6 (08 HOURS)
Universe of discourse: social meaning of utterances; Politeness and Interaction

Continuous Assessment Pattern

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

Name of The Course	Theaterical Performance			
Course Code	BSL3T1001			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:
Introduce students to the practical aspects of theatrical performances by practicing the following skills:
1. Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.
2. Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.
3. Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.
4. Develop analytic breadth through using visual media and relationships as the basis of analysis. Course Outcomes:

Course Outcomes:

CO1	Identify and describe the various aspects of culture which affect a person's worldview, values, and behavior.
CO2	Understand the diversity of worldviews, values, behavior, traditions, and experiences of co-cultures
CO3	Understand the roles of culture, language, power, and communication on the development of personal, social and cultural identities throughout the lifespan
CO4	Discuss how culture influences nonverbal communication and how nonverbal communication influences intercultural communication
CO5	Understand and analyze the process of stereotype formation and the manifestations of prejudice, discrimination

CO6	Explore and evaluate concrete examples of the student's own cultural heritage in relation to others

Text Book (s)
- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)
- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.

- *Natyasastra*: English Translation with Critical Notes by Adya Rangacharya, Munshiram Manoharial Publishers Private, Limited, 1996

- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)

- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.

- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)

- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette

- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005

- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.

- *The Stage Management Handbook*, Daniel A. Ionazzi

- *Handbook of Stage Costume* [illustrated] by Tina Bicat, Crowood Press, Limited (2006)

UNIT-1 (08 HOURS)
Introduction Introduction to Intercultural, Communication and Developing Cultural Awareness, Defining Human Communication and Culture, Components of Human Communication, Developing Intercultural Competence
UNIT-2 (08 HOURS)
Culture, communication, context, and power Three Approaches to Culture, Communication, Nine Cultural Value Orientation, Influence of Cultural Values on Communication
UNIT-3 (08 HOURS)
Cultural Values and Conflict Behaviour, Communication and context, Characteristics of Power, Relationship Between Communication and Power
UNIT-4 (08 HOURS)
Culture and Variables **Culture and History, Culture and Values, Culture and Identity, Structure of Culture, Culture and Family, Constructs of World views, Religion and Human Behaviours** Common Elements of Religion, Developing Religious Tolerance
UNIT-5 (08 HOURS)
Language and Intercultural communication Components of Language, Cultural variations in communication style and apply to word choice in written communications, Challenges of multilingualism and how to adapt communications methods, Translation and interpretation
UNIT-6 (08 HOURS)

Phenomenon of code switching and interlanguage, Communications tactics and channels to promote intercultural messages to diverse, targeted audiences

Continuous Assessment Pattern

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

Name of The Course	**Introduction to Hindi Literature**			
Course Code	**ENG3004**			
Prerequisite	Basics of Hindi Language and Literature			
Corequisite	NA			
Antirequisite	NA			
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

- Understand major literary, social, political and religious movements of the period Appreciate different trends of Hindi Literature

- To be familiar with great poets like Kabeer, Jayasi, Thulasi, Soor, Bihari and their thought and philosophy Understand and perform the responsibilities of stage management

- To understand modern and postmodern trends

Course Outcomes:

CO1	Analyse the text in Hindi Linguistically
CO2	Appreciate different trends of Hindi Literature
CO3	Recognize the major literary trends of the period
CO4	Use various literary devices for critical analysis of Hindi text
CO5	Develop an introductory understanding of key old and Modern texts
CO6	Use writing to synthesize and comprehend texts, genres, and movements

Text Book (s)

- Hindi Sahitya Ka Saral Ithihas, by Viswanath Tripadhi, Orient Black Swar, New Delhi

- Hindi Sahitya Ka Saral Ithihas, by Viswanath Tripadhi, Orient Black Swar, New Delhi

- Language study – Hindi Bhasha aur Lipi, edited by Dr. Parameswaran, Rashtra Bhasha Samsthan, Trivandrum

- Linguistics – Bhasha Vigyan ke Sidhant, Dr. Meera Dixit, Lokbharathi Prakashan

UNIT-1 (08 HOURS)
Aadikal: Division of Hindi Literature and naming of different periods- Division of Ramachandra Shukla – Origin of Hindi Literature- Aaddikal-Historical background Naming of Aadikal- Different streams of the Literature of Aadikal- Apabhramsha Literature- Sidha, Nadha and Jaina Literature- Hindi Veergadhayem (Raso kavya).

UNIT-2 (08 HOURS)
Bhaktikal: Historical Background- Bhakthi movement – Bhakthi Literature-Sant kavya- Trends of Sant kavya-Kabeer Das- Sufi kavya- Specialties of Sufi KavyaJayasi- Ram Kavya- trends of Ram kavya-Thulsidas- Krishna kavya- Specialties of Krishna Kavya- Soordas- Bhakti Period the Golden age.

UNIT-3 (08 HOURS)
Ritikal: An introduction to Ritikal- Analyze the word Riti- Historical backgroundThe founder of Ritikal-Trends of Ritikal- different streams (Riti sidh, Ritibadh, Ritimukth) of Riti Literature, Naming of Ritikal

UNIT-4 (08 HOURS)
A. Bharathendu yug and Dwivedi yug and the development of prose **B.** Poetry- Bharathendu Yug and Dwivedi Yug- Chayavad- Pragathivad Prayogvad- Nayikavitha-Postmodern poetry

UNIT-5 (08 HOURS)
Novel Origin and development- Pre-Premchand Period- Premchand premchand's contribution- Post Premchand Period- Post Independence and postmodern novel- Major Novelist's and their works.

UNIT-6 (08 HOURS)
Origin and development- Post-Premchand Period- Premchand's contribution- Post Premchand Period-Post Independence Period and different streams and movements of Hindi story (Nayikahani, sachethan kahani, samanthar kahani etc.) Postmodern Story – prominent writers and their stories

Continuous Assessment Pattern

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

Name of The Course	Global Feminism
Course Code	ENG3007
Prerequisite	
Corequisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

- Define and critically read feminist theory

- Compare, contrast, and critique various perspectives of feminist theorists

- Explain feminist epistemology and critically analyze the ways in which knowledge is produced.

- Use feminist approaches to theory to think systematically about power and resistance in both public and private relations

- Apply feminist theory to your own research interests and home discipline(s)

Course Outcomes

CO1	Understand basic psychological concepts and their applications in the life Historicize theoretical discourses on "feminist theory."
CO2	Critically read and synthesize, compare, and identify varying perspectives on feminism.
CO3	Cultivate your own voice and critically analyze different theories of feminism.
CO4	Analyze current events and cultural artifacts from feminist perspectives
CO5	Understand how feminist theoretical perspectives are practically situated and made manifest in the world in which we live.
CO6	Apply feminist theory to your own research interests and home discipline(s).

Text (s)

- Mary Wollstonecraft: Vindication for the Rights of Women

- "On Sojourner Truth Ain't I a Woman?"

- Beauvoir, Simone de. "The Second Sex: Introduction."

- Wittig, Monique. "One is Not Born a Woman."

- Collins, Patricia Hill. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection."

- Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity Through Anticapitalist Struggles."

- Lorde, Audre. "Poetry Is Not a Luxury."

- Creasap, Kimberly. "Zine-Making As Feminist Pedagogy."

- Piepmeier, Alison. "Bad Girl, Good Girl: Zines Doing Feminism."

- Walia, Harsha. "Slut Walk: To March or Not to March."

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

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. &Hilgard, E. R. (1990). Introduction to Psychology. New York: H. B. J. Inc.

- Baron, R.A., &Misra, G. (2013) Psychology (Indian Edition), Delhi: Pearson

- Baumgardner, S., & Crothers, M. (2009). Positive psychology. Prentice-Hall

- Ciccarelli S. K.; Meyer, G. E. (2008). Psychology: South Asian Edition. Pearson Longman

UNIT-1 (08 HOURS)
Introduction of Feminist Theory
UNIT-2 (08 HOURS)
The "First Wave" of Feminism and Women's Rights   Mary Wollstonecraft: Vindication for the Rights of Women   "On Sojourner Truth and 'Ain't I a Woman?'"
UNIT-3 (08 HOURS)
Womanhood   Beauvoir, Simone de. "The Second Sex: Introduction."   Wittig, Monique. "One is Not Born a Woman."
UNIT-4 (08 HOURS)
Feminist Epistemology and Post-Colonial Feminism   Collins, Patricia Hill. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection."   Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity Through Anticapitalist Struggles."
UNIT-5 (08 HOURS)
The "Third Wave": Women Confronting and Creating Culture   Lorde, Audre. "Poetry Is Not a Luxury."   Creasap, Kimberly. "Zine-Making As Feminist Pedagogy."
UNIT-6 (08 HOURS)
Walia, Harsha. "Slut Walk: To March or Not to March."

Piepmeier, Alison. "Bad Girl, Good Girl: Zines Doing Feminism."

Continuous Assessment Pattern

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

Name of The Course	Translation and Practices				
Course Code	ENG3008				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

- Introduce students to the concept of translation and various terms and concepts associated with translation studies.

- Teach students the various nuances of a word and instill a sense of realisation of the difficulty of finding the appropriate parallels in another language.

- Introduce students to the different types of oral, written, real-time, literary and non-literary translation.

- Explain to students the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.

- Introduce students to the various issues of linguistic and cultural differences that would be of relevance in their study of literature as well as in their daily lives.

Course Outcomes

CO1	Define translation and various terms and concepts associated with translation studies.
CO2	Translate words, phrases and sentences from one language to another language.
CO3	Understand the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.
CO4	Acquire the necessary skills that would enable them to take up jobs in various fields, particularly the media, tourism, public relations etc.
CO5	Understand and explain issues of linguistic and cultural differences

CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s)

- Bell, Roger T. *Translation and Translating: Theory and Practice*. Taylor & Francis Ltd, 1991.

- Munday, Jeremy.*Introducing Translation Studies Theories and Applications*. Routledge, 2001.

- Newmark, Peter. *A Textbook of Translation*.Pearson Education Limited, 1988.

Reference Book (s)

1- Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge

2- Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991

3- Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID

4- Duff, Alan, Translation, OUP, 1997

5- Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005

Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman

UNIT-1 (08 HOURS)
Theory Theory of approximation, principle of translation equivalence, functional equivalence, translation, transliteration, transcreation, paraphrase and interpretation
UNIT-2 (08 HOURS)
Process and Principle of Translation: Nature of Translation, Globalization and Multilingualism; **Types**: Partial vs. total translation, text-oriented vs. reader-oriented translation, literal vs. Free translation, intralingual vs. interlingual translation.
UNIT-3 (08 HOURS)
Interpretation and analysis of the text, translation of lexical items and of syntactic structures, comparative and contrastive analysis of source and target languages. Restructuring the translated material, amplification and reduction, compensatory glossing and other devices.
UNIT-4 (08 HOURS)
Translation: From L1 to L2

Equivalence (Stylistic and Sematic) functional equivalence, translation, transliteration, transcreation, paraphrase and interpretation, The problem of equivalence and meaning gap
UNIT-5 (08 HOURS)
Linguistic problems of translation Lexical gaps in the target language, collocational restrictions restrictions in source and target languages, semantic loss and gain; transparency and choice of style, choice of standard, regional and social dialects, language of literary and non-literary texts (including scientific and technical texts, official documents, language of mass media and of advertisement).
UNIT-6 (08 HOURS)
Evaluation of translated materials Comparison of source text and translated text. Evaluation of several translated versions of the same text, use of back-translation technique.

Continuous Assessment Pattern

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

Name of The Course	Narrating Indian Civilization
Course Code	ENG2010
Prerequisite	
Corequisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

To acquaint the students and help them engage with forms of culture in India and help them read these popular culture forms as 'texts' – signifying systems that produce meanings in specific ways.

Course Outcomes

CO1	Understand the concept and meaning of culture

CO2	Establish the relationship between culture and civilization.
CO3	Describe the distinctive features of Indian culture
CO4	Identify the central points and uniqueness of Indian culture
CO5	Explain the points of diversity and underlying unity in it
CO6	Trace the influence and significance of geographical features on Indian culture

Text Book (s)

- ❖ Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building
- ❖ Pandey, Govind Chandra, Foundations of Indian Culture,
- ❖ Malekandathil, Pius: Maritime India: Trade, Religion and Polity in the Indian Ocean,
- ❖ S P Gupta and S P Asthana, Elements of Indian Art
- ❖ Basham, A. L., Studies in Indian History and Culture.
- ❖ Basham, A. L., The Wonder That Was India.
- ❖ Majumdar, A. K., The Bases of Indian Culture
- ❖ Basham, A. L., Studies in Indian History and Culture

Reference Book (s)

- ❖ Durant, W., Our Oriental Heritage
- ❖ J C Harle, The Art and Architecture of the Indian Subcontinent,
- ❖ Hall, D. G. E. (1981, 4th edition) A History of South-East Asia.
- ❖ Hall, K.R., 1985, Maritime Trade and State development in early Southeast Asia
- ❖ Kabir, H, The Indian Heritage
- ❖ Dimock, E. C. (Jr.), and Others, The Literatures of India.

UNIT-1 (08 HOURS)
Essence of Indian culture, Significance of Geography on Indian Culture
Society in India through ages-Ancient period-varna and jati, familyand marriage in india, position of women in ancient india, Contemporary period; caste system and communalism.
UNIT-2 (08 HOURS)
Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy –Vedanta and Mimansa school of Philosophy.
UNIT-3 (08 HOURS)
Evolution of script and languages in India: Harappan Script and Brahmi Script.
Short History of the Sanskrit literature: The Vedas, The Brahmanas and Upanishads & Sutras, Epics: Ramayana and Mahabharata &Puranas.
UNIT-4 (08 HOURS)

Gandhara School and Mathura School of Art; Hindu Temple Architecture, Buddhist Architecture, Medieval Architecture and Colonial Architecture
UNIT-5 (08 HOURS)
Divisions of Indian classical music: Hindustani and Carnatic, Dances of India: Various Dance forms: Classical and Regional, Rise of modern theatre and Indian cinema.
UNIT-6 (08 HOURS)
Indian Culture in South East Asia India, Central Asia and Western World through age

Continuous Assessment Pattern

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

Name of The Course	Orientalism				
Course Code	ENG2009				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

To familiarize students with orientalism subjects pertaining to Middle East as a focal point of confrontation between religions, cultures, and values.

Course Outcomes

CO1	define and analyze the concept of "Orientalism" as it has been used historically
CO2	define and analyze the issues in the modern scholarly debate about the meaning and connotations of this term
CO3	Identify Orientalism as it occurs in the history of American social and political contacts in the Middle East, and analyze its impact on those contacts
CO4	Identify and interpret Orientalism as it is expressed visually in European art
CO5	Identify and interpret Orientalism as it occurs in assigned nonfictional and fictional prose and poetry

CO6	Compare and contrast types of Orientalism as it occurs in the above-mentione readings

Text Book (s)

- Burton, Richard, tr. The Arabian Nights Modern Library Classics ISBN: 0812972147

- FitzGerald, Edward, tr. The Rubaiyat of Omar Khayyam Cosimo Classics ISBN: 1596054387

- Forster, E. M. A Passage to India (any edition)

- Kaplan, Robert. The Arabists Free Press ISBN: 0028740238

- Lawrence, T. E. Seven Pillars of Wisdom Anchor ISBN: 0385418957

- Macfie, Alexander Lyon. Orientalism: A Reader New York U P ISBN: 0814756654

- Thornton, The Orientalists: Painter-Travellers Art Creation Realisation ISBN: 2867700833

Reference Book (s)

- **Said**, **Edward** W. **Orientalism**. New York: Pantheon **Books**, 1978.

- Macfie, A L. *Orientalism*. London: Longman, 2002. Print

- MacKenzie, John M. *Orientalism: History, Theory and the Arts*. Manchester: Manchester University Press, 1995. Print.

- **Said**, **Edward** W. **Culture And Imperialism**. New York :Vintage **Books**, 1994

- VARISCO, DANIEL MARTIN. *Reading Orientalism: Said and the Unsaid*. 2nd ed., University of Washington Press, 2007

UNIT-1 (08 HOURS)
Introduction—The Idea of Orientalism: (Kaplan, Prologue and Part I; Macfie, Introduction and Parts I and II) Concepts and Controversies: Macfie, Parts III and IV
UNIT-2 (08 HOURS)
Kaplan, The Arabists, Part III: Debacle, pp. 243-302. Macfie: Parts V, VI, and X T. E. Lawrence, Seven Pillars of Wisdom: Introduction, Book 1, Book 10, and Epilogue. Also read the four articles on Lawrence in Blackboard External Links. Macfie, Parts VII through IX.
UNIT-3 (08 HOURS)
The Rubaiyat of Omar Khayyam, tr. Edward FitzGerald. Read introduction carefully, looking for values and attitudes. Read the various versions of the translation carefully, looking for parallels and contrast in approaches. Read especially carefully: [XI/XII/XII], [XXXVIII/XLIX/XLVIII], [LI/LXXVI/LXXI], and [LXXIV/CIX/C]
UNIT-4 (08 HOURS)

The Arabian Nights, tr. Richard Burton. Read the Introduction by A. S. Byatt, the Preface by Burton, the Commentary (pp. 1043-1049).	

UNIT-5 (08 HOURS)

Read the Story of King Shahryar and His Brother, pp. 3-26. Of the Tales of Shahrazad, read 1, 2, 19, 28, and Conclusion.

E. M. Forster, A Passage to India. Macfie, Parts XII through XIV.

UNIT-6 (08 HOURS)

Sharankumar Limbale (Trans. Alok Mukherjee): *Towards an Aesthetics of Dalit Literature*
Ranjeet Guha: *Dominance Without Hegemony*

Continuous Assessment Pattern

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

Name of The Course	Gender and Culture			
Course Code	ENG3003			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

Define and critically read feminist theory

• Compare, contrast, and critique various perspectives of feminist theorists

• Explain feminist epistemology and critically analyze the ways in which knowledge is produced

• Use feminist approaches to theory to think systematically about power and resistance in both public and private relations

• Analyze current events and cultural artifacts from feminist perspectives

• Apply feminist theory to your own research interests and home discipline(s)

Course Outcomes

CO1	Historicize theoretical discourses on "feminist theory."

CO2	Be able to critically read and synthesize, compare, and identify varying perspectives on feminism.
CO3	Be able to cultivate your own voice
CO4	Be able to understand how feminist theoretical perspectives are practically situated and made manifest in the world in which we live
CO5	Apply feminist theory to your own research interests and home discipline(s).
CO6	critically analyze different theories of feminism

Text Book (s)

- Morgan, C. T., Weisz, R. J., King, R. A. &Schopler, J. INTRODUCTION TO PSYCHOLOGY. 7th Ed. (2001). Tata Mc Graw Hill Pub.

- Baron, R. A. (2002) PSYCHOLOGY, 5th Ed., Dorling Kindersley Pub.

- Fredrickson, B., Loftus, G. &Wagenaar. W. (2010) SPECIFICATIONS OF ATKINSON'S AND HILGARD'S PSYCHOLOGY: AN INTRODUCTION. 1st Ed., Cengage Publications.

- *Gescheider G (1997). Psychophysics: the fundamentals. Somatosensory & Motor Research. 14 (3rd ed.). pp. 181–8. ISBN 978-0-8058-2281-6. PMID 9402648.*

Reference Book (s)

- Readings: Das V., Critical Events: An Anthropological Perspective on Contemporary India, New Delhi, Oxford University Press, 1995.

- Dwyer R. and C. Pinney, Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India, New Delhi, Oxford University Press, 2001.

- Joseph S., Interrogating Culture: Critical Perspectives on Contemporary Social Theory, New Delhi Sage, 1998. Mankekar P., Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India, New Delhi, 2005.

- Niranjana T, V. Dhareshwar (eds), Interrogating Modernity: Culture and Colonialism in India, Calcutta, Seagull, 1993. Tharu S, and K Lalitha, Women Writing in India (600 BC to the Present), New Delhi, Oxford University Press, 1991.

- Uberoi P., Freedom and Destiny. Gender, Family, and Popular Culture in India, New Delhi, Oxford University Press, 2006.

UNIT-1 (08 HOURS)
Gender and Culture: Basic Concepts, Approaches to the Study of Culture and its Feminist Renderings
UNIT-2 (08 HOURS)
Studying Cultural Practices: A Gender, Caste and Class Perspective: Indian Television, Cinema, and Print media
UNIT-3 (08 HOURS)

Studying Cultural Practices: A Gender, Caste and Class Perspective: Women Writing in India and Oral Traditions	
UNIT-4 (08 HOURS)	
Myths/Mythology, Religious Practices: Gender Concerns Reading Contemporary Cases/ issues: Untangling the Interrelationship between Gender, Caste, Class, Community and Cultural Practices	
UNIT-5 (08 HOURS)	
Edward Albee: Who's Afraid of Virginia Woolf? Vaidehi: "Soliloquies of Saugandhi" Contemporary Indian Short Stories (Series IV) Bessie Head: "Property" Women in Patriarchy	
UNIT-6 (08 HOURS)	
Gayatri Chakravorty Spivak, "How to read a culturally different book?" Donna Haraway, "A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century"	

Continuous Assessment Pattern

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

Name of The Course	Cultural Theories			
Course Code	**ENG3009**			
Prerequisite				
Corequisite				
Antirequisite				
	L	**T**	**P**	**C**
	4	0	0	4

Course Objectives:

To familiarize students with fundamental cultural theories and their applications

Course Outcomes

CO1	Understand the basics concepts of Cultural theories

CO2	Students will be able to critically analyze their own cultural norms and biases and describe how these affect their world-view.
CO3	Articulate knowledge of the core concepts, central figures, and different theoretical frameworks of feminist thought, gender studies, and cultural studies
CO4	Articulate the connections and dynamics between gender, race, sexuality etc. theories and practices
CO5	Situate gender, sexuality, race, ethnicity, etc. in broader historical and geopolitical contexts
CO6	Understand perspective of different theorists.

Text Book (s)

- ❖ Edgar, Andrew and Peter Sedgwick. Cultural Theory: The Key Concepts.
- ❖ Gramsci, "Hegemony, Intellectuals and the State"
- ❖ Hall, "The Rediscovery of 'Ideology'"
- ❖ Butler, "Imitation and Gender Insubordination
- ❖ Lacan, "The Mirror Stage"
- ❖ Freud, "The Dream Work"
- ❖ Foucault, "Method"
- ❖ Morris, "Feminism, Reading, Postmodernism
- ❖ Stefan Hebrecter and Ivan Callus: "Introduction: Post Theory"
- ❖ "Post-theories: Michel Foucault and Jean Baudrillard"

Reference Book (s)

Toby Miller, "What it is and what it isn't: Introducing Cultural Studies," A Companion to CulturalStudies, Ed. Toby Miller. Blackwell, 2001. Pp. 1-5.
Simon During –Cultural Studies Reader, Introduction. Pp 1
Adorno and Horkheimer –excerpts from "The Culture Industry: Enlightenment as Mass Deception"
Raymond Williams –excerpts from "Culture Is Ordinary"
Stuart Hall -"Encoding, Decoding
Paul du Guy-Doing Cultural Studies: The Story of the Sony Walkman
Toby Miller What is Cultural Studies.pdf

UNIT-1 (08 HOURS)
Culture and Signifying Practices: Language-Game
Representation
Cultural Materialism and Non-Reductionism: Political Economy
Power
UNIT-2 (08 HOURS)
Popular Culture: Ideology and Hegemony
Texts and Readers (Active Audiences): Polysemy

Anti-Essentialism: Subjectivity and Identity Positionality	
UNIT-3 (08 HOURS)	
Gramsci, "Hegemony, Intellectuals and the State" Hall, "The Rediscovery of 'Ideology'" Butler, "Imitation and Gender Insubordination"	
UNIT-4 (08 HOURS)	
Lacan, "The Mirror Stage" Freud, "The Dream Work" Foucault, "Method" Morris, "Feminism, Reading, Postmodernism"	
UNIT-5 (08 HOURS)	
Stefan Hebrecter and Ivan Callus: "Introduction: Post Theory" "Post-theories: Michel Foucault and Jean Baudrillard"	
UNIT-6 (08 HOURS)	
Gayatri Chakravorty Spivak, "How to read a culturally different book?" Donna Haraway, "A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century"	

Continuous Assessment Pattern

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

Name of The Course	Intercultural Communication				
Course Code	ENG3010				
Prerequisite	NA				
Corequisite	NA				
Antirequisite	NA				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

Introduce students to the practical aspects of theatrical performances by practicing the following skills:

1. Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.
2. Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.
3. Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.
4. Develop analytic breadth through using visual media and relationships as the basis of analysis. Course Outcomes:

Course Outcomes:

CO1	Identify and describe the various aspects of culture which affect a person's worldview, values, and behavior.
CO2	Understand the diversity of worldviews, values, behavior, traditions, and experiences of co-cultures
CO3	Understand the roles of culture, language, power, and communication on the development of personal, social and cultural identities throughout the lifespan
CO4	Discuss how culture influences nonverbal communication and how nonverbal communication influences intercultural communication
CO5	Understand and analyze the process of stereotype formation and the manifestations of prejudice, discrimination
CO6	Explore and evaluate concrete examples of the student's own cultural heritage in relation to others

Text Book (s)

- *Theatre Games* by Clive Barker, A&C Black; Reprint edition (September 1, 2003)

Reference Book (s)

- *The Oxford illustrated History of Theatre* by John Russell Brown, Oxford University Press, 1995.

- *Natyasastra*: English Translation with Critical Notes by Adya Rangacharya, Munshiram Manoharial Publishers Private, Limited, 1996

- *Theatrical Design and Production*, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)

- *A Practical Handbook for the Actor* by Bruder, Melissa et al. Random House, 1986.

- *Sound and Music for the Theatre: The Art and Technique of Design*, Second Edition by Deena Kaye and James LeBrecht, Focal Press; 2 edition (September 1999)

- *Designing with Light: An Introduction to Stage Lighting*, 4th ed., by J. Michael Gillette

- *An Introduction to Scenic Design and Construction* by Michael Gillette, 5th edition, 2005

- *The Director's Eye* by Ahart, John, Colorado Springs: Meriwether Pub. Ltd., 2001.

- *The Stage Management Handbook*, Daniel A. Ionazzi

- *Handbook of Stage Costume* [illustrated] by Tina Bicat, Crowood Press, Limited (2006)

UNIT-1 (08 HOURS)
Introduction Introduction to Intercultural, Communication and Developing Cultural Awareness, Defining Human Communication and Culture, Components of Human Communication, Developing Intercultural Competence
UNIT-2 (08 HOURS)
Culture, communication, context, and power Three Approaches to Culture, Communication, Nine Cultural Value Orientation, Influence of Cultural Values on Communication
UNIT-3 (08 HOURS)
Cultural Values and Conflict Behaviour, Communication and context, Characteristics of Power, Relationship Between Communication and Power
UNIT-4 (08 HOURS)
Culture and Variables Culture and History, Culture and Values, Culture and Identity, Structure of Culture, Culture and Family, Constructs of World views, Religion and Human Behaviours Common Elements of Religion, Developing Religious Tolerance
UNIT-5 (08 HOURS)
Language and Intercultural communication Components of Language, Cultural variations in communication style and apply to word choice in written communications, Challenges of multilingualism and how to adapt communications methods, Translation and interpretation
UNIT-6 (08 HOURS)
Phenomenon of code switching and interlanguage, Communications tactics and channels to promote intercultural messages to diverse, targeted audiences

Continuous Assessment Pattern

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

Syllabus of University and School Core Courses

Course Title: Data, Information and Knowledge in the Digital Age
Course Meeting Times:
Instructors:

Course Coordinator: Prof. (Dr.) Issam Khoury

Why are you taking this course?

It's the 21st century and the availability of information and data is endless. We are bombarded with data, messages, news, emails, and information on an hourly basis. Our brains seem to filter out information, or just blindly accept everything that we receive. As students of liberal education, you should be informed consumers of information, know how to search for "truth", and to be able to conduct research that will lead you to accurate information. This course forms one of three foundational research courses that will give you a life-long foundation of being informed consumers of knowledge.

As **Paul Freire** has rightly put that, '**Literacy is reading the word and the world** (Macedo and Freire 1987)', blended learning provides the timely opportunity to have interactive digital learning experiences along with the traditional academic tools. In the era of 5G communication revolution, digital competence in academia is essential and students are entitled to be digitally literate.

'Digital competence is both a requirement and a right of citizens, if they are to be functional in today's society.' (Ferrari 2012)

What are the objectives of this course?
- To familiarize you with internet-based searches
- To introduce students to various methods and techniques of conducting research
- To introduce students to the ethics of research, writing and Netiquette
- To give students skills in understanding and debunking "fake news" and inaccurate information
- To introduce students to various academic and data-specific software
- To manage/organise information and analyse the data

By the end of this course, students will be able to:
- Conduct basic research and present their research using the internet
- Know how to use the World Wide Web as sources of information
- Write papers on a variety of topics in the SS&H after having conducted research responsibly
- Discuss and debate issues in a variety finding accurate of media

You will be assessed in this course as follows:
- Participation and Engagement: 15%
- Reflection Paper: 15%
- Group Work: 10%
- Viva Voce: 10%
- Mid-term Exam: 20%
- Final Exam: 30%

Participation and Engagement: In order to achieve these objectives, the class will be conducted with a heavy emphasis given to readings, discussion, and writing. You are not merely a passenger on a train, but an active participant in the learning process, actively seeking engagement with ideas, challenging the views of your peers and instructor, and struggling to make sense of complexity. There are no "right" answers, and thus, the classroom serves as a "safe space" in which any idea can be explored, discussed, debated, and debunked. Coming to class prepared, discussing ideas and being an active participant in class, and showing a respectful attitude toward colleagues and instructor (a hallmark of higher education) will all earn you full marks for participation and engagement.

Reflection Paper: You will be asked to write one reflection paper on a topic that will be selected by the instructor. The length of the paper will be 3 - 4 pages, and in it, you are encouraged to truly think about the question being asked, to write in a coherent manner, to use the material from the course, and to follow all the rules of academic integrity outlined below.

Group Work: A central part of the university experience is to grow your skills in working as a team, as this skill will prove useful for you regardless of the path you take in life. The instructors will design a group assignment that you will have to complete as a team. You will be evaluated as a whole team as well as an individual member of the team, using intra-team assessments to evaluate you.

Viva Voce: One of the outcomes of this course is the ability to discuss ideas (again, a central part of the university experience and of the social sciences/humanities curriculum). This part of your assessment will be conducted by the instructor, and you will be asked a series of directed questions to which you will have to provide coherent, well thought-out answers that indicate both an understanding of the material, and your ability to express ideas (in English).

Midterm and Final Exams: These exams will be conducted in class, and will cover the material in the course. The midterm will cover the material until half-way through the semester, while the final exam will encompass the material of the whole semester, and will involve more complex questions that seek to relate the ideas, concepts, and theories covered throughout the term.

Required Readings

For this course, the instructors have selected a variety of articles and links for you to read. You will be provided with all the readings via links or uploaded onto Moodle, and you are expected to have completed the readings/watched the videos BEFORE coming to class on that day. You are **strongly** encouraged to browse beyond the links provided into suggested links on each page to enhance your knowledge of the topic being discussed.

A note on the readings: We have worked as a team to develop this course to give you multiple perspectives on each topic being discussed. We have divided our readings into required readings and videos, and optional readings. The optional readings will give you an opportunity to go beyond the class discussions and materials and delve further into ideas and concepts. We recognize that at times, the readings may seem extensive, and that's because they are. Thus, we encourage you to set up reading/study groups in which you can divide the readings among yourselves, summarize them, then come together and discuss and share ideas so that you are always prepared for every class.

Our Expectations of You

You are just beginning your academic journey and your path in the social sciences and humanities. We are excited for you and will make this journey as exciting as possible, but we expect you to invest the time and energy into reading, discussing with your classmates the ideas presented, and to make a concerted effort to do this in English (the language of instruction at Galgotias). We are here to help you and guide you through this course, which is challenging, but the commitment and dedication is yours.

Our Policy on Academic Honesty

Galgotias University's School of Liberal Education adopts internationally recognized policies on cheating, and plagiarism. Below are a few simple guidelines for you to follow:

- You cannot cheat on exams or on your homework assignments.
- You have to write all your own assignments. Nobody else can write them for you.
- You have to cite your quotes. If the idea isn't yours, put it in quotation marks and cite it properly.
- If you paraphrase someone else's idea, it does not become yours. Cite your source.

Copying and pasting (cut, copy, paste) information is absolutely not allowed as this is known as plagiarism, and you will fail the assignment for plagiarizing. For information on citation, please visit the website https://owl.purdue.edu/owl/research_and_citation/resources.html and also see your instructor.

Which citation style should I use?
- If you are majoring in Sociology, Economics or Political Science, use the APA or Chicago Style.
- If you are majoring in Psychology, use the APA Style.
- And if you are in English, use MLA Style.

Course Outline

Week 1: Introduction

Lecture 1: Introduction to and the Expectations from the Course

This is the first class of the semester, and we will introduce you to the course, our expectations of you in the course, and listen to you on your own expectations of this course. You will meet your instructor, be given the reading packet and/or be given instructions on how to access the readings, and explained how you will be assessed, with plenty of time given to you to ask questions, seek clarification, and ensure that you are prepared for the semester.

Lecture 2: Quiz - Diagnostic Survey/Brainstorming Session/ Group Discussion/Ice-Breakers
The second lecture of the semester will continue from the first, and be an assessment (this is not graded) of your familiarity with the concepts we are going to discuss throughout the semester, and begin to break out into discussion groups.

Week 2:   **An Introduction to Cyberspace**

Lecture 1: Meaning and Definition of Cyberspace
- Introduction to cyberspace
- Osterman, D.M. Digital literacy: Definition, theoretical framework, and competencies
- Suler, J. The basic psychological features of cyberspace.

Lecture 2: History and Significance of Cyberspace
- History of the Web (please also navigate through the links at the bottom of the page)
- Santos, A.I., and Serpa, S. (2017). The Importance of promoting digital literacy in higher education (available on Google Drive)
- Lynch, M. (2017). Digital literacy Is the most Important lifelong learning tool

Week 3:   **Using the internet as a resource**

Lecture 1: Web searching skills and search engines
- Granite School Paper. Web Searching Skills
- Moran, M. Teaching Web Research Skills
- GCF Global. Internet basics: Using search engines

Lecture 2: Accessing and making a judgment on digital information
- Cullens, F. (2013). Finding accurate information on the internet.
- Riddle, R. How to find reliable information on the internet.
- Conners, J.What is Credible Source? How to evaluate Web Resources
- Martin, B. What is Digital Literacy and Accessing Information (podcast)

Week 4:   **News, More News, and Fake News**

Lecture 1: Finding news and identifying fake news
- News and the Internet
- The Role of the Internet
- The Internet as a Resource for News and Information about Science
- Ireton, C and Posetti, J. (2018). Journalism, Fake News and Disinformation (modules 1-3)

Lecture 2: Filtering through fake news
- Ireton, C and Posetti, J. (2018). Journalism, Fake News and Disinformation (modules 4-6)

Week 5:   **Netiquette and Privacy**

Lecture 1: Online etiquette
- Centenary University Paper. Online Etiquette
- Khan Study Video. Definition and Rules of Online Etiquette
- Engard, B. The new netiquette

Lecture 2: The internet and privacy
- Chung, W., and Paynter, J. (2002). Privacy issues on the Internet
- Express VPN Paper. What are the Moral Issues with Internet Privacy
- Tene, O. and Polonetsky, J. Privacy in the Age of Big Data

Week 6:   **Mid-term exam**

Lecture 1: Review

Lecture 2: Mid-term Exam

Week 7:   **Using the net for academic purposes**
Lecture 1: Academic Resources
Manca, S.An Analysis of ResearchGate and Academia as Social-Technical System for Scholars
Staff, C. Using the Internet as an Academic Resource

Lecture 2: Academic Writing and your Sources
MIT HandbookWriting Original Work
CCCOnline LibraryCiting Your Sources Tutorial: Integrate Sources into Your Writing
Coursera VideoIncorporating Resources

Week 8:   **Plagiarism**
Lecture 1: Understanding plagiarism and types of plagiarism
Hexham, Irving. The Plague of Plagiarism: Academic Plagiarism Defined
Yagnik, Vipul. Plagiarism, Internet Journal of Medical Update
Bowdoin. The Common Types of Plagiarism
Coursera Video. Avoiding Plagiarism

Lecture 1: Consequences of plagiarism
Plagiarism is representing, intentionally or unintentionally, the words or ideas of another as one's own work in any academic exercise without correctly acknowledging its source.
David Rothschild No Reputation is Immune to Plagiarism
Roberto G. S. Berlinck The academic plagiarism and its punishments - a review
Unicheck Consequences of Plagiarism
Rodriguez, Virgilio Plagiarism, its consequences, and how to avoid it
UGC Academic Regulation Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions
Rordorf, Dietrich8 Simple Rules to Avoid Plagiarism
Researchgate ForumWhich is the best plagiarism detection available for free to check the research papers?

Week 9 & 10:   **Academic Software**

Data Organisation and Storage: Use of Evernote, Drop Box and Google Drive.

Senad, D. How to Use Drop box, Evernote and Google Drive for Project Managers
Gildred, J.Evernote vs. Google Drive: Which Will Work Best for You?

Reference Management and Research Network Softwares: Mendeley; Zotero; Researchgate; Academia.

Ivey, C. Choosing the Right Citation Management Tool: Endnote, Mendeley, Refworks, or Zotero
Malinowski, C.   Data Management: File Organization

MS Excel: Data Handling and Manipulation

Elliott, A.C. et al. Preparing Data for Analysis Using Microsoft Excel
Borman, K.W. Data Organization in Spreadsheets

Use of MS Excel in Data Presentation

Vanderbilt, C.K. Graphing Individual Student Data with Microsoft Excel
Meyer, D.Z. Excel as a Qualitative Data Analysis Tool

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SPSS and Survey Data Analysis

Arkkelin, D. Using SPSS to Understand Research and Data Analysis', Valparaiso University
Thomes, J. What Is SPSS and Its Importance in Research & Data Analysis?

SPSS and Secondary Data

Homer, M. An Introduction to Secondary Data Analysis with IBM SPSS statistics
ICSSR Data Service SPSS 22 User Guide', INFLIBNET Centre, Gandhinagar.
Sarpong, D.F. Data Analysis Using SPSS: Visual Step-By-Step Process Manual One
Greasley, P. Quantitative Data Analysis Using SPSS: An Introduction for Health and Social Science

Name of The Course	Foreign Language: French-I				
Course Code	FREN2005				
Prerequisite	NA				
Corequisite	NA				
Antirequisite	NA				
		L	T	P	C
		2	0	0	2

Course Objectives:

1. Develop the four skills: reading writing, listening and speaking

2. Develop communicative competence in daily life situations such as the introducing themselves, introducing others describing a person or an object

3.Make the student aware of the French culture with a view to promote respect and tolerance for the "other".

Course Outcomes

At the end of semester I, students

CO1	Will have a working knowledge of French
CO2	Will have acquired sufficient vocabulary and basic communication skills in situation in daily life such as the introducing themselves, introducing others describing a person or an object
CO3	Will be able to read and understand simple texts.
CO4	Will be able to write simple sentences or short texts.
CO5	Will be able to answer simple questions about themselves, the classroom their family..
CO6	Write short paragraphs in French

Text Book (s)

❖ M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009 UNIT-1 (08 HOURS)-4.

❖ M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009 UNIT-1 (08 HOURS)-4

Reference Book (s)

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix , Sampsonis, Monique Waendendries, Hachette.

Course Outline

Unité-1 Parlez-vous Français?	**5 hours**
1. Saluer	
2. Se présenter	
3. Communiquer en classe	
4. Épeler	
5. Différencier le tutoiement du vouvoiement	
Unité-2 Elle s'appelle Laura	**5 hours**
1.Se présenter ou présenter quelqu'un	
2.Demander et donner des renseignements personnels	
3. Exprimer des objectifs	
4. Compter	
5. Se renseigner sur la nationalité	
Unité-3 Mon quartier est un monde	**5 hours**
1. Localiser	
2. Décrire et qualifier une ville ou un quartier	
3. Exprimer la quantité	
Unité-4 Tes amis sont mes amis	**5 hours**
1. Parler de ses goûts	
2. Parler de ses intérêts	
3. Parler de ses loisirs	
Unité-5 Tes amis sont mes amis	**4 hours**
1. Parler de la première impression produite par quelqu'un et de son caractère	
2. Parler de son entourage	

Continuous Assessment Pattern

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

Name of The Course	Foreign Language: French-II				
Course Code	FREN2006				
Prerequisite	Foreign Language: French-I				
Corequisite	NA				
Antirequisite	NA				
		L	T	P	C
		2	0	0	2

Course Objectives:

1. Develop the four skills: reading writing, listening and speaking

2. Develop communicative competence in daily life situations such as talking about the weather, telling time,describing one's day, preparing a menu, speaking of events in the future.

3.Make the student aware of the French culture with a view to promote respect and tolerance for the "other".

Course Outcomes

At the end of semester II, students

CO1	Will have a working knowledge of French
CO2	Will have acquired sufficient vocabulary and basic communication skills in situation in daily life such as talking about the weather, telling time, describing one's day, preparing a menu, speaking of events in the future.
CO3	Will be able to read and understand simple texts.
CO4	Will be able to write simple sentences or short texts.
CO5	Will be able to answer simple questions about selling & purchasing a product, name of the dish , personal experiences.
CO6	Write short paragraphs in French

Text Book (s)

M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009. units:-4-8

M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009 unit:-4-8

Reference Book

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette. Unit :-4-8

Course Outline

UNIT-1 Jour après Jour	5 hours
1. Parler de nos habitudes	
2. Exprimer l'heure	
3. Informer sur l'heure	

UNIT-2 Jour après Jour	5 hours
1. Informer sur le moment	
2. Informer sur la fréquence	
3. Parler de séquences d'actions	

UNIT-3 On fait les boutiques?	5 hours
1. S'informer sur un produit	
2. Acheter et Vendre un produit	
3. Donner son avis sur la façon de s'habiller	
4. Parler du temps qu'il fait	

UNIT-4 Et comme dessert?	5 hours
1. Donner et demander des informations sur des plats et des aliments	
2. Commander et prendre la commande dans un restaurant	
3. Exprimer la quantité	

UNIT-5 Je sais bricoler	5 hours
1. Situer une action dans le futur	
2. Parler de faits passés	
3. Parler de nos expériences et de ce que nous savons faire	

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

20	30	50	100

B.A. (HONS.) (SCHOOL CORE COURSE)

Course Name: INTRODUCTION TO INDIAN PHILOSOPHY

Name of The Course	**INTRODUCTION TO INDIAN PHILOSOPHY**			
Course Code	SLE2006			
Prerequisite	None			
Corequisite	none			
Antirequisite	none			
		L	**T**	**P**	**C**
		2	0	0	2

Course Introduction:

Indian Philosophy originated more than five thousand years ago and developed in circumstances considerably different from those of the west and therefore it has developed very many concepts peculiar to itself. Hence the concerns and focus of philosophical debates in classical India also happen to be different.

Course Objective:

The aim of this course is to acquaint the students to the broad outlines of Indian philosophy. This course will help our students studying in various :

s to understand basic understanding of Indian philosophy that will enable them to relate, grasp and critical thinking in their disciplines.

Course Outcomes: After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of Indian philosophy
CO2	Develop a understanding of doctrine of karma
CO3	Develop a critical understand to Indian philosophical school of thoughts
CO4	Illustration of Upanishads, and their significance to live a fulfilled life.
CO5	Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
CO6	To understand the relationship of Brahaman and maya with the help of Advaita Vedant and Visistadvaita .

- After completion of this course students will be enabling to
- Develop a broad understanding of basic features of Indian philosophy
- Develop a critical understand to Indian philosophical school of thoughts
- Illustration of Upanishads, and their significance to live a fulfilled life.
- Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
- To understand the relationship of Brahaman and maya with the help of Advaita Vedant and Visistadvaita .

Reference Books:

- Sinha, Harendra Pratap, An Introduction to Indian Philosophy, Delhi, Bharatiya Kala Prakashan
- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.

- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.

 Text Books :

- Pandey, Sangam Lal (1983), Pre-Śaṃkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)

Continuous Assessment Pattern

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

Module _ I
Unit_1. Introduction to Indian Philosophy
2. Common Features of Indian Philosophical Schools
3. The Upanishads: doctrine of the self and critique of ritual
4. Bhagavad Gita: Doctrine of Karma,
Module _II
Unit_ 1. Charvaka: Metaphysics and Epistemology
2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination (Pratityasamutpada)
3. Jainism: Anekantavada and Syadvada
Module_ III
Unit_1. Nyya-Vaiśeṣika and Mimaṃsa on the Nature of Knowledge
2. Saṃkhya: Prakṛti and Puruṣa, Theory of Evolution
3. Asatkaryavāda and Satkaryavada Debate
Module _ IV
Unit_ 1. Advaita Vedanta of Śaṃkara: Nature of Brahman and Maya
2. Visiṣṭadvaita of Ramanuja: Nature of Brahman and Refutation of Maya

Name of The Course	Foundation of Social Science I			
Course Code	SLE 1001			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to social sciences
CO2	Explain the concept of individuality and society
CO3	Identify the role played by individual/s in society.
CO4	Inspect the concept of class and caste.
CO5	impact of religion in history and contemporary society
CO6	the understanding and skills necessary for effective participation as citizens

Reference Book (s)

1. Gordon, H.S. (1991). Chapter 1: Sociality and social science. The history and philosophy of social science (pp. 1-16). London & New York: Routledge.
2. Porter, T., and Ross, D. Introduction: Writing the history of social science (pp. 1-12) Chatterjee, P. The social sciences in India (pp. 482-497).
3. Sedikides, C., Gaertner, L. and, O'Mara, E. (2010). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self. Psychology Study (January–March 2011), 56 (1), pp. 98–107
4. Martin Heidegger's On Being and Time
5. Gibran, K. Selections from The Prophet. On Joy and Sorrow, On Reason and Passion, On Self Knowledge
6. Oyserman, D., Elmore, K., and Smith, G. (2012). Self, self-concept, and identity, in Leary, M., and Tangney, J.P. (Eds.). Handbook of self and identity, 2nd. ed. (pp. 69-95) . New York and London: The Guilford Press.
7. Chughtai, I. (1957). Kallu. (short story)
8. Selections from Jhoothan by Omprakash Valmiki
9. Ambedkar, B.R. (1916) "Castes in India: Their Mechanism, Genesis and
10. Deshpande, A. "The Economics of Caste", Chapter 1 in The Grammar of Caste: Economic
11. Discrimination in Contemporary India by Ashwini Deshpande

UNIT-1 Social Sciences: Genealogy and Terminology
Meaning of Social Sciences; Beginning of Social Science; Renaissance; Social Science in India
UNIT-2 The Individual: Understanding the basic building block of society
Understanding Self; Types of Self; Self Concept
UNIT-3 The Individual and Social Identity
Identity, Social Identity; Social Construction of Identity
UNIT-4 Class
Understanding Class; Marxist and Weberian Understanding of Class; Class Inequality
UNIT-5 Caste
Understanding Caste; The reality of caste in India; Political Economy of the Caste System; Caste discrimination and affirmative action
UNIT-6 Application
Understanding the role of the individual in society and the responsibilities and behaviours that lead to a just and fair nation.

Continuous Assessment Pattern

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

Name of The Course	Foundation of Social Science II			
Course Code	SLE 1002			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to racial and ethnic discrimination. (K1)
CO2	Explain the concept of Gender and Sexual Equality. (K2)
CO3	Identify the role played by Communalism in society. (K3)
CO4	Inspect the concept of nation, nationalism and patriotism. (K4)
CO5	Explain the ideas related to colonialism, Decolonisation and Postcolonialism. (K5)
CO6	Evaluate the impact of Globalisation and Neoliberalism. (K5)

Reference Book (s)

1. Diego Junior da Silva Santos, Nathália Barbosa Palomares, David Normando, Cátia Cardoso Abdo Quintão, Race versus ethnicity: Differing for better application (4 page article)
2. "Still I Rise" by Maya Angelou
3. "What is Woman" in 'The Politics Book', London: DK Publishers, pp. 284-289
4. "The most respectable women are the most oppressed" (Mary Wollstonecraft) in 'The Politics Book', London: DK Publishers, pp. 154-155
5. hooks, bell. (2000). Feminism is for everybody. Introduction, Chapters 1, 2, 3, 8, 10
6. Hasan, Z. (2010). Gender and the perils of identity politics in India.
7. Narrain, Arvind (2016), "Human Rights", Arvind Narrain and Vinay Chandran (ed.) Nothing to fix: Medicalization of Sexual Orientation and Gender Identity, India: Sage
8. Chandra, Bipin (2008), Communalism: A primer, New Delhi: National Book Trust
9. Horvath, Ronald J. 1972. "A Definition of Colonialism," Current Anthropology, vol. 13, pp. 45–57
10. Young. Robert. J.C. (2016), Postcolonialism: A Historical Introduction, UK: Wiley Blackwell, pp. 57-69
11. Roberto Bonfatti's Decolonization: the Role of Changing World Factor Endowments
12. Anderson. Bendict. Imagined Identities, pp
13. Barrington. Lowell. W. "Nation and Nationalism": The Misuse of Key Concepts in Political Science

14. Understanding Globalization and its Future: An Analysis by Usman Riaz Mir, SyedaMahnaz Hassan and Mubashir Majeed
15. NEOLIBERALISM by Bob Jessop

UNIT-1 Race and Ethnicity
Concept of Race, Ethnicity; Differences between Race and Ethnicity; Racial Discrimination
UNIT-2 Gender, Feminism, and Patriarchy, Gendered Identities
The Concept of Sex and Gender; Sexual Identities; Gender Inequality; Masculinity &Feminity
UNIT-3 Communalism, Nation, Nationalism and Patriotism
Communalism, Causes and Consequences of Communalism; Idea of Nation, Nationalism and Patriotism; Differences among them.
UNIT-4 Colonisation and Postcolonialism; Decolonisation; Subaltern
Understanding the process of colonialism; Decolonisation; Understanding Postcolonialism and the concept of subaltern
UNIT-5 Globalisation and Neoliberalism
The Concept of Globalisation; Critical approach to Globalisation; Understading Neoliberalism
UNIT-6 Current trends in Social Science
Application of Social science: knowledge to practice, Policies to promote sustainability and Multicultural perspectives, an accurate picture of all the different groups that comprise pluralistic society.

Name of The Course	Qualitative and quantitative analysis & reasoning.
Course Code	SLE2007
Prerequisite	
Corequisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

• Basic understanding of critical issues in behavioral sciences and research methodology, especially qualitative research.

• The student will be facilitated to get closure to critical inner realities of own self and enhance sensitivity to be empathic toward inner realities of others through the use of qualitative research methods.

• Qualitative researchers need to be able to communicate interpretation and meaning from their findings, being aware and taking into account how their own lenses through which they see the world.

Course Outcomes

CO1	Nature and scope of the Quantitative and Qualitative Research
CO2	The role of Research in a student's perspectives/lenses
CO3	The students will be able to understand critically about any topic of research
CO4	Acquisition of skills and competence in qualitative and qualitative research
CO5	The student will be more acquainted with the ethical and plagiarism issues.
CO6	Develop a critical understanding various research method/ process

Text Book (s)

1: Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.

2: Howitt, D. (2016). Introduction to Qualitative Research Methods in Psychology, 3rd Edition, Pearson United Kingdom.

Reference Book (s)

Statistical methods for the social sciences Fifth edition: Boston: Pearson: [2018]: xii, 591 pages: ISBN: 978-0-13-450710-1

UNIT-1 Introduction
Definition and meaning of research types of research
UNIT-2 Sampling method and Data Collection
Sampling Methods methods of Data Collection and Management
UNIT-3 Quantitative research methods
Introduction to quantitative research research designs
UNIT-4   Qualitative research methods
Introduction to qualitative research- Case Studies, Observations, Interviewing
UNIT-5 Ethics in Research and research writing
Research Ethics: issues, rights, and responsibilities Presentation and writing.
UNIT-6 Application of current tools
Introduction to basic tools and software packages available to conduct qualitative and quantitative researches

Continuous Assessment Pattern

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

Name of The Course	Writing for Social Sciences and Humanities			
Course Code	SLE3001			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

What are the objectives of this course?

- To familiarize students with basic writing skills

- To introduce students to various kinds of sources and types of bibliography styles

- To introduce students to the ethics of research and writing

- To present focused and logical arguments that support a research question/ hypothesis

- To familiarize students with different parts of an academic essay

- Draft, revise, edit, and share essays and other academic writings

Course Outcomes

CO1	Read various sources and write a summary
CO2	Learn different styles of bibliography
CO3	Write essays for different audiences
CO4	Present academic essays with a proper flow
CO5	Flow of argument on a variety of topics
CO6	Drafting an article and review

Reference Book (s)

1. University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/

2. http://grammar.ccc.commnet.edu/grammar/

3. Academic Phasebank, University of Manchester,http://www.phrasebank.manchester.ac.uk/
4. University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7

   Developing Research Questions,' Monash University, https://www.monash.edu/rlo/research-writing-assignments/understanding-the-assignment/developing-research-questions

5. Writing Social Sciences- A personal narrative, Rawat Publication, ISBN-10, 8131610985, ISBN-13, 978-8131610985, 1 Jan 2019 by ParamjIt Singh Judge.
6. 'How to write a Research Question?' The Writing Centre, https://writingcenter.gmu.edu/guides/how-to-write-a-research-question\
7. 'Formulation of Research Hypothesis,' Oakland University, https://oakland.edu/Assets/upload/docs/AIS/Syllabi/Tayler_Research_Hypothesis.pdf
8. The Writing Centre, Harvard University, https://writingcenter.fas.harvard.edu/pages/resources
9. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
10. University of Technology, http://www.lib.uts.edu.au/sites/default/files/attachments/blog/Avoiding_Plagiarism_Slides_Power_Session_to_send_out.pdf
11. University of Birmingham, https://intranet.birmingham.ac.uk/as/studentservices/conduct/plagiarism/guidance-students.aspx
12. AIMS Community Centre, http://www.aims.edu/student/online-writing-lab/sources/primary-vs-secondary
13. University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/

14. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
15. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
16. University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7

UNIT-1 Introduction
Introduction to the Course, Ice–Breakers; Write and Read: Public Speaking, How to write a sentence using conjunctions? How to write a sentence using phrases? Understanding the nuances of narration, sentence structure, writing sentences. Flow of sentences, What are analytical and descriptive sentences?
UNIT-2 Finding Research Gap
Construction of Research Question, Questions / Hypothesis, Literature Review, Definition, Rational and Scope, Understanding plagiarism and types of plagiarism, Sources: Primary and Secondary
UNIT-3 Writing and Explaining
Summary writing and Paraphrasing, Paraphrasing Newspaper and Research Articles, Movie Screening, Writing a Movie Review
UNIT-4 Paragraph Organization
Writing Skills and Note Taking, Formatting a paragraph: Introduction, Body, Conclusion
UNIT-5 Reviewing an Article
Editing and Omitting Strategies, Review and Peer Review, Drafting an Article
UNIT-6 Application
Revision and Review of Final Essay

Continuous Assessment Pattern

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

Course Code	Course Name	L	T	P	C
ENVS1001	**ENERGY AND ENVIRONMENTAL SCIENCE/ENVIRONMENTAL STUDIES**	3	0	0	3

Course Content

CO-1 : Identify the importance of environment and analyze the problems associated with various natural resources.

Unit I: Environment and Natural Resources   10 Lectures
   Definition, scope, importance, need for public awareness, Environmental Management Systems its objectives, components, EIA, Natural Resources – forest resources – use, exploitation, deforestation, construction of multipurpose dams – effect on forests, Water resources – use of surface and subsurface water; effect of floods, drought, water conflicts, Mineral resources –Use and exploitation, environmental effects of extracting and using mineral resources, Food resources – food problems, advantage and disadvantage of fertilizers & pesticides, effect on environment, Energy resources – need to develop renewable energy, land resources – Land degradation, landslides, soil erosion, desertification & case studies.

CO-2: Determine the harmful effects of toxic chemicals on living beings and environment.

Unit II: Chemical Toxicology   **7 Lectures**

Toxic chemicals in the environment, Impact of toxic chemicals on enzymes, biochemical effects of arsenic, cadmium, lead, chromium, mercury, biochemical effects of pesticides

CO-3: Identify the harmful effects of environmental pollution and its control methods.

Unit III: Environmental Pollution   **10 Lectures**

Definition – Causes, pollution effects and control measures of Air, Water, Soil, Marine, Noise, Thermal, Nuclear hazards. Solid waste management: causes, effects and control measures of urban and industrial wastes, pollution measures, case studies, Disaster management: floods, earthquake, cyclone and landslides.

CO-4: Identify the different social issues affecting the society and environment.

Unit IV: Social Issues, Human Population and the Environment   **10 Lectures**

Urban problems related to energy & sustainable development, water conservation, problems related to rehabilitation – case studies, Consumerism and waste products - Environment Protection Act, Air, Water, Wildlife, Forest Conservation Act, Environmental legislation and public awareness. Population growth, variation among nations, Population explosion, Environment and human health, Value Education, Women and Child Welfare, Role of Information Technology – Visit to local polluted site /Case Studies.

CO-5: Interpret different tools of Green Chemistry towards generating a zero waste environment**Unit V: Green Chemistry**   **4 Lectures**

Introduction, Basic principles of green technology, concept of Atom economy, Tools of Green technology, zero waste technology.

Text Books

T1.   Environmental Studies, Anubha Kaushik, C P Kaushik, New Age International Publishers, 2008, ISBN:978-81-224-2159-0.

T2.   Environmental Studies, Suresh K. Dhameja, S.K. Kataria and Sons , 2008, ISBN: 81-88458-77-5

T3.   Text Book of Environmental Studies, ErachBharucha, University Press (India) Private Limited,   2005, ISBN: 978 81 7371 540 2

T4.   Environmental Studies (From Crisis to Cure) Second Edition. , R. Rajagopalan, Oxford   University Press, 2012, ISBN 0-19-807208-2.

T5.   Environmental Studies, RanuGadi, Sunitta Rattan, SushmitaMohapatra, S.K. Kataria and Sons,   2008, ISBN: 81-89757-98-9.

Reference Books/ Other Study material

R1.   Environmental Studies , Benny Joseph , Tata McGraw Hill Education Private Limited,   2009,   ISBN: 987-0-07-064813-5.

R2.   Environmental Studies, AninditaBasak, Pearson Education, 2009, ISBN: 978-81-317-2118-6.

R3.   Principles of Environmental Science (Inquiry and Applications), William P. Cunningham &   Mary Ann Cunningham, Tata McGraw Hill Education Private Limited, 2007, ISBN: 987-0-07- 064772-0.

Mode of Evaluation/Assessment Tools:

Quiz, Assignment, Seminar and Written Examination

		L	T	P	C
UHVE1001	**Universal Human Values and Ethics**	0	0	4	2
Version No.:	1.0				

Prerequisite:	-

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.

2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession

3. To help students understand the meaning of happiness and prosperity for a human being.

4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.

5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society

2. Distinguish between the Self and the Body; understand the meaning of Harmony in the Self the Co-existence of Self and Body.

3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society

4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.

5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? And b) how to do? The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Module I   **Course Introduction – Need, Basic Guidelines, Content and Process for Value Education**

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? – its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

Module II	**Understanding Harmony in the Human Being – Harmony in Myself**

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' – Sukh and Suvidha
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure Sanyam and Swasthya

Module III	**Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

13. Understanding harmony in the Family- the basic unit of human interaction
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj*), Universal Order (*Sarvabhaum Vyawastha*)- from family to world family!

Module IV	**Understanding Harmony in the Nature and Existence – Whole existence as Co-existence**

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence

Module V	**Implications of the above Holistic Understanding of Harmony on Professional Ethics**

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic

Universal Order
26. Competence in Professional Ethics:
a) Ability to utilize the professional competence for augmenting universal human order,
b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, technologies and management models
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
b) At the level of society: as mutually enriching institutions and organizations

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E. F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Name of The Course	Professional English I
Course Code	BEC1001
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing
Corequisite	
Antirequisite	

		L	T	P	C
		2	0	0	2

Course Objectives:

The objective of the course is to:

1. Understand simple texts and a range of high frequency vocabulary in context

2. Describe aspects of personal and everyday life in both oral and written form

3. Produce short and simple connected texts on familiar topics

4. Basic understanding into pronunciation of English sounds

Course Outcomes:

On the successful completion of the course, the student would be able to:

1. Develop the understanding into the communication and language as its medium

2. Develop the basic understanding of spoken English

3. Improve their reading fluency skills through extensive reading

4. Use and assess information from academic sources, distinguishing between main ideas and details

5. Compare and use a range official support through formal and informal writings.

6. Able to understand instructions, requests and class lectures.

Additional References

1. Course Title: **Communication Skills** by Dr. T. Ravichandran, Department of Humanities and Social Sciences (NPTEL)
https://www.youtube.com/watch?v=cQruENyLNYI&list=PlbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH

2. Course Title: **English Language for Competitive Examinations** By Prof. Aysha Iqbal (NPTEL)
https://www.youtube.com/watch?v=6xFaXIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw

3. Course Title: **Better Spoken English** by Prof. Shreesh Chaudhary, Department of Humanities and Social Sciences, IIT Madras. (NPTEL)
https://www.youtube.com/watch?v=0AM35Nu5McY&list=PlbMVogVj5nJT3a24lj4KOkQCOElxcDQrs

4. Course Title: **Understanding Creativity and Creative Writing** by Prof. Neelima Talwar(NPTEL)
http://www.digimat.in/nptel/courses/video/109101017/L01.html

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)

Communication – Definition, Importance, Features- 7Cs and ABCs
UNIT-2 (08 HOURS)
Basics of Grammar -Noun Pronoun, Subject Verb Agreement, Article, Prepositions, Punctuation Sentence Structure
UNIT-3 (08 HOURS)
Vocabulary Building -The concept of Word Formation, Synonyms, antonyms, and standard abbreviations
UNIT-4 (08 HOURS)
Basic Writing Skills -Brainstorming, Structure, Organisation, Outline, Precision, Coherence (Connectedness) **Paragraph writing: Types and Constituents, practice**
UNIT-5 (08 HOURS)
Essay Writing **Précis (Selected Essays)**
UNIT-6 (08 HOURS)
Technical writing style and language **Official Communication: Notice, Agenda, Minutes of Meeting, Memo, Official Note, Formal Letters, Brochure, Newsletter**

Name of The Course	Lab Functional English I			
Course Code	BEC1002			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Co requisite				
Anti-requisite				
	L	**T**	**P**	**C**
	0	0	1	2

Course Objectives:

- To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm.
- To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking.
- To improve the fluency in spoken English and neutralize mother tongue influence.
- To train students to use language appropriately for interviews, group discussion and public speaking.
- To enhance the communication skills of the students

Course Outcomes:

1. Learners learn how to pronounce words using the rules they have been taught.
2. Students learn the importance of speaking English using rhythm and intonation.
3. Students learn to overcome stage fear and make presentations with ease.
4. Students learn to face different types of interviews with confidence.
5. Students learn to participate in group discussions.
6. Students learn to distinguish informal speech from formal speech through role plays.

Additional References

1. Suresh Kumar. E. & Sreehari P.A (2007), Handbook for English Language Laboratories, Cambridge University Press India Pvt. Ltd, New Delhi.

2. Mandal S. K (2006), Effective Communication & Public Speaking, Jaico Publishing House, New Delhi.

3. Grant Taylor (2004), English Conversation Practice, Tata McGraw Hill, New Delhi.

4. Balasubramanian. T (2000), A text book of English Phonetics for Indian Student, MacMillan Publishers, India.

5. Kamalesh Sadanand, Susheela Punitha (2008), Spoken English: A foundation Course: Parts 1 & 2, New Delhi, Orient Longman Pvt. Ltd

Web References:

1. www.cambridgeenglish.org.

2. www.esl-lab.com

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Introduction and Goal Setting
UNIT-2 (08 HOURS)
Extempore
Role Play
Movie Review
UNIT-3 (08 HOURS)
Phonetics (Sounds)
Phonetics (Transcription)
UNIT-4 (08 HOURS)
Clear Pronunciation
UNIT-5 (08 HOURS)
Tense Buster
UNIT-6 (08 HOURS)
Group Discussion

Group Presentation by Students

Name of The Course	Professional English II
Course Code	BEC1003
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing
Corequisite	
Antirequisite	

				L	T	P	C
				2	0	0	2

Course Objectives:

The objective of the course is to:

1. Understand simple texts and a range of high frequency vocabulary in context

2. Describe aspects of personal and everyday life in both oral and written form

3. Produce short and simple connected texts on familiar topics

4. Basic understanding into pronunciation of English sounds

Course Outcomes:

On the successful completion of the course, the student would be able to:

1. Develop the understanding into the communication and language as its medium

2. Develop the basic understanding of spoken English

3. Improve their reading fluency skills through extensive reading

4. Use and assess information from academic sources, distinguishing between main ideas and details

5. Compare and use a range official support through formal and informal writings

6. Able to understand instructions, requests and class lectures.

Additional References

1. Course Title: **Communication Skills** by Dr. T. Ravichandran,Department of Humanities and Social Sciences (NPTEL)
https://www.youtube.com/watch?v=cQruENyLNYI&list=PlbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH
2. Course Title: **English Language for Competitive Examinations** By Prof. Aysha Iqbal (NPTEL)
https://www.youtube.com/watch?v=6xFaXIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw
3. Course Title: **Better Spoken English** by Prof. Shreesh Chaudhary, Department of Humanities and Social Sciences, IIT Madras. (NPTEL)
https://www.youtube.com/watch?v=0AM35Nu5McY&list=PlbMVogVj5nJT3a24lj4KOkQCOElxcDQrs
4. Course Title: **Understanding Creativity and Creative Writing** by Prof. Neelima Talwar(NPTEL)
http://www.digimat.in/nptel/courses/video/109101017/L01.html

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Advanced Grammar- Misplaced modifiers, Redundancies, idioms and phrases, parallelism
UNIT-2 (08 HOURS)
Use of phrases and clauses in sentences, Identifying Common Errors in Writing.   **Sentence Analysis**
UNIT-3 (08 HOURS)
Essay Writing   **Writing for print and for online media- Blogs**
UNIT-4 (08 HOURS)
Project Proposals   **Writing Reports – Progress Reports, Types**   **Manuals**
UNIT-5 (08 HOURS)
Etiquettes in social and office settings- email, telephone
UNIT-6 (08 HOURS)
Job Application   **Resume/CV**

Name of The Course	Lab Functional English II			
Course Code	**BEC1004**			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Co requisite				
Anti-requisite				
		L	**T**	**P**	**C**
		0	0	1	2

Course Objectives:

- To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm.
- To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking.
- To improve the fluency in spoken English and neutralize mother tongue influence.
- To train students to use language appropriately for interviews, group discussion and public speaking.
- To enhance the communication skills of the students

Course Outcomes:

1. Learners learn how to pronounce words using the rules they have been taught.
2. Students learn the importance of speaking English using rhythm and intonation.
3. Students learn to overcome stage fear and make presentations with ease.
4. Students learn to face different types of interviews with confidence.
5. Students learn to participate in group discussions.
6. Students learn to distinguish informal speech from formal speech through role plays.

Additional References

1. Suresh Kumar. E. & Sreehari P.A (2007), Handbook for English Language Laboratories, Cambridge University Press India Pvt. Ltd, New Delhi.

2. Mandal S. K (2006), Effective Communication & Public Speaking, Jaico Publishing House, New Delhi.

3. Grant Taylor (2004), English Conversation Practice, Tata McGraw Hill, New Delhi.

4. Balasubramanian .T (2000), A text book of English Phonetics for Indian Student, MacMillan Publishers, India.

5. Kamalesh Sadanand, Susheela Punitha (2008), Spoken English: A foundation Course: Parts 1 & 2, New Delhi, Orient Longman Pvt. Ltd.

Web References:

1. www.cambridgeenglish.org.

2. www.esl-lab.com

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS)
Revisiting the Goal Setting
UNIT-2 (08 HOURS)
Drafting Catchphrases **Picture Interpretation (Denotation and Connotation)**
UNIT-3 (08 HOURS)

Reading between the lines
UNIT-4 (08 HOURS)
Rhythm and Intonation
UNIT-5 (08 HOURS)
Public Speaking **Mock Lecture**
UNIT-6 (08 HOURS)
Dialogue Writing **Enacting scene(s) from critically appreciated movies**

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

Program: M.A. in English (Specialization in Literature)

Scheme: 2020-2021

Curriculum

			(*Min. 10+Thesis) = 40+8 = 48 Credits							
Sl. No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	ENG5001	British Literature-I	4	0	0	4	30	20	50
2	ENG5002	British Literature -II	4	0	0	4	30	20	50
3	ENG5003	Shakespeare	4	0	0	4	30	20	50
4	ENG5004	Indian Writing in English	4	0	0	4	30	20	50
5		American Literature I	4	0	0	4	30	20	50
6	ENG5006	British Literature -III	4	0	0	4	30	20	50
7		American Literature II	4	0	0	4	30	20	50
8	ENG5008	Classical Literature	4	0	0	4	30	20	50
9	MSL33T1006	Literary Criticism	4	0	0	4	30	20	50
10	ENG5010	New Literature in English	4	0	0	4	30	20	50
11		Indian Poetics	4	0	0	4	30	20	50
12	MSL33T1007	Literary Theory	4	0	0	4	30	20	50
13	ENG6005	Research Methodology	0	0	2	1	50	0	50
14	ENG6006	British Literature IV	4	0	0	4	30	20	50
15	ENG6011	Post-Colonial Literature	4	0	0	4	30	20	50
16	ENG6012	Post Graduate Thesis	0	2	0	8	50	0	50
		Total	**12**	**2**	**0**	**20**			

List of Elective Courses (*Min. 3) 3*4= 12 Credits

Sl. No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	MSL33T1001	Literature and Gender	4	0	0	4	30	20	50
2	MSL33T1002	Literature and Cinema	4	0	0	4	30	20	50
3	MSL33T1003	Subaltern Studies	4	0	0	4	30	20	50
4	MSL33T1004	African Literature	4	0	0	4	30	20	50
5	MSL33T1005	World Literature	4	0	0	4	30	20	50
6	MSL33T1006	Literature of Trauma	4	0	0	4	30	20	50
7	MSL33T1008	Modern European Drama	4	0	0	4	30	20	50
8	MSL33T1009	Women Writing in English	4	0	0	4	30	20	50
9	MSL33T1010	Creative Writing	4	0	0	4	30	20	50

List of Experiential Courses (*Min. 1) 2*4 = 8 Credits

1	MSL33R1001	Reading Paper	4	0	0	4	50	00	50
2	MSL33R1002	Seminar	4	0	0	4	50	00	50
3	MSL33R1003	Internship	4	0	0	4	50	00	50
4	MSL33R1004	Field Work	4	0	0	4	50	00	50

| 5 | MSL33R1005 | MOOC | 4 | 0 | 0 | 4 | 50 | 00 | 50 |
| 6 | MSL33R1001 | Reading Paper | 4 | 0 | 0 | 4 | 50 | 00 | 50 |

*Students must opt courses from the list of open electives from linguistics and English Language Teaching (selecting at least one course from other two programmes each) 6*4= 24 credits

*Requirement for the award of degree
Core Courses= 48 Credits (Minimum)
Core Elective= 12 Credits (Minimum)
Open Elective= 24 Credits (Minimum) (selecting at least one course from other two programmes)
Experiential Learning= 8 Credits (Minimum)

Total no. of Credits Required = Minimum 92 Credits (*Which can go up to 120 credits maximum)

Detailed Syllabus

Name of The Course	British Literature I (From 1340 to 1660)			
Course Code	ENG5001			
Prerequisite	Understanding of the basic theories/concepts of British 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	Use various literary devices for critical analysis of a text
CO6	Employ knowledge of literary traditions to produce imaginative writing

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*. Penguine.
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*. Bloomsburry 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. *Shakesperean 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.

UNIT-1 (08 HOURS)
Historical and Social background to the literature from 1340 to 1660
UNIT-2 (08 HOURS)
Geoffrey Chaucer: The Prologue to the Canterbury Tales, Edmund Spencer: The Faerie Queene (Book II, Canto XII: The Bower of Bliss)
UNIT-3 (08 HOURS)
Philip Sidney: Astrophel and Stella, John Milton: The Paradise Lost (Book 1), John Donne: The Canonization, The Ecstasie, Death be not Proud
UNIT-4 (08 HOURS)
Francis Bacon: Of Revenge, Of Marriage and Single Life, Of Truth; Philip Sydney: Arcadia; John Milton: Aeropagitica
UNIT-5 (08 HOURS)
Christopher Marlowe: Dr Faustus; Webster: Duchess of Malfi; Ben Johnson: The Alchemist
UNIT-6 (08 HOURS)
JEAN E. HOWARD:The new historicism in Renaissance studies Frank Kermode. Studies in English Literature, 1500-1900. Vol. 1, No. 2, Elizabethan and Jacobean Drama (Spring, 1961), pp. 119-128 Published by: Rice University DOI: 10.2307/449343 https://www.jstor.org/stable/449343 Page Count: 10

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 II (From 1660 to 1798)			
Course Code	ENG5002			
Prerequisite	Understanding of the basic theories/concepts of British 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	Use various literary devices for critical analysis of a text
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s): 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.

UNIT-1 (08 HOURS)
Historical background to the literature between 1660-1798
UNIT-2 (08 HOURS)
Alexander Pope: *Rape of the Lock*; William Blake: *The Lamb, The Chimney Sweeper, Nurse's Song, The Tyger, London*
UNIT-3 (08 HOURS)
Joseph Addison: *The Aim of the Spectator, Sir Rogers at Assizes; Jonathan Swift: A Modest Proposal; Samuel Johnson: Expectations of Pleasure*
UNIT-4 (08 HOURS)
John Dryden: *All for Love*
UNIT-5 (08 HOURS)
William Congreve: *Way of the World*; Sheridan: *School for Scandal**
UNIT-6 (08 HOURS)
Daniel Defoe – *Robinson Crusoe**; Jane Austen: *Pride and Prejudice**

Continuous Assessment Pattern

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

Name of The Course	Shakespeare			
Course Code	ENG5003			
Prerequisite	Understanding of the basic theories/concepts 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 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

CO1	Recognize the major literary trends of the Elizabethan period
CO2	Critical appraisal of Shakespearean plays
CO3	Understand various literary terms and forms
CO4	Understand the impact of Shakespeare's writing on English Literature
CO5	Use various literary devices for critical analysis of a text
CO6	Employ knowledge of literary traditions to produce imaginative writing

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. *Shakesperean 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

UNIT-1 (08 HOURS)
Background Studies, Growth and development of theatre during renaissance
UNIT-2 (08 HOURS)
Shakespeare: Sonnet 18, 73, 116, 130, 29, 24, 134

UNIT-3 (08 HOURS)
Shakespeare: Hamlet, Othello, *Macbeth
UNIT-4 (08 HOURS)
Shakespeare: Midsummer's Night Dream, As You Like It' *Much Ado About Nothing
UNIT-5 (08 HOURS)
Shakespeare: Antony and Cleopatra, Julius Caesar, *Henry the fourth
UNIT-6 (08 HOURS)
David Bvington: How to read a Shakespeare, Wiley Blackwell, 2006

Continuous Assessment Pattern

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

Name of The Course	Indian Writing in English			
Course Code	ENG5004			
Prerequisite	Understanding of the basic theories/concepts of Indian English 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 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:

CO1	Understand thematic concerns, genres and trends of Indian writing in English
CO2	Understand the various phases of the evolution of Indian writing in English
CO3	Apply critical and theoretical approaches to the reading and analysis of literary texts
CO4	Develop an ability to read texts in relation to their historical and cultural contexts
CO5	Appreciate linguistic and artistic qualities of the texts
CO6	To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life.

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 Kāliā : '*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. Hydrabad: 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.

UNIT-1 (08 HOURS)
Background Studies
UNIT-2 (08 HOURS)
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 Kāliā : 'Tribute to Papa' *'Made for Each Other'*
UNIT-2 (08 HOURS)
Mahatma Gandhi: Selections from My Experiment with truth; J.L. Nehru: Selections from Discovery of India; Ambai: *Squirrel*
UNIT-3 (08 HOURS)
Girish Knard: *Tughlaq,* Mohan Rakesh: *Halfway House*
UNIT-4 (08 HOURS)
Premchand: *Godan,* Arundhati Roy: *The God of Small Things*
UNIT-6 (08 HOURS)
Amitav Gosh: *Gun Island*

Continuous Assessment Pattern

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

Name of The Course	American Literature- I			
Course Code	**ENG5006**			
Prerequisite	**Understanding of the basics of American 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 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:

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 American literature
CO5	Understand various literary terms and forms
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s):

Emerson: Self Reliance
Thoreau: Civil Disobedience
Martin King Luther: I Have a Dream
Walt Whitman: Leaves of Grass(selections)
Emily Dickensons: selections
Robert Frost: selections
Mark Twain: Huckleberry
Nathaniel Hawthorne: The Scarlet Letter

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. 3rd ed. 2 Vols. New York: Norton, 2014.

UNIT-1 (08 HOURS) **Introduction to American literature, Discovery of America, Colonial Period, Aborigines, Slavery, Declaration of Independence, War of Independence, Civil War, Civil Rights Movement/ Major literary trends**
UNIT-2 (08 HOURS)
Emerson: Self Reliance **Thoreau: Civil Disobedience** **Martin King Luther: I Have a Dream**
UNIT-3 (08 HOURS)
Walt Whitman: Leaves of Grass(selections) **Emily Dickensons: selections** **Robert Frost: selections**
UNIT-4 (08 HOURS)
Mark Twain: *Huckleberry Finn*
UNIT-5 (08 HOURS)
Nathaniel Hawthorne: *The Scarlet Letter*
UNIT-6 (08 HOURS)
Hemingway: *Farewell to Arms*

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 III (From 1798-1890)			
Course Code	ENG5005			
Prerequisite	Understanding of concepts of British 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
CO6	Use various literary devices for critical analysis of a text

Text Book (s):
Historical background to the literature between1798-1900
William Wordsworth: The World is too much With Us, I Wandered Lonely as a Cloud
S T Coleridge: The Rime of the Ancient Mariner
John Keats: Ode on a Grecian Urn, Ode to Autumn
P B Shelley: Prometheus Unbound
Alfred Tennyson: Ulysses
Robert Browning: The Last Ride Together
Matthew Arnold: Memorial Verses
William Morris: A Death Song
Charles Lamb: Christ Hospital Five-and-Three Years Ago, New Year's Eve
William Hazlitt: On Going a Journey, Indian Juggler (From Table Talk)
Charles Dickens: Oliver Twist
Thomas Hardy: Far from the Madding Crowd*
Emily Bronte: Wuthering Heights*

Reference Book (s):

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. C. M. Bowra. *The Romantic Imagination*. Oxford University Press.
3. Walter Jackson Bate. *From Classic to Romantic: Premises of Taste in Eighteenth-Century England*. Harvard University Press.
4. Hugh Walker. *English Essays and Essayists*. Hardpress Publishing.
5. Herbert Read. *English Prose Style.* Pantheon.
6. Edmund Blunden. *Charles Lamb and His Contemporaries*. Cambridge University Press.
7. Robin Gilmour. *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890*. Longman.
8. G.M. Young, *Victorian England: Portrait of an Age*. Oxford University Press.
9. Deirdre David. *Cambridge Companion to Victorian Novels*. Cambridge University Press.
10. E M Forster. *Aspects of Novels*. Penguin.
11. Arnold Kettle. *An Introduction to English Novels*. Routledge.
12. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
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. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
16. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

UNIT-1 (08 HOURS)	
Historical background to the literature between1798-1900	
UNIT-2 (08 HOURS)	
William Wordsworth: The World is too much With Us, I Wandered Lonely as a Cloud	
S T Coleridge: The Rime of the Ancient Mariner	
John Keats: Ode on a Grecian Urn, Ode to Autumn	
P B Shelley: Prometheus Unbound	
UNIT-3 (08 HOURS)	
Alfred Tennyson: Ulysses	
Robert Browning: The Last Ride Together	
Matthew Arnold: Memorial Verses	
William Morris: A Death Song	
UNIT-4 (08 HOURS)	
Charles Lamb: Christ Hospital Five-and-Three Years Ago, New Year's Eve	
William Hazlitt: On Going a Journey, Indian Juggler (From Table Talk)	
UNIT-5 (08 HOURS)	
Charles Dickens: Oliver Twist	
UNIT-6 (08 HOURS)	
Thomas Hardy: Far from the Madding Crowd*	
Emily Bronte: Wuthering Heights*	

Continuous Assessment Pattern

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

Name of The Course	American Literature- II
Course Code	ENG5007
Prerequisite	Understanding of the basics of American 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 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:

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 American literature
CO5	Understand various literary terms and forms
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s):

Isaac Asimov
James Baldwin
Barak Obama

Sylvia Plath: selections

Lanstan Hughes: selection

Sonia Scantzt: selections

Tony Morrison: The Bluest Eye

Eugene O' Neill: 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. 3rd ed. 2 Vols. New York: Norton, 2014.

UNIT-1 (08 HOURS)
Major Movements and Major literary trends
UNIT-2 (08 HOURS)
Isaac Asimov
James Baldwin
Barak Obama
UNIT-3 (08 HOURS)
Sylvia Plath: selections
Lanstan Hughes: selection
Sonia Scantzt: selections
UNIT-4 (08 HOURS)
Tony Morrison: The Bluest Eye
UNIT-5 (08 HOURS)
Eugene O' Neill: Hairy Ape
UNIT-6 (08 HOURS)
Black life matters: The Guardian

Continuous Assessment Pattern

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

Name of The Course	Classical Literature			
Course Code	MAEN5008			
Prerequisite	An understanding classical period in English 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. To acquaint the students with significant texts deemed as Classical literature and part of the literary canon as well as contemporary writing.
3. Acquire an understanding in analysing a text in its historical, religious and social context
4. Enable the students to understand the contribution of the writers in the development of major literary genres
5. Understand various literary devices for a better critical analysis of a text

Course Outcomes:

CO1	1. Recognize the major types and trends of poetry and prose of the period
CO2	2. Understand the nuances of poetic language and changes in poetic style of the concerned period from earlier periods
CO3	3. Understand the contribution of writers in the development of classical literature

CO4	4. Understand a literary text in its social, political and cultural context
CO5	5. Understand various literary terms and forms
CO6	6. Use various literary devices for critical analysis of a text

Text Book (s):

- Hyms from Vedas (Purush Sukta / Nadi Sukta)
- *Bhagavad Gita* translated by Charles Wilkins (Selections- specific)
- Selections from Mahabharata (C. Rajgopalchari)
- Kalidasa: *Abhijnanasakuntalam*
- omer: odyssey
- Shopocles: Oedipus Rex
- Sappho: Selections (poetry)
- Ashok K. Banker: Prince of Ayodhya

UNIT-1 (08 HOURS)
Background Studies
UNIT-2 (08 HOURS)
Hyms from Vedas (Purush Sukta / Nadi Sukta)
***Bhagavad Gita* translated by Charles Wilkins (Selections- specific)**
UNIT-3 (08 HOURS)
Selections from Mahabharata (C. Rajgopalchari)
Kalidasa: *Abhijnanasakuntalam*
UNIT-4 (08 HOURS)
Homer: odyssey
UNIT-5 (08 HOURS)
Shopocles: *Oedipus Rex*
Sappho: Selections (poetry)
UNIT-6 (08 HOURS)
Ashok K. Banker: *Prince of Ayodhya*

Continuous Assessment Pattern

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

Name of The Course	LITERARY CRITICISM			
Course Code	MSL33T1006			
Prerequisite	Understanding of the basics of English Literature			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

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:

CO1	Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
CO2	Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
CO3	Evaluate and analyse strengths and limitations of critical/theoretical arguments
CO4	Examine historical contexts for the development of contemporary theory and criticism
CO5	Strengthen and deepen critical reading, writing, and interpretive practices
CO6	Strengthen and deepen critical reading, writing, and interpretive practices

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*

UNIT-1 (08 HOURS)
Role and Function of Criticism, Plato: Republic, Aristotle: Poetics
UNIT-2 (08 HOURS)
Longinus: On the Sublime, Horace: Ars Poetica
UNIT-3 (08 HOURS)
Sydney: Defense of Poetry, Johnson: Preface to Shakespeare
UNIT-4 (08 HOURS)
Wordsworth: Preface to Lyrical Ballad, Samuel Taylor Coleridge: *Biographia Literaria, Chap XIV**
UNIT-5 (08 HOURS)
Matthew Arnold: A study of Poetry, Eliot: *'Tradition and the Individual Talent'**
UNIT-6 (08 HOURS)
Lawrence: Why the Novel Matters, Vicktor Skhlovosky: Art as Technique

Continuous Assessment Pattern

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

Name of The Course	New Literature in English
Course Code	ENG6002
Prerequisite	Working knowledge of English Literature
Corequisite	
Antirequisite	

		L	T	P	C
		4	0	0	4

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:

CO1	Understand various literary terms and forms
CO2	Use various literary devices for critical analysis of a text
CO3	To understand the style of writing that makes a writer's voice both unique and individual
CO4	Understand the contribution of writers in the development of New Literature in English
CO5	Understand a literary text in its social, political and cultural context
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s):
> G. Vassanji *The Book of Secrets*
> Shashi Tharoor: An Era of Darkness
> Jeanette Winterson, *Sexing the Cherry*
> Hanif Kureshi, *My Beautiful Launderette*

Reference Book (s)

UNIT-1 (08 HOURS)
Pablo Neruda: Births (from Fully Empowered)
A.D. Hope: Lamp/Australia
F.R. Scott: The Canadian Authors' Meet
Judith Wright: Woman to Man
UNIT-2 (08 HOURS)
Frantz Fanon: The Wretched of the Earth: Reciprocal Bases of National Culture and the Fight for Freedom
Milan Kundera: The Art of the Novel: The Deprecated Legacy of the Cervantes
UNIT-3 (08 HOURS)

Lorraine Hansberry: *A Raisin in the Sun*	
UNIT-4 (08 HOURS)	
Chimamanda Ngozi Adichie: *Half of a Yellow Sun**	
UNIT-5 (08 HOURS)	
Yann Martel: *Life of Pi**	
UNIT-6 (08 HOURS)	
https://www.researchgate.net/publication/303610376_HOW_RECENT_TRENDS_SHAPE_ENGLISH_LITERATURE	
https://link.springer.com/chapter/10.1007/978-3-476-00406-2_4	
Sarkowsky K., Schulze-Engler F. (2012) The New Literatures in English. In: Middeke M., Müller T., Wald C., Zapf H. (eds) English and American Studies. J.B. Metzler, Stuttgart	

Continuous Assessment Pattern

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

Name of The Course	Indian Poetics				
Course Code					
Prerequisite	**Understanding of the basic theories/concepts of British English literature**				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is to:
1. **To acquaint the students with significant/major texts deemed as Indian Poetics and part of the literary canon as well.**
2. **To introduce the learners to a wide range of critical methods and literary theories**
3. **To enable them to use the various critical approaches and advanced literary theories**
4. **To enhance their analytical skills**
5. **To enable them to mobilize various theoretical parameters in the analysis of literary and cultural texts**
6. **To familiarize the learners with the trends and cross-disciplinary nature of Indian literary theories/poetics**

Course Outcomes:

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

CO6	Present a critical analysis of the text in hand as well as understand the nuances of language of criticism

Text Book (s):
1. **Natyashastra by Bharat Muni**
2. **Kavya Alamkara by Bhamah**
3. **Alamkara Sutravriti by Acharya Vaman**
4. **Dhvanyalok by Anandvardhan**
5. **Vakrokti Jivitam by Kuntaka**
6. **Auchtya Vichar Charcha by Kshemendra**

Reference Book (s):
1. **De, SK. History of Sanskrit Poetics, Vol. II, Vol. II, second ed. Revised. Calcutta, 1960.**
2. **Kane, PV. History of Sanskrit Poetics. Delhi: Motilal Banarasidass Publishers, 1970**
3. **Mishra. P.K. Sanskrit Poetics. Delhi: Bhartiya Vidya Prakashan, 1988.**
4. **Narasimahaiah. C.D. ed. Literary Criticism: European and Indian Traditions. Mysore, w.d.**
5. **Natyasastra with Abhinavabharati commentary**
6. **Tiwary, RS. A Critical Approach to Classical Indian Poetics. Varanasi: Chaukhambha Orientalia, 1984**
7. M.H. Abrahms. A Glossary of Literary Terms. Cengage Learning India Pvt Ltd.

UNIT-1 (08 HOURS)
Introduction to Indian Poetics
Theory of Rasa: Introduction, Meaning and Definition, Types, Scope, Importance, Concept of Generalization, Concept Rasa
UNIT-2 (08 HOURS)
Theory of Alamkara: Introduction, Meaning and Definition, Types, Scope, Importance, Concept of Alamkara
UNIT-3 (08 HOURS)
Theory of Riti: Introduction, Meaning and Definition, Types, Scope, Importance, Concept of Riti
UNIT-4 (08 HOURS)
Theory of Dhvani: Introduction, Meaning and Definition, Types, Scope, Importance, Concept of Dhvani
UNIT-5 (08 HOURS)
Theory of Vakrokti: Introduction, Meaning and Definition, Types, Scope, Importance, Concept Vakrokti
UNIT-6 (08 HOURS)
Theory of Aucitya: Introduction, Meaning and Definition, Types, Scope, Importance, Concept of Aucitya

Continuous Assessment Pattern

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

Name of The Course	Literary Theory
Course Code	MSL33T1007

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Prerequisite	Understanding of the basic theories/concepts of language			
Corequisite				
Antirequisite				
		L	T	P	C

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:

CO1	Identify major theoretical/critical movements and theorists.
CO2	Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
CO3	Evaluate and analyse strengths and limitations of critical/theoretical arguments
CO4	Examine historical contexts for the development of contemporary theory and criticism
CO5	Strengthen and deepen critical reading, writing, and interpretive practices
CO6	Strengthen and deepen critical reading, writing, and interpretive practices

Text Book (s):

- **Althuser:** Louis Althusser: From Ideology and the State Hélène Cixous: 'Castration or Decapitation?'/ Roland Barthes: 'The Death of the Author'

- **Sigmund Freud: Interpretation of Dreams**
- **Lacan: The Mirror Stage as formative of *I* Function as revealed in psychoanalytic experience.**
- **Elaine Showalter: Literature of their own (selections)**
- **Luce Irigaray: The sex which is not one**
- **Edward Said: Orientalism**
- **Homi Bhabha: Of Mimicry and the men**
- **Marxism Gramasci: Prision Notebook)/ Raymond William: Ideology**Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge UniversityPress.
- Rozakis, Laurie E. (2003) *The Complete Idiot's Guide to Grammar and Style*. USA: Alpha Publication.

UNIT-1 (08 HOURS):
Structuralism **Althuser: Louis Althusser: From Ideology and the State Hélène Cixous: 'Castration or Decapitation?'/ Roland Barthes: 'The Death of the Author'** **Marxism Gramasci: Prison Notebook)/ Raymond William: Ideology**
UNIT-2 (08 HOURS):

Psychoanalysis
Sigmund Freud: Interpretation of Dreams
Lacan: The Mirror Stage as formative of I Function as revealed in psychoanalytic experience.
UNIT-3 (08 HOURS):
Feminism
Elaine Showalter: Literature of their own (selections)
Luce Irigaray: The sex which is not one
UNIT-4 (08 HOURS):
Post structuralism
Derrida: Of Grammatology (Selections)
UNIT-5 (08 HOURS):
Post colonialism
Edward Said: Orientalism
Homi Bhabha: Of Mimicry and the men
UNIT-6 (08 HOURS):
Subaltern studies and Stylistics

Continuous Assessment Pattern

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

Name of The Course	Research Methodology			
Course Code	**ENG6005**			
Prerequisite	**Understanding of the basics of Research**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		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:

CO1	**Understand basic concepts of research and its methodologies**
CO2	**Understand various methodological tools for social scientific research**
CO3	Collect, analyze and interpret research data
CO4	**Define appropriate research problem and its parameters**

CO5	Organize and conduct a scientific research in a more appropriate manner
CO6	Demonstrate leadership skills.

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

UNIT-1 (08 HOURS)
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.
UNIT-2 (08 HOURS)
Planning of Research (The planning Process, Selection of a Problem for Research, Formulation of the Problems, Hypothesis Formation, Measurements, Research Design/Plan),
UNIT-3 (08 HOURS)
Sampling (sampling techniques or methods, sample size and errors), Data Collection (meaning, primary and secondary data, various methods of data collection)
UNIT-4 (08 HOURS)
Introduction to theoretical and statistical concepts: Theoretical Concepts (cotemporary critical theories),
UNIT-5 (08 HOURS)
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) Language Data Collection and Analysis (Anvita Abbi)
UNIT-6 (08 HOURS)
Report Writing (Planning, Drafting, Revising and Editing, Format and Structure), Review of Literature, Reference List Style [(MLA and APA in detail), Chicago referencing style

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 (From 1890)			
Course Code	ENG6006			
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
CO6	Employ knowledge of literary traditions to produce imaginative writing

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. Damon Franke. Modernist Heresies: British Literary History, 1883–1924. The Ohio State University Press, 2008.(selections)
8.
9. J. Styan. *Modern Drama in Theory and Practice: Volume 2, Symbolism, Surrealism and the Absurd*. Cambridge University Press.
10. Neil Cornwell. *The Absurd in Literature*. Manchester University Press.
11. Michael Y Bennett. *Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. Palgrave Macmillan.
12. Robert Humphrey. *Stream of Consciousness in the Modern Novel*. University of California Press.
13. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
14. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
15. David Daiches. *A Critical History of English Literature*. Allied Publishers.
16. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
17. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

UNIT-1 (08 HOURS)
Historical background to the literature from 1890
UNIT-2 (08 HOURS)
Thomas Hardy: The Darkling Thrush W B Yeats: Byzantium, Sailing to Byzantium T S Eliot: The Waste Land
UNIT-3 (08 HOURS)
W H Auden: In Memory of W. B. Yeats Dylan Thomas: Fern Hill Wilfred Owen: Apologia Pro Poemate Moe Rupert Brook: The Soldier
UNIT-4 (08 HOURS)
Virginia Woolf: To the Lighthouse* Joseph Conrad: Lord Jim* James Joyce: Portrait of an Artist as a Young Man*
UNIT-5 (08 HOURS)
G B Shaw: Candida

Samuel Beckett – Waiting for Godot
Harold Pinter: The Birthday Party*
UNIT-6 (08 HOURS)
Damon Franke. Modernist Heresies: British Literary History, 1883–1924. The Ohio State University Press, 2008. (selections)

Continuous Assessment Pattern

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

Name of The Course	Postcolonial Literature			
Course Code	ENG6011			
Prerequisite	Understanding of the basics of Literature			
Corequisite				
Antirequisite				
		L	T	P	C
		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 countries that was colonized, 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

CO1	Make use of post-colonial critical concepts to analyze the current cultural, social and political condition in today's global context.
CO2	Reorganize their critical knowledge of post-colonial criticism and other contemporary cultural theories and combine the conceptual links among them.
CO3	Describe, analyze, answer, critique the specific meanings of the post-colonial condition.
CO4	Know how race, class, gender, history, and identity are presented and problematical in the literary texts.
CO5	Can discuss, and analyze colonial and postcolonial texts.
CO6	Develop interpretative skills of close reading.

Text Books

The scope of postcolonial studies 2. The historical background to postcolonial studies 3. Postcolonial literature and the reclaiming of history 4. Postcolonial writing and the politics of language
Ngugi wa Thiong'o: Decolonising the Minds
Sara Suleri: "Woman Skin Deep

Wilson Harris: "Profiles of Myth and the new world"
Chinua Achebe: *Things Fall Aprt*
J M Coetzee: *Disgrace*
Wole Siyinka : *Dance of the Forest*

Reference book:
- Fanon, Frantz. The Wretched of the Earth. Trans. Constance Farrington. New York: Grove Press, 1966.
- Gandhi, Leela. Postcolonial Theory: A Critical Introduction. St. Leonards: Allen & Unwin, 1998.
- Achebe, China. Things Fall Apart, Penguin UK, 2001.
- Ngugi Wa Thiong'o *The Trial of Dedan Kimathi,* Waveland Pr Inc; Reissue edition (1 October 2013)
- Ian Macdonald, The Heinemann Book of Caribbean Poetry (Caribbean Writers Series), Heinemann International Literature & Textbooks, 1992.
- Pablo Neruda. Selected Poems of Pablo Neruda, RHUK, 2012.
- Selection from Ashcroft, Griffiths and Tiffin, The Empire Writes Back Ashcroft, Griffiths and Tiffin, The Postcolonial Studies Reader
- 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.
- Ngugi wa Thiong'o. Moving the Centre: The Struggle for Cultural Freedoms. London: James Currey, 1993.
- Said, Edward. Orientalism. New York: Vintage, 1978.

UNIT- 1 (08 HOURS)
The scope of postcolonial studies 2. The historical background to postcolonial studies 3. Postcolonial literature and the reclaiming of history 4. Postcolonial writing and the politics of language
UNIT-2 (08 HOURS)
Fanon, Frantz. The Wretched of the Earth. Trans. Constance Farrington. New York: Grove Press, 1966. (Selections)   N'gugi wa Thiongo: "Decolonising the Minds"   Sara Suleri: "Woman Skin Deep"
UNIT-3 (08 HOURS)
Chinua Achebe: Things Fall Aprt
UNIT-4 (08 HOURS)
J M Coetzee: Disgrace
UNIT-5 (08 HOURS)
Wole Soyenka: Dance of the Forest
UNIT-6 (08 HOURS)
Wilson Harris: "Profiles of Myth and the new world"

Continuous Assessment Pattern

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

Name of The Course	Literature and Gender
Course Code	
Prerequisite	Understanding of the basic theories/concepts of literature
Corequisite	

Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:
1. To familiarize students with fundamentals of gender as a primary organizing principle in society and its portrayal in literature
2. To introduce basic concepts relating to gender.
3. To provide logical understanding of gender roles.
4. To present various perspective of body and discourse on power relationship.
5. To conscientize the students on cultural construction of masculinity and femininity.
6. **To trace the evolution of gender studies from women's studies.**

Course Outcomes:

CO1	**Understand and engage with central debates about Gender**
CO2	**Understand how gender play an important role in society.**
CO3	**Define and apply basic terms and concepts central to gender studies.**
CO4	**Understand how gender is depicted in literature.**
CO5	**Apply concepts and theories of Women's and Gender Studies to life experiences and historical events and processes**
CO6	**Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience**

Text Book (s):
1. Gustav Flaubert: Madame Bovary
2. Lawrence D. H.: Women in Love.

Reference Book (s):
1. Kate Millett : Sexual Politics.
2. Michael Barrett : Women's Oppression Today : Problems in Marxist Feminist analysis.
3. Spack : The Female Imagination.
4. Showalter Elaine : Literature of Their Own : British Novelists from Bronte to Lessing, 1977.
5. Showalter Elaine : The New Feminist Criticism : Essays on Women Literature and Theory.
6. Mills, S. : Feminist Readings : Feminists Reading.
7. Ruthven K. K. : Feminist Literary Studies.
8. Moi Toril : French Feminist Thought - a Reader.
9. Donovan Josephine (ed.): Feminist Literary Criticism : Explorations in Theory.
10. Ellmann Mary : Thinking about Women.

UNIT-1 (08 HOURS)
Introduction to Gender Studies
• **Mary Wollstonecraft: The Vindication of rights of women**
** UNIT-2 (08 HOURS)**
• **Introduction to Mahasweta Devi's Breast Stories**
• **Virginia Woolf: "The Daughters of Educated Men" From Three Guineas (Women in Patriarchy, Ed. Jasbir Jain)**
UNIT-3 (08 HOURS)

• **Judith Butler: "Bodies that Matter" (Chapter-1) From Bodies that Matter: On the Discursive Limits of "Sex" (1993)** • **Bell Hooks: Black Women and Feminism (Women in Patriarchy, Ed. Jasbir Jain)** • **Partha Chatterjee: "The National Resolution of the Women's Question" (from Recasting Women, Kali for Women)**
UNIT-4 (08 HOURS)
• **Sara Suleri: "Women Skin Deep"** • **Edward Albee: Who's Afraid of Virginia Woolf?** • **Bessie Head: "Property" Women in Patriarchy**
UNIT-5 (08 HOURS)
Rabindranath Tagore, 'The Wife's Letter' **Imtiaz Dharke: "She Must Be from Another Country'"** **Kamala Das: "An Introduction"**
UNIT-6 (08 HOURS)
• **Gustav Flaubert: Madame Bovary** • **Lawrence D. H.: Women in Love**

Continuous Assessment Pattern

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

Name of The Course	Literature and Cinema				
Course Code	ENG6007				
Prerequisite	Knowledge of background of film and literature				
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

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

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

CO6	Identify and describe a variety of critical approaches that may be employed in the study of literature and film.

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 Luhrrman (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

UNIT-1 (08 HOURS)
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.**
UNIT-2 (08 HOURS)
Read: Pather Panchali; Screening: Pather Panchali, Dir. Satyajit Ray (1955,120 mins.)
UNIT-3 (08 HOURS)
Read: Pinjar; Screening: Pinjar, Dir. Chandraprakash Dwivedi (2003, 188 min.)
UNIT-4 (08 HOURS)
Read: the Great Gatsby; Screening: The Great Gatsby, Dir. Baz Luhrrman   (2014, 143 min.)
UNIT-5 (08 HOURS)
Read: William Shakespeare, Macbeth; Screening: Throne of Blood, Dir. Akira Kurosawa (1957, 105 min.)
UNIT-6 (08 HOURS)
Robert Stam, "Beyond Fidelity: The Dialogics of Adaptation" ;   **Screening: Adaptation, Dir. Spike Jonze (2002, 114 min.)**

Continuous Assessment Pattern

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

Name of The Course	Subaltern Studies
Course Code	MSL33T1008
Prerequisite	
Corequisite	

Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

The objective of the course is to:

- To enable the students to read the notions of subalternity, gender, race, caste, etc.
- To familiarize them with recent trends and concepts concerning subalternity and literature
- To explore the relationships between society and literature
- To read literature against the backdrop of gender, race and caste-based discrimination

Course Outcomes

CO1	Understand the key concepts of subaltern studies
CO2	Understand the problems associated with the study of subaltern
CO3	Understand the contribution of authors in the rise subaltern views
CO4	Apply the philosophy and language of subalternin the analysis of a text
CO5	Critically examine the issues associated with subaltern studies
CO6	Respond critically to different kinds of research articles and scholarly items

Text Book (s):

- Ranjeet Guha:Dominance Without Hegemony
- Gayatri Spivak: Can the Subaltern Speak
- Dipesh Chakrabarty: *Habitations of Modernity*
- Omprakash Balmiki: Jhoothan
- Wolf: Orlando
- Bama: Karruku

Reference Books:

- Ranjeet Guha. *Dominance Without Hegemony*. OUP, 1998.
- Ranajit Guha. *A Subaltern Studies Reader, 1986-1995*. University of Minnesota Press, 1997.
- Ranajit Guha. *Dominance Without Hegemony: History and Power in Colonial India*. (Harvard University Press, 1997).
- Ranajit Guha. *History at the Limit of World-history*. Columbia University Press, 2002.
- Edward Said. *Orientalism*. Penguin, 2007.
- Dipesh Chakrabarty. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2000.
- Dipesh Chakrabarty. *Habitations of Modernity*. Orient Blackswan, 2004.
- David Arnold, Ranajit Guha, and David Hardiman. *Subaltern studies: Essays in honour of Ranajit Guha*.(Oxford University Press, 1999).
- David E. Ludden. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Orient Blackswan, 2003.
- Sumit Sarkar. *Beyond Nationalist Frames: Relocating, Postmodernism, Hindutva, History*. Orient Blackswan, 2004.
- Ranajit Guha and Gayatri Spivak ed. *Selected Subaltern Studies*. OUP, 1988.
- Gyanendra Pandey. *Construction of Communalism in Colonial North India*. OUP, 1990.
- Partha Chatterjee. *Nation and Its Fragments*. Princeton press, 1993.

UNIT-1 (08 HOURS)
Rise and meaning of subaltern studies

SCHOOL OF LIBERAL EDUCATION

Colonial Historiography and Subaltern critique (hegemony, orientalism, apartheid, aboriginal, hybridity, Ambivalence, Mimicry, etc.) Subaltern Studies in India(Issues: Peasantry, gender, caste, religion)
UNIT-2 (08 HOURS)
Ranjeet Guha: Dominance Without Hegemony **Gayatri Spivak: Can the Subaltern Speak** Sojourner Truth's Ain't I A Woman?
UNIT-3 (08 HOURS):
Omprakash Balmiki: Jhoothan
UNIT-4 (08 HOURS)
Wolf: Orlando
UNIT-5 (08 HOURS):
Bama: Karruku
UNIT-6 (08 HOURS):
Dipesh Chakrabarty: *Habitations of Modernity* **Chandra Mohanty: Under Western Eyes**

Continuous Assessment Pattern

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

Name of The Course	African Literature			
Course Code				
Prerequisite	Understanding of the basics of American English language and literature			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

The objective of the course is to:

1. Introduce the student to different literary texts in English in different genres from Africa.

2. Students should be able to make cogent judgments in the areas of style, author's purpose and meaning.

3. Enable them to read these texts in order to understand more clearly the impact of colonialism, race, class, ethnicity and gender.

4. See how African literatures enable readers to reframe African cultures within the context of world cultures.

Course Outcomes:

CO1	Identify the main characteristics of the different genres of African literature in English
CO2	Identify the various Native African voices

CO3	Identify the new form of discrimination in response to various protective laws and reverse discrimination.
CO4	Trace the evolution of a distinct type of literature which reflects the realities and fantasies of Africans
CO5	Trace the evolution of new literary characters, forms, devices, and styles which emerged due to a constant experimentation with existing and clichéd literary characters, forms, devices, and styles.
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s):

Tony Morrison: The Bluest Eye

Eugene O' Neill: Hairy Ape

Reference Book (s):

Baym, Nina, gen. ed. *The Norton Anthology of American Literature.* 8th ed. 2 Vols. New York: Norton, 2012.

Bercovitch, Sacvan. *The Cambridge History of American Literature.* 8 Vols. Cambridge: Cambridge University Press, 2008.

Gates, Henry Louis. *The Norton Anthology of African American Literature.* 3rd ed. 2 Vols. New York: Norton, 2014.

UNIT-1 (08 HOURS)
Major Movements and literary trends
UNIT-2 (08 HOURS)
Chinua Achebe: "An Image of Africa" **Ngugi: "Decolonizing the Mind"** **Morgan Jerkins*: "The Forgotten Work of Jessie Redmon Fauset"***
UNIT-3 (08 HOURS)
Chinua Achebe: Things Fall Apart
UNIT-4 (08 HOURS)
Coetzee: Disgrace
UNIT-5 (08 HOURS)
Athol Fugard: The Blood Knot
UNIT-6 (08 HOURS)
Keah Brown*"Disabled and Empowered: Why I'm Championing Strong Black Female Athletes"*

Continuous Assessment Pattern

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

Name of The Course	World Literature
Course Code	
Prerequisite	Understanding of the basic theories/concepts of literature
Corequisite	
Antirequisite	

		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:
1. Introduce linguistic and national definitions of literature
2. Give general idea of world literature
3. Make aware about the problems in defining world literature
4. Create correlation between classics, canon and world literature
5. Aware about Icelandic sagas
6. Aware about the poetry of Pushkin and Neruda Kazuo Ishiguro's An Artist of the Floating World.

Course Outcomes:

CO1	Identify the various definitions of World literature
CO2	Explain the use of various literary devices in prescribed texts.
CO3	Interpret the life and works of the prescribed authors.
CO4	Evaluate the socio-cultural and historical background of the prescribed works.
CO5	Critique the prescribed works through the use of various modes of literary criticism.
CO6	Analyze the literary text in hand

Text Book (s):
1. Kazuo Ishiguro's *An Artist of the Floating World*
2. Njal's *Saga*
3. Khaled Hosseini's *The Kite Runner*

Reference Book (s):
1. Lillian Herlands Hornstein, Calvin S. Brown, G.D. Percy. The Reader's Companion to World Literature,
2. Sara Pendergast, Tom Pendergast (Ed.). Reference Guide to World Literature (Reference Guide to World Literature (2Vol.)) Hardcover – November 20, 2002.

UNIT-1 (08 HOURS)
• **Introduction to the course.**   • **Linguistic and National definitions of Literature.**   • **Idea of Literature and World Literature.**   • **Problems in defining World Literature.**   • **Classics, Canon and World Literature.**
UNIT-2 (08 HOURS)

Njal's *Saga*
UNIT-3 (08 HOURS)
Selections from Pushkin's poetry
UNIT-4 (08 HOURS)
Selections from Neruda's poetry
UNIT-5 (08 HOURS)
Kazuo Ishiguro's *An Artist of the Floating World*
UNIT-6 (08 HOURS)
Khaled Hosseini *The Kite Runner*

Continuous Assessment Pattern

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

Name of The Course	Literature of Trauma			
Course Code				
Prerequisite	**Understanding of the basic theories/concepts of literature**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is to:
1. To introduce to students concerns related to violence, trauma and memory
2. Importance and method of archiving experiences
3. Evolve an understanding of reading various forms of articulation/expression like oral narratives, memoirs, interviews
4. Understand conceptual possibilities and limits of "trauma" as a conceptual framework.
5. Comprehend theories of/about trauma and how various disciplines relate to Trauma Studies
6. Explore new frontiers for your own engagement with "trauma" and/in related fields of knowledge and practice.

Course Outcomes:

CO1	**Understand the basic literature on trauma, posttraumatic stress disorder and resilience.**
CO2	**Analyse the impact of trauma from a cognitive, neurobiological/physiological, clinical and ecological perspective.**
CO3	**Understand the working knowledge of trauma and its impact in society.**
CO4	**Analyse the constrains of current clinical trauma research in its application to multicultural populations.**
CO5	**Explore cultural factors that affect trauma work, research conceptualizations, including major controversies in the field.**
CO6	**Analyze the literary text in hand**

Text Book (s):
1. Virani, Pinki. Bitter Chocolate
2. Baldwin, Shauna Singh. What the Body Remembers
3.

Reference Book (s):
1. Das, Veena. Violence and Subjectivity. University of California (2000)
2. Butler, Judith. "Violence, Mourning and Politics" (2008)
3. Hoenig, Patrick and Navsharan Singh. Landscapes of Fear: Understanding Impunity in India. (2014)
4. Das, Veena. Life and Words: Violence and the Descent into the Ordinary. University of California (2006)

UNIT-1 (08 HOURS)
Arendt, Hannah. Eichmann in Jerusalem: A Report on the Banality of Evil (Chapters 1 &2) (1963)   **Caruth, Cathy. Trauma: Explorations in Memory. (Introduction) (1995)**
UNIT-2 (08 HOURS)
Agamben, Giorgio.Remnants of Auschwitz: The Witness and the Archive(Selections) (1999)   **Hartman, Geoffrey. "Representing Trauma: Issues, Contexts, Narrative Tools" (2000)**   **Greenspan, Henry. "From Testimony to Recounting: Reflections from Forty Years of Listening to Holocaust Survivors"**
UNIT-3 (08 HOURS)
Bhutalia, Urvashi. Speaking Peace: Women's Voices from Kashmir (Selections)(2002)   **Chakravarti, Uma and Nandita Haksar. Delhi Riots: Three Days in the Life of a Nation (Selections) (1987)**
UNIT-4 (08 HOURS)
Frank Stewart (Editor), Sukrita Paul Kumar (Editor) Crossing Over: Stories of Partition from India, Pakistan, and Bangladesh (Selections) (2007)   **Teesta Setalvad. Foot Soldier of the Constitution: A Memoir (2017)**
UNIT-5 (08 HOURS)
Baldwin, Shauna Singh. What the Body Remembers (2000)
UNIT-6 (08 HOURS)
Sandhu, Amandeep. Roll of Honour (2012)   **Virani, Pinki. Bitter Chocolate (2000)**

Continuous Assessment Pattern

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

Name of The Course	Modern European Drama			
Course Code	ENG6001			
Prerequisite	Understanding of the basics 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 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

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 American literature
CO5	Use various literary devices for critical analysis of a text
CO6	Employ knowledge of literary traditions to produce imaginative writing

Text Book (s):

1. Henrik Ibsen's *A Doll's House*
2. Sartre: The Flies
3. Ionosco: *Rhinoceros*
4. Dario Fo's *Accidental Death of an Anarchist*
5. Bertolt Brecht: *The Mother Courage and her Children*
6. Friedrich Schleiermacher's Essays
7. José Ortega y Gasset's *The Revolt of the Masses*
8. 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*. 3rd ed. 6 Vols. New York: W. W. Norton, 2012.
3. Puchner, Martin. gen. ed. *The Norton Anthology of Western Literature*. 9th ed. 6 Vols. New York: W. W. Norton, 2014.

UNIT-1 (08 HOURS)
Henrik Ibsen's A Doll's House;
UNIT-2 (08 HOURS)
Sartre: The Flies
UNIT-3 (08 HOURS)
Eugene Ionesco: Rhinoceros
UNIT-4 (08 HOURS)
Dario Fo's Accidental Death of an Anarchist
UNIT-5 (08 HOURS)
Bertolt Brecht: The Mother Courage and her Children

UNIT-6 (08 HOURS)
a. Niccolai, Marta (2017) [1970]. "Domestication as a political act: The case of Gavin Richards's translation of Dario Fo's Accidental Death of an Anarchist". In Brodie, Geraldine; Cole, Emma (eds.). Adapting Translation for the Stage. London: Routledge. pp. 173–185. ISBN 978-1-315-43680-7. b. B. Raymond Williams, Tragedy and Revolution in Modern Tragedy, revised edition (London: Verso, 1979) pp. 61--84.

Continuous Assessment Pattern

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

Name of The Course	Women Writing in English
Course Code	
Prerequisite	Understanding of the basic theories/concepts of literature
Corequisite	
Antirequisite	

			L	T	P	C
			4	0	0	4

Course Objectives: The objective of the course is to:
1. Understand the key concepts related to Gender, Literature.
2. Present a critical analysis of the text in hand.
3. To determine how social attitudes have shaped perceptions of women in literature, and women's perceptions of themselves.
4. To interrogate women's texts in terms of gynocriticism (women centered criticism) in order to counter patriarchal critical assumptions about literature and to deconstruct traditional images of women.
5. To investigate how the margins are being redefined in women's writing and how the canonical center is being relocated or undermined.
6. To analyze how women writers have used language and silence in order to subvert patriarchal discourse.

Course Outcomes:

CO1	Read, analyze, and understand important texts of literature written by women
CO2	Identify and explain the historical, cultural, and literary connections between texts
CO3	Identify various critical theories and how the applications of these theories enhance the assigned texts
CO4	Examine how women writers have been empowered by their precursors and contemporaries
CO5	Ascertain patterns of women's self-discovery and self-assertion in a novel
CO6	Determine the social and literary significance of the roles in which women are cast

Text Book (s):
1. Simone De Beauvoir's Second Sex, Vintage, 2011.

2. Mary Wollstonecraft "A Vindication of the Rights of Woman", Penguin; Revised edition 2004.
3. Alice Walker, The Color Purple, Orion Publishing Group 2014
4. Selected Poems & Letters of Emily Dickinson, Anchor; Reissue edition 1959
5. Katherine Mansfield, The Collected Short Stories of Katherine Mansfield (Wordsworth Classics), Wordsworth Editions Ltd 2006

Reference Book (s):
1. Virginia Woolf, A Room of One's Own, Penguin Classics,
2. Susan Gubar, Feminist Literary Theory and Criticism, Norton, 2007.
3. Mary Jane Hurst. Language, Gender, and Community in Late Twentieth-Century Fiction: American Voices and American Identities (American Literature Readings in the 21st Century), Palgrave Macmillan; 2011 edition 2011

UNIT-1 (08 HOURS)
Mary Wollstonecraft 's A Vindication of the Right of Woman **Beauvoir's Second Sex**
UNIT-2 (08 HOURS)
Kate Chopin's *The Awakening*
UNIT-3 (08 HOURS)
Margaret Atwood's *The Handmaid's Tale*
UNIT-4 (08 HOURS)
Elizabeth Browning: 'How Do I Love Thee?', 'The Cry of the Children' **Emily Dickinson's 'Because I Could not** **Stop for Death', 'I Heard a Fly Buzz'.** **Audre Lorde: Power, Hanging Fire, Coal**
UNIT-5 (08 HOURS)
Katherine Mansfield 'Bliss'. **Charlotte P. Gilman 'The Yellow Wallpaper'**
UNIT-6 (08 HOURS)
Manju Kapur's *Custody*

Continuous Assessment Pattern

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

Name of The Course	Creative Writing			
Course Code				
Prerequisite	Understanding of concepts of creative Writing			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:
1. Introduce students to the art of creative writing.

2. Introduce students to distinguishing features and elements of different genres and form of creative literature.
3. Introduce students to the various poetic and stylistic devices used by successful creative writers.
4. Introduce students to the multiple perspectives and techniques that can be employed in order to generate new ideas and content on various fictional, non-fictional, and special topics covered in the curriculum.
5. Explain the various setbacks and pitfalls a creative writer faces and provide universally accepted solutions for the same.
6. Efficient use of practical exercises in order to provide students with multiple opportunities for self-exploration of their hidden creative talent.

Course Outcomes:

CO1	Understand the meaning and importance of creative writing.
CO2	Explain the distinguishing features and elements of different genres and form of creative literature.
CO3	Employ in their own works the various poetic and stylistic devices used by successful creative writers.
CO4	Understand the importance of and employ multiple perspectives and techniques to generate new ideas and content on various fictional, non-fictional, and special topics covered in the curriculum.
CO5	Explain the various setbacks and pitfalls that s/he may face as a creative writer and find solutions for the same through use of the techniques discovered.
CO6	Write intelligible and structurally sound pieces on various fictional, non-fictional and special topics.

Text Book (s):

Dev, Anjana Neira, et. al. Creative Writing: A Beginner's Manual. Delhi: Dorling Kindersley -Pearson Longman, 2009.

Hunt, Douglas. The Riverside Guide to Writing. Boston: Houghton Mifflin Co., 1991.

Kempton, Gloria: Dialogue, Writer's Digest Books, Cincinnati

LaPlante, Alice: The Making of a Story: A Norton Guide to Creative Writing, W.W. Norton & Company, New York

Minot, Stephen. Three Genres: The Writing of Poetry, Fiction and Drama. 3rd ed. Englewood Cliffs: Prentice Hall Inc., 1982.

Newton, Michael: Writing Thrillers: The writers' guide to crafting tales, Writer's Digest Books, Cincinnati

Strunk Jr, William and White, EB: Elements of Style, Longman, London

Reference Book (s):
1. Achtert, Walter S. And Joseph Gibaldi. The MLA Style Manual. New York: The Modern Language Association of America, 1995.
2. Kindem, Gorham and Musburger, Robert B: Introduction to Media Production: The Path to Digital Media Production, Routledge, New York
3. Westley, Bruce: News Editing, Houghton Mifflin, Boston

UNIT-1 (08 HOURS)
Introduction to the Course   **Introduction to Creative Writing**   **Distinguishing features and elements of poems, plays and fiction**
UNIT-2 (08 HOURS)
Perusal of Classics and Contemporary works   **Elements of fiction**   **Elements of narration**   **Poetic devices**   **Stylistic devices**   **(Voice, Characterization, Detail, Summary, Montage, Scene, Reflection, Style, Diction, Metaphor, Words)**
UNIT-3 (08 HOURS)
Review of Fiction   **Writing Fiction**   **Review of Writing Poems**   **Writing Poems**   **Review of Writing Plays**   **Writing Plays**
UNIT-4 (08 HOURS)
Review of Creative Non-Fiction   **Essays**   **Travelogues**   **Science**   **Nature writing**   **Interviews and profiles**   **Reportage**
UNIT-5 (08 HOURS)
Creativity on special topics   **Editing and Publishing**   **Value addition to the given texts by generating graphics**   **Fact files**

Backgrounders
UNIT-6 (08 HOURS)
Writing for news media (various styles of writing for newspapers, magazines, television, radio and web: Inverted pyramid style, chronological writing, scripting for TV and radio, and generating content for web portals.)

Continuous Assessment Pattern

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

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

Program: M.A. English (Specialization in Linguistics)

Scheme: 2020-2021

Сurriculum

List of Core Courses

Sl. No	Course Code	Name of the Course	L	T	P	C	IA	MTE	ETE
(*Min. 10+Thesis) = 40+8 = 48 Credits							Assessment Pattern		
1	MSL35T1001	Introduction to Language and Linguistics	4	0	0	4	30	20	50
2	MSL35T1002	Aspects of Linguistic Behaviour	4	0	0	4	30	20	50
3	MSL35T1003	Indian Grammatical Tradition-Panini	4	0	0	4	30	20	50
4	MSL35T1004	Introduction to Formal Semantics	4	0	0	4	30	20	50
5	MSL35T1005	Basic Issues in Syntax	4	0	0	4	30	20	50
6	MSL35T1006	Introduction to Phonetics	4	0	0	4	30	20	50
7	MSL35T1007	Phonology	4	0	0	4	30	20	50
8	MSL35T1008	Sociolinguistcis	4	0	0	4	30	20	50
9	MSL35T1009	Morphology	4	0	0	4	30	20	50
10	MSL35T1010	Applied Linguistics and Language Teaching	4	0	0	4	30	20	50
11	MSL35T1011	Introduction to Psycholinguistics	4	0	0	4	30	20	50
12	MSL35T1012	Second Language Acquisition	4	0	0	4	30	20	50
13	MSL35T1013	Pragmatics and Discourse Analysis	4	0	0	4	30	20	50
14	MSL35T1014	Stylistics	4	0	0	4	30	20	50
15	MSL35T1015	Research Methodology	4	0	0	4	30	20	50
16	MSL35R9999	Post-graduate Thesis	0	2	0	8	50	00	50
		Total							

List of Elective Courses (*Min. 3) 3*4= 12 Credits

Sl. No	Course Code	Name of the Course	L	T	P	C	IA	MTE	ETE
1	MSL35T5001	Language Universals and Language Typology	4	0	0	4	30	20	50
2	MSL35T5002	Field Linguistics and Topics in Language Studies	4	0	0	4	30	20	50
3	MSL35T5003	Historical and Comparative Linguistics	4	0	0	4	30	20	50
4	MSL35T5004	Corpus Linguistics	4	0	0	4	30	20	50
5	MSL35T5005	Linguistic Stylistics and Lexicography	4	0	0	4	30	20	50
6	MSL35T5006	Philosophy of Language	4	0	0	4	30	20	50

7	MSL35T5007	Introduction to Systemic Functional Linguistics	4	0	0	4	30	20	50
8	MSL35T5008	Language and Education	4	0	0	4	30	20	50
9	MSL35T5009	Advanced Grammar	4	0	0	4	30	20	50
10	MSL35T5010	Translation Theory and Practices	4	0	0	4	30	20	50
11	MSL35T5011	Paninian Linguistics	4	0	0	4	30	20	50
		Total							

List of Experiential Courses (*Min. 1) 2*4 = 8 Credits

1	MSL33R1001	Reading Paper	4	0	0	4	50	00	50
2	MSL33R1002	Seminar	4	0	0	4	50	00	50
3	MSL33R1003	Internship	4	0	0	4	50	00	50
4	MSL33R1004	Field Work	4	0	0	4	50	00	50
5	MSL33R1005	MOOC	4	0	0	4	50	00	50
6	MSL33R1001	Reading Paper	4	0	0	4	50	00	50

*Students must opt courses from the list of open electives from literature and English Language Teaching (selecting at least one course from other two programmes each) 6*4= 24 credits

*Requirement for the award of degree
Core Courses= 48 Credits (Minimum)
Core Elective= 12 Credits (Minimum)
Open Elective= 24 Credits (Minimum) (selecting at least one course from other two programmes)
Experiential Learning= 8 Credits (Minimum)

Total no. of Credits Required = Minimum 92 Credits (*Which can go up to 120 credits maximum)

DETAILED SYLLABUS

Name of The Course	Translation Theory and Practices			
Course Code	MSL35T5010			
Prerequisite	Understanding of the basic theories/concepts of issues of language			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:
1- Introduce students to the concept of translation and various terms and concepts associated with translation studies.
2- Teach students the various nuances of a word and instill a sense of realisation of the difficulty of finding the appropriate parallels in another language.
3- Introduce students to the different types of oral, written, real-time, literary and non-literary translation.
4- Explain to students the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.
5- Introduce students to the various issues of linguistic and cultural differences that would be of relevance in their study of literature as well as in their daily lives

Course Outcomes:

CO1	Define translation and various terms and concepts associated with translation studies.
CO2	Translate words, phrases and sentences from one language to another language.
CO3	Understand the challenges and opportunities of bilingualism in India and in the world, especially in the context of globalization.
CO4	Acquire the necessary skills that would enable them to take up jobs in various fields, particularly the media, tourism, public relations etc.
CO5	Understand and explain issues of linguistic and cultural differences
CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s):
1- Bell, Roger T. *Translation and Translating: Theory and Practice*. Taylor & Francis Ltd, 1991.
2- Munday, Jeremy.*Introducing Translation Studies Theories and Applications*. Routledge, 2001.
3- Newmark, Peter. *A Textbook of Translation*.Pearson Education Limited, 1988.

Reference Book (s):
1- Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge

2- Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991

3- Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998, Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004, Central European and Euroasian Law Institute, USAID

4- Duff, Alan, Translation, OUP, 1997

5- Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005

6- Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman

UNIT-1 (08 HOURS)
Process and Principle of Translation: Nature of Translation, Globalization and Multilingualism
UNIT-2 (08 HOURS)
Types: Partial vs. total translation, text-oriented vs. reader-oriented translation, literal vs. free translation, intralingual vs. interlingual translation.
UNIT-3 (08 HOURS)
Equivalence (Stylistic and Semantic) functional equivalence, translation, transliteration, transcreation, paraphrase and interpretation, The problem of equivalence and meaning gap
UNIT-4 (08 HOURS)
Interpretation and analysis of the text, translation of lexical items and of syntactic structures, comparative and contrastive analysis of source and target languages
UNIT-5 (08 HOURS)
Restructuring the translated material, amplification and reduction, compensatory glossing and other devices.
UNIT-6 (08 HOURS)
Translation: From L1 to L2 Evaluation of translated materials Comparison of source text and translated text. Evaluation of several translated versions of the same text, use of back-translation technique.

Continuous Assessment Pattern

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

Name of The Course	Stylistics			
Course Code	MSL35T1014			
Prerequisite	Understanding of the basic theories/concepts of semantics and pragmatics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:
1- Introduction to style and stylistics
2- Identity the principles and tools of stylistics analysis
3- Analyze texts beyond its formal features
4- Create various texts using the principles and tools of stylistic analysis

Course Outcomes:

CO1	A wide-ranging general understanding of way linguistic structure shapes possible readings of a text
CO2	Knowledge of specific linguistic techniques and their effects
CO3	Developed a set of stylistic analytical "tools" to enable them to identify and analyse the use of linguistic structure in a variety of texts

CO4	Students will consider both canonical "Literary" texts and non-canonical forms of writing
CO5	To participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages

Text Book (s):

a) Simpson, Paul 2004 *Stylistics: A Resource Book for Students*. London & New York:

   Routledge.

b) Short, Mick 1996. *Exploring the Language of Poems, Plays and Prose*. London and New York: Routledge.

*For non-detailed study
Reference Book (s):
a) Börjars, Kersti & Kate Burridge 2010. *Introducing English Grammar*, 2nd edition. London:

   Hodder Education.

b) Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad 2006. *English Grammar for*

   Today. 2nd ed. Houndmills, Basingstoke and New York: Palgrave.

UNIT-1 (08 HOURS)
The Nature and Goal of Stylistics: What is stylistics? The nature of stylistics and, The goal of stylistics; The concept of style and stylistics
UNIT-2 (08 HOURS)
Meaning of stylistics and its approaches, Style as choice, Style as Deviation, Style as Conformity, Style as Period or Time and, Style as Situation.
UNIT-3 (08 HOURS)
Types of Stylistics: Features of linguistic stylistics (lexical repetition, semantic/grammatical level and phonological level); Reader-Response stylistics, Affective stylistics, Pragmatic Stylistics and Forensic stylistics.
UNIT-4 (08 HOURS)
Levels of Linguistics Analysis (The Lexico- Semantic Level): Semantics, Lexico-semantics, Lexical Relations, Types of Words, Denotative and connotative meanings and, idiomatic meaning.
UNIT-5 (08 HOURS)
Levels of Linguistics Analysis (The Syntactic Level): Units of grammar, The clause, The sentence structure, Voice, transitivity and process types.
UNIT-6 (08 HOURS)
Foregrounding: Meaning of Foreground and, Types of foregrounding. Stylistic Analysis of texts: Practice/Exercise

Continuous Assessment Pattern

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

Name of The Course	Sociolinguistics			
Course Code	MSL35T1008			
Prerequisite	Understanding of the basic theories/concepts of Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

The objective of the course is to:

1- Understand the relationship between language and society.

2- Know about inherent variabilities in language and the constraints that cause the variability in language.

3- Understand the phenomenon of language contact and its manifestations.

4- Analyze the effects of attitudes toward language use in everyday interactions.

Course Outcomes:

CO1	Understand the symbiotic relationship between language and society
CO2	Become aware of different languages varieties and develop sensitivity towards inherent variations in language(s).
CO3	Comprehend the phenomenon of language contact and its outcomes.
CO4	Know about the language contact situations and researches in India
CO5	Participate in the area of research in the field of linguistics
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

1- Coupland. N.and Jaworski, A. (eds.) 1997. *Sociolinguistics: A Reader & Course Book.* London: Macmillan Press.

2. Gumperz, J. J. and Robert, W. 1971. Convergence and creolization: A case from Indo-Aryan/Dravidian border in India. In D. Hymes (ed.), *Pidginization and Creolization of Languages.* Cambridge: Cambridge University Press.151-167.

3. Holm, J. 1988. *Pidgin and Creoles*. Vol. I and II. Cambridge: Cambridge University Press.

Reference Book (s):

1- Hudson, R. A. 1980. *Sociolinguistics.* Cambridge: Cambridge University Press

2- Kerswill, P. 2002. Koineization and Accomodation. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds). *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers. 669-702.

3- Labov, W. 1966. *The Social Stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.

UNIT-1 (08 HOURS)
Sociolinguistics and Scope of Sociolinguistics; Language and Society, Issues in Sociolinguistics: Linguistic Inequality; Linguistic Variation- Geographical, Dialectal, Social
UNIT-2 (08 HOURS)
Class and Communication Code: Restricted Code and Elaborate Code, and its Critique; Language Varieties; Verbal Repertoire, Speech Community, Ethnography of Speech
UNIT-3 (08 HOURS)

Current Trends: Variation and Change, Linguistic Variable; Marker; Indicator; Analyzing Variability; Linguistic Constraints, Social Constraints	
UNIT-4 (08 HOURS)	
Sociolinguistic Studies: Labov; Trudgill; Gumperz; Sociolinguistic Methodology Bilingualism/Multilingualism;	
UNIT-5 (08 HOURS)	
Language Contact: Bilingualism/Multilingualism; Types of Bilingualism; Borrowing: Core and Cultural borrowing, 'Hierarchy of borrow ability'; Code-Switching, Constraints.	
UNIT-6 (08 HOURS)	
Convergence Studies with Special Reference to India; Diglossia; Language Maintenance and Shift, Linguistic Vitality; Pidginization, Creolization and Koineization, Language Endangerment, Attrition and Death; Language contact in India.	

Continuous Assessment Pattern

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

Name of The Course	Second Language Acquisition			
Course Code	MSL35T1012			
Prerequisite	Understanding of the basic theories/concepts of English language and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

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. Understand the connection between SLA theories/research and teaching/other-language related activities
4. Develop your own theory of SLA (or identify the kind of theory you most identify with)

Course Outcomes

CO1	identify major issues in current SLA research and theory
CO2	discuss problems and challenges in current research and theory
CO3	describe how the field developed historically, including major trends in research/theories, major figures)
CO4	summarize the important studies and basic ideas of research studies
CO5	Participate in the area of research in the field of linguistics
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

1- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30*, 481–509.
2- Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. *Language Learning, 44*, 243-282.
3- Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. *Studies in Second Language Acquisition, 30*, 225–251.
4- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics, 29*, 72-89.

Reference Book (s):

1- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*, 55-77.
2- Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*, 109-130.
3- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *91*, 800-819.
4- Ioup, G., Boustagoui, E., Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition, 16*, 73-98

UNIT-1 (08 HOURS)
Introduction: What is Acquisition; The Study of Language Acquisition; Three Approaches to Method; The Nature of Language; The Nature of Non-native Speaker Language;

UNIT-2 (08 HOURS)
SLA and Related Disciplines: First Language Acquisition; Bilingual Acquisition; Third Language Acquisition; Multilingualism and; Foreign Language.
UNIT-3 (08 HOURS)
SLA Theory: Five Hypotheses about SLA-The Acquisition Learning distinction, The Natural Order Hypotheses, The Monitor Hypotheses, The Input Hypotheses, The Affective Filter Hypotheses and, The Causative Variable in SLA.
UNIT-4 (08 HOURS)
The Role of Grammar, or Putting Grammar in its Place: The Place of Grammar, Grammar for Monitor Use, The Effects of Learning: Accuracy of Self Correction and, Effects of Conscious Rules.
UNIT-5 (08 HOURS)
Approaches to Language Teaching: Present-day Teaching Methods, Grammar-translation, Audio-lingualism, Cognitive-Code, The Direct Method, The natural Approach, Total Physical Response, Suggestopedia and CLT.
UNIT-6 (08 HOURS)
Studies on recent development and research in the field of SLA

Continuous Assessment Pattern

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

Name of The Course	Basic Issues in Syntax			
Course Code	MSL35T1005			
Prerequisite	Knowledge of Grammar and Introductory Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:

1. to familiarize students with the basic goals and assumptions of Generative Grammar,
2. to train students in the rudiments of syntactic analysis and syntactic theorizing and argumentation
3. to familiarize students with the major syntactic structures of English and their relevance to linguistic theory
4. to develop systematically a generative transformational treatment of the most basic syntactic constructions of natural language

Course Outcomes

CO1	Gain technical mastery over the tools of linguistic analysis in syntax
CO2	Gain an understanding of syntactic theory as it applies in these areas
CO3	Learn how to investigate syntactic data and analyze it
CO4	Develop strong problem-solving skills in syntax.
CO5	Participate in the area of research in the field of linguistics.

CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages

Text Book (s):

❖ Van Riemsdijk, Hank and E. Williams 1986. *Introduction to the theory of grammar.* Cambridge. Mass. MIT Press.

❖ Redford Andrew, 1997. *Syntax. A minimal introduction*. Cambridge. Cambridge University Press.

❖ Radford Andrew. 1981. *Transformational Syntax*. (Chapter 1-4 only). Cambridge. Cambridge University Press.

❖ Haegeman, L. 1991. (rev. Ed.). *Introduction to Government and Binding Theory*. Oxford: Blackwell.

❖ Freidin, R. 1992. *Foundations of Generative Syntax*. Cambridge. Mass: MIT Press

Reference Book (s):

❖ Cowper, Elizabeth A. 1992. *A Concise introduction to syntactic theory: The Government and binding approach.* Chicago: The University of Chicago Press.
❖ Matthews, P.H. 2007. *Syntactic Relations: A Critical Survey*. Cambridge: Cambridge Univers

UNIT-1 (08 HOURS)
Introductory Concepts: Concepts of competence and performance; universal grammar and language specific grammar; descriptively and explanatorily adequate grammar, Principles & Parameters Approach; Innateness Hypotrhesis
UNIT-2 (08 HOURS)
Tests of Phrasehood: Movement Snetence-fragment, co-ordination, proform, and omissibiltiy te
UNIT-3 (08 HOURS)
Rules of Transformational Grammar: Discontinuous constituents and the concept of deep structure; Affix Hopping, Sub-Aux Inversion
UNIT-4 (08 HOURS)
X-bar Theory (I): Proform Insertion, Specifier Rule, Adjunct Rule, Complement Rule; C-Command Government and Binding Theory
UNIT-5 (08 HOURS)
X-bar Theory (II): V- raising to Auxiliary; To-be deletion; Dative Shifting; V-to-T Movement; Negation; Do insertion; Wh- Pre Clausal Position
UNIT-6 (08 HOURS)
The Lexicon Theta Theory, Theta Roles and Argument Structure, Theta Grid; Projection Principle; Extended Projection Principle

Continuous Assessment Pattern

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

Name of The Course	Corpus Linguistics			
Course Code	MSL35T5004			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:
1- Learn basic concepts of corpus linguistics.
2- Be familiar with the techniques and computer software of corpus linguistic analysis.
3- Able to analyse spoken and written corpus.
4- Apply the method of corpus linguistics to interpret English/Hindi corpus.

Course Outcomes

CO1	Demonstrate an understanding of the considerations most central to the process of corpus compilation
CO2	demonstrate an understanding of important concepts in corpus-based research
CO3	use a variety of corpus tools to perform searches of spoken and written language data
CO4	Employ both qualitative and quantitative methods of analysis
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):
1- Kennedy, G.D. 1998. *An Introduction to Corpus Linguistics*. Longman
2- McEnery, T. and Wilson, A. 2004. *Corpus Linguistics*. Edinburgh University Press
3- McEnery, A., Xiao, R., Tono, Y. 2005. *Corpus-Based Language Studies*. Routledge

Reference Book (s):
1-Semine, E. and Short, M. 2004.*Corpus Linguistics*.Routledge
2-Teubert, W., Krishnamurthy, R. 2007.*Corpus Linguistics*.Routledge

UNIT-1 (08 HOURS)
Corpus Linguistics: Definition, scope and importance; Corpus Linguistics and Cognitive Linguistics.
UNIT-2 (08 HOURS)
Corpus Linguistics and Language Technology: Definition, Principles, and Types.
UNIT-3 (08 HOURS)
Basic concepts of Corpus Linguistics: Annotation, Collocation, Corpora, N-gram Multilingual Corpora; Analyzing Quantitative Data
UNIT-4 (08 HOURS)
Use of Corpora in Language Studies; Planning English/Hindi spoken corpus; Planning English/Hindi written corpus
UNIT-5 (08 HOURS)

Use of computers: Practical corpus data- Analyzing Quantitative Data
UNIT-6 (08 HOURS)
Designing and Analyzing Data: Qualitative and Quantitative (use of computer)

Continuous Assessment Pattern

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

Name of The Course	Introduction to Formal Semantics			
Course Code	MSL35T1004			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:
1- Internalize the core motivation for formal semantics and to learn to identify the decision points that naturally arise when building an analysis of semantic phenomena—these always outline the phenomenon at hand and are more important than the analysis itself.
2- Master a variety of formal tools so that it is possible to build and adequately evaluate alternative analyses
3- Come to have a healthy indifference to those same formal frameworks—the technical tools do not drive the investigation, but matter insomuch as they allow an analysis of particular data to evaluated (potentially in comparison to other analyses)
4- Become familiar with a variety of empirical phenomena that have had a particularly strong impact on the development of the field

Course Outcomes

CO1	Explain why meaning is constructed by shared beliefs and experiences.
CO2	Group the world into quantifiable and unquantifiable objects and point out the inconsistencies in natural language.
CO3	Identify (an) aspect(s) of human language that are interesting, puzzling, humorous, etc. and analyze it in a formal, logical way.
CO4	Explain what truth conditions are, why they are so important and how they relate to extensions and intensions of sentences
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):
1   May, Robert. 1985. *Logical Form.* Cambridge Mass: MIT Press.

2   Asudeh, Ash. 2005. *Relational nouns, pronouns, and resumption. Linguistics and Philosophy*

Reference Book (s):
1- McCawlay, J.D. 1981. (rev. ed. 1994).*Everything that linguists have always wanted to Know about Logic.* Chicago: University of Chicago. Press.
2- Huang, C.T. James. 1985. 'Logical form' *In Government and Binding Theory and TheMinimalist Program.*ed. by GertWebelhuth, pp. 125-175. Cambridge Mass: MIT Press.

UNIT-1 (08 HOURS)
Basic notions of structural semantics (I): Structure of meaning and semantic compositionality; truth and falsity of sentences.
UNIT-2 (08 HOURS)
Basic notions of structural semantics (II): Basic concepts; elemental understanding of the relationship between structural semantics and the level of LF ("Logical form") in linguistic theory.
UNIT-3 (08 HOURS)
Propositional logic: Propositions and their relationship to sentences; logical operators applicable to propositions; ('and;), V ('or'), ('not'), ('if'); atomic vs. composite propositions; syllogism (revised); introduction and exploitation of propositional operators in logical inference.
UNIT-4 (08 HOURS)
Quantifiers, quantification and modal logic. **The Universal Quantifier ('all', 'every', positive polarity 'any'); the Existential Quantifier 'a(n)', some', negative polarity 'any', 'there is/ are….'); relative scope of quantifiers and other operators. The modal operator: necessity—the necessity operator ('must'); possibility—the Possibility Operator ('may', 'can'); deontic ('contro') vs. epistemic ('rising') uses of modal operators; modal operators and counterfaaaactual sentences; Possible World Semantics.**
UNIT-5 (08 HOURS)
Presupposition, entailment and implicature (I): Semantic presupposition and truth-value gap; semantic vs. pragmatic presupposition; entailment—implications for passives and transitivity; conventional implicature vs. conversational implicature; focus-presupposition structure and topic-comment structure in discouse;
UNIT-6 (08 HOURS)
Presupposition, entailment and implicature (II): Varieties of pronominal reference in the sentence and in discourse; basics of situation semantics and its implications for natural language processing.

Continuous Assessment Pattern

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

Name of The Course	Phonology			
Course Code	MSL35T1007			
Prerequisite	Basic knowledge of Language			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:
1- To understand the basic concepts of the functioning of speech sounds.
2- To elaborate the concept of Distinctiveness as a property of phonemes.
3- To understand the various approaches in the study of phonology
4- To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest

Course Outcomes

CO1	Comprehend the basic concepts of phonetics and phonology.
CO2	Understand the preliminary concepts of distinctive feature developed by Prague School.
CO3	Apply the knowledge of Distinctive feature theories.
CO4	Identify phonemes and their variant forms.
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

1- Odden, David. 2005. *Introducing phonology.* Cambridge: Cambridge University **Press.**

2- Clark, J. and C. Yallop 1990.*An Introduction to phonetics and phonology.* Oxford: **Basil Blackwell.**

3- Hyman, Larry M. 1975. *Phonology: Theory and analysis.* N.Y.: Holt Rinehart and **Winston.**

Reference Book (s):

1 - Fisher-Jorgensen, G. 1975.*Trends in phonological analysis***. Copenhagen: Akademish Forlog.**

2- Rocca, lggy and Wyn Johnson. 1999. *A course in phonology***. Oxford: Blackwell publishers.**

3- Jensen, John T. 2004. *Principles of generative phonology: An introduction.* **Amsterdam: John Benjamins Publishing Company.**

UNIT-1 (08 HOURS)
Phonetics and phonology; phonetic variability; phoneme, phone and allophones; phonemic norms; Making generalisations; phonological rules
UNIT-2 (08 HOURS)
Minimal pairs and beyond; Phonetic similarity and defective distributions Free variation; Neutralisation
UNIT-3 (08 HOURS)
Phonology and morphology; Rules and constraints; The phoneme system
UNIT-4 (08 HOURS)
Phonology above the segment: The syllable, Constituents of the syllable
UNIT-5 (08 HOURS)
The grammar of syllables: patterns of acceptability and Justifying the constituents
UNIT-6 (08 HOURS)
Phonological units above the syllable; Stress; The foot; Segmental phonology of the phrase and word

Continuous Assessment Pattern

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

Name of The Course	Language Universals and Language Typology
Course Code	MSL35T5001

Prerequisite	Basic knowledge of linguistics, language acquisition, language variation and change, and the evolution of language.
Corequisite	
Antirequisite	

			L	T	P	C
			4	0	0	4

Course Objectives: The objective of the course is:
1- To have knowledge of linguistic universals and process of universals analysis.
2- To have knowledge of linguistic typology and process of typology analysis.
3- To know about Greenberg's Universals and typology of Language Universals
4- To understand Typology of language in terms of word order and case-marking.

Course Outcomes

CO1	Discuss unity and diversity in languages, Language Universals.
CO2	Know how languages of the world can be typologically classified according to their certain morphological and/or syntactic features.
CO3	Demonstrate knowledge of empirical methods used to study the psychological underpinnings of language universals.
CO4	critically identify outstanding questions, problems, or issues in research on language universals
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):
1 Bazell, E. 1958. *Linguistic Typology.* London: School of Oriental and African Studies.

2 Comrie, B. 1981. *Language Universal and Linguistic Typology.* Oxford: Basil
Blackwell.

Reference Book (s):

1 Arora, H. and K.V. Subbarao. 1989. 'Convergence and Syntactic Reanalysis: The case of *so* in Dakkhini' *Studies in Linguistic Science.* Vol. 19.
2 M artinet, A. 1962. *A Functional View of Language*. Oxford: Clarendon Press.

UNIT-1 (08 HOURS)
Language universal; inductive vs. deductive approaches; types of universals; genetic, areal and typological classification; contributions of typological researches to linguistic theory
UNIT-2 (08 HOURS)
Chomsky's concept of language universals and of parametric variation
UNIT-3 (08 HOURS)
Word order Universals; Greenburg"s word order universals for verb-final and verb-medial languages and related features in terms of South Asian languages
UNIT-4 (08 HOURS)
Linguistic Area, a critical evaluation of the evidence in support of „India as a Linguistic Area; the verb say construction; synchronic evidence for diachronic evidence problems. Convergence: constraints on convergence
UNIT-5 (08 HOURS)

Constraints in syntactic change in linguistic contact situations; phonetic, phonological, morphological and syntactic features of Indo-Aryan, Dravidian, Austro-Asiatic and Tibeto-Burman language families of South Asia.
UNIT-6 (08 HOURS)
Universals of the semantics of kinship and colour terms; politeness phenomena and Brown and Levinson's cross cultural universals.

Continuous Assessment Pattern

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

Name of The Course	Indian Grammatical Tradition: Paninian Linguistics			
Course Code	MSL35T1003			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
	L	**T**	**P**	**C**
	4	0	0	4

Course Objectives: The objective of the course is:
1- To acquaint the student with the early linguistic speculations of India.
2- To know the basics of Indian Grammatical Traditions
3- To develop a thorough understanding of pre and post Paninian Grammatical era
4- To know the early grammatical traditions which led to the standardization of Vedic Texts

Course Outcomes

CO1	Have had glimpses of the major Sanskrit Shastras and the principles and methods of analysing the language in them with particular reference to the padapatha.
CO2	possess an introductory knowledge of the Ashtadhyayi, a model of descriptive grammar of Sanskrit.
CO3	Be able to compare the Indian tradition of Linguistics with modern Linguistics and Phonetics.
CO4	Employ the Paninian grammatical techniques for understanding modern language usage
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

1. Allen, W.S. *Phonetics in Ancient India*. Oxford University Press.

2. Cardona, G.1980.*Panini: A Survey of Research*, MLBD.

3. Cardona, G.1988.*Panini: His Work and Its Traditions*, MLBD.

4. Kapoor, K. 1991. 'Bhartrhari on Lexical Meaning' in V. Prakasam(ed.) *Linguistics at Large*. Hyderabad.

5. Kapoor, K.1992. 'Norm and Variation: A Classical Debate' in R.N. Srivastava (ed.). *Language and Text*. Delhi.

Reference Book (s):

1. Agarwal, V. S.1958. 'Yaska and Panini' in *Cultural Heritage of India*, Vol.I, pp. 293-310.

2. Apte, J. F. 1958. 'The Vedangas' in *The Cultural Heritage of India*, Vol.I. pp. 264-292.

3. Bhandarkar, R. G.1883-85. *Development of Language and of Sanskrit*. JBBRAS 16: 245-74. (=Wilson Philological Lectures of 1871).

4. Bhartrhari, Vākyapadiya (Kānda I & III)

5. Cardona, G. 1980.*Panini: A Survey of Research*. MLBD.

6. Cardona, G. 1988. *Panini: His Work and Its Traditions*. MLBD.

UNIT-1 (08 HOURS)
Overview of Language Studies in Ancient India: The language and grammar tradition in ancient India: Pre-Paninan.
UNIT-2 (08 HOURS)
Paninan and post – Paninanian approaches to language and grammar, Poetics and Philosophy.
UNIT-3 (08 HOURS)
Nirukta and Lexicopgraphy: Yaska's Nirukta and Amarkosh, Nirukata, Nighantu, Paninian derivation
UNIT-4 (08 HOURS)
Phontics in Ancient India: categories of classification and description of speech sounds; The Grammar Tradition (I): Rigveda Padapathas; Introduction to Paninian grammatical tradition-Panini's predecessors, structure of Ashtadhyayi, sutra-format.
UNIT-5 (08 HOURS)
The Grammar Tradition (II): Concept of a rule and treatment of exceptions, meta-language of Panini, karaka theory, an overview of Panini's successors- Katyayana,Patañjali.
UNIT-6 (08 HOURS)
Meaning in Indian Grammatical Tradition: Nyaya and Mimasa traditions- Bhaa and Prabhakara, Bharthari's Sphoa-vada, Meaning in Poetics- literal and metaphorical meanings.

Continuous Assessment Pattern

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

Name of The Course	Advanced Grammar			
Course Code	MSL35T5009			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is to:

- To enhance the students' understanding about the grammaticality, acceptability and adequacy of English grammar
- To understand various nuances of English grammar and the difference between prescriptive and descriptive grammar.

- To grasp the technical terms of grammatical description to improve their writing and speaking skills
- To make them aware of their common "Indianism" in the use of English and corrections thereof.

Course Outcomes

CO1	To understand a wide range of English grammatical structures, applying the terminology and analytical techniques learned in the course.
CO2	To analyse sentences in terms of word classes, phrase structure, grammatical relations
CO3	To apply grammatical knowledge to the analysis of English sentential structure
CO4	To systematically analyse grammatical phenomena in English and other languages; precisely, Indian English
CO5	To speak and write grammatically correct English.
CO6	To participate in the area of research in the field of linguistics.

Text Book (s):

- Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge UniversityPress.
- Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan

Reference Book (s):

1 Rozakis, Laurie E. (2003) *The Complete Idiot's Guide to Grammar and Style*. USA: Alpha Publication.

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

UNIT-1 (08 HOURS)
Grammar: An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language; Phrase and Clauses: Definition of Phrase, Types of Phrases, Definition of Clause, Types of clauses, Difference between Phrase, clause and Sentence; Simple Sentence Patterns: Subject and Predicate, Form and Function, Intransitive and Transitive Verbs
UNIT-2 (08 HOURS)
Phrase and Sentence Structure (I): Noun Phrase, Parts of a noun phrase, Modifiers of Noun Head, Verb Phrase, Prepositional Phrases,
UNIT-3 (08 HOURS)
Phrase and Sentence Structure (II): Sentence Analysis using tree diagram, Formal and Functional Analysis of Sentences
UNIT-4 (08 HOURS)
Simple, Compound and complex sentences (I): Simple sentence, Rules of Making simple, sentence, Subordinate clause and subordinating conjunction, Coordinate clause and coordinating conjunction,
UNIT-5 (08 HOURS)
Simple, Compound and complex sentences (II): Transformation of simple, complex and compound sentence
UNIT-6 (08 HOURS)
Use of Modals and Conditionals: Use of Modals, Different types of conditional Sentences; Use of Adverbials (Adverbs): Use of Adverbials (Adverbs)

Continuous Assessment Pattern

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

Name of The Course	Field Linguistics and Topics in Language Studies			
Course Code	MSL35T5002			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is:
1- To make the students comprehend the principles and practices of linguistic fieldwork.
2- To familiarize the students with the various techniques of field work and data elicitation.
3- To train them how to collect, transcribe and analyze linguistic data.
4- To train them to do a phonological, morphological and syntactic analysis of the collected data.

Course Outcomes

CO1	Collect, transcribe and gloss primary linguistic data of an under-described language from native speakers.
CO2	Manage linguistic data by using state-of-the art methods and technologies.
CO3	Analyze the linguistic data and prepare a grammatical sketch of the previously un-described language.
CO4	How to produce a research paper based on fieldwork, going from data, to analysis, to writing up.
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

1. Abbi, A. 2001. *A Manual of Linguistics Fieldwork and Structures of Indian Languages.*Munchen: Lincom Europa.

2. Chelliah, S. L. and Willem, J. 2010. *Handbook of Descriptive Linguistics Field Work.*New York: Springer.

3. Dorian, N. C. 1999. Linguistic and ethnographic fieldwork. In Joshua A. Fishman (ed). *Handbook of Language and Ethnic identity*. Oxford: Oxford University Press.

Reference Book (s):

1- Kibrik, A. E. 1977. *The Methodology of Field Investigations in Linguistics*. The Hague: Mouton.

2- Labov, W. 1977. The designing of sociolinguistics project. In D. P. Pattanayak (ed.) *Papers in Indian Sociolinguistics*. Mysore: CIIL.

3- Lounsbur, F. G. 1953. Field Methods and Techniques in Linguistics. In A. L. Kroeber (ed.) *Anthropology Today: An encyclopedic inventory*. Chicago: Chicago University Press.

4- Turner R. 1974. *Ethnomethodology.*Harmondsworth: Penguin Books

UNIT-1 (08 HOURS)
Field Methods (I): Scope; Introduction to Field Linguistics; Methodology: Ethnography, Network, Sociolinguistic Techniques, Ethnography.

UNIT-2 (08 HOURS)
Field Methods (II): Sociolinguistic Interview, Participant Observations, Questionnaire and; Selection of Speech Community.
UNIT-3 (08 HOURS)
Entering the Speech Community, Data Collection, Size of Informants, ethics; Recording of Data and, Transcription of Data.
UNIT-4 (08 HOURS)
Linguistic Analysis and; Phonology: Inventory of Sounds, Syllabic Patterns, Phonotactics, Phonological Features
UNIT-5 (08 HOURS)
Nominal Categories: Noun, Prenominals and Adjectives; Morpho-Syntax of Nominal Categories: Number, Gender, Case;
UNIT-6 (08 HOURS)
Verbal Categories: Tense, Aspect, Person, Number, Gender marking in Verbs and; Negation, Classifiers, Lexicons, Sentence Types.

Continuous Assessment Pattern

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

Name of The Course	Introduction to Psycholinguistics			
Course Code	MSL35T1011			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:
1- To understand the components of language and language acquisition by young children.
2- To introduce the various theories of language acquisition.
3- To understand language processing in human brain.
4- To give an overview of language disorders.

Course Outcomes

CO1	Introduce psycholinguistics as an interdisciplinary area.
CO2	Understand theories of learning, first language acquisition and second language acquisition.
CO3	Have an idea about developmental stages of language and language disorder.
CO4	Understand the language and brain relationship.
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

d) Aitchison, J. (1977). *The articulate mammal: an introduction to psycholinguistics*. New York: Universe Books. P37. A37 1977.

e) Kess, J.F. (199). *Psycholinguistics: psychology, linguistics, and the study of natural language.* Amsterdam: John Benjamins. P37. K48 1992.

f) Pickett, J.M. (1999). *The acoustics of speech communication: fundamentals, speech perception theory, and technology*. Boston: Allyn& Bacon. BF463. S64 P5 1999

Reference Book (s):

d) Bloom, P. (1994). *Language Acquisition: Core Readings*. Cambridge, MA: MIT Press. P118 L2536 1994

e) Garman, M. (1990). *Psycholinguistics*. Cambridge: Cambridge University Press. P37. G33 1990.

f) Obler, L. &Gjerlow, K. (1999). *Language and the brain*. Cambridge: Cambridge University Press. P132. O25 1999.

UNIT-1 (08 HOURS)
Psycholinguistics: Historical overview of psycholinguistics; theoretical orientations to the study of language; experimental studies.
UNIT-2 (08 HOURS)
Language and Brain: Cerebral Dominance and Lateralization, Representation and processing (Production, perception and comprehension of language; process, evidence and strategies; mental representation, internal lexicon, lexical access)
UNIT-3 (08 HOURS)
The Critical Period Hypothesis; Language and Cognition- Linguistic Relativity and The Sapir-Whorf Hypothesis
UNIT-4 (08 HOURS)
Developmental Psycholinguistics: Three Periods in the History of Child Language Studies, Piaget's Stages of Cognitive Development
UNIT-5 (08 HOURS)
Developmental Psycholinguistics: Stages of Language Acquisition; Levison's Model
UNIT-6 (08 HOURS)
Language Disorders: Aphasia and its Classification (Global, Broca, Wernicke, Conduction, Jargon, Dysarthia, Apraxia; Dyslexia (Auditory, Visual, Mixed, Phonological, Deep, Peripheral); Cluttering, Stuttering.

Continuous Assessment Pattern

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

Name of The Course	Linguistic Stylistics and Lexicography			
Course Code	MSL35T5005			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:

1- To develop students' skills in all aspects (keywords/key issues above) of literary stylistic analysis and research.
2- To familiarize students with a set of analytical TOOLS from the "stylistician's toolkit" that they can use to examine texts (for example, words, sounds, structures, or interactive aspects).

3- To understand the art of dictionary making and its compilation.
4- To give the idea of arrangement, notation and format of dictionaries.

Course Outcomes

CO1	**A wide-ranging general understanding of way linguistic structure shapes possible readings of a text.**
CO2	**Knowledge of specific linguistic techniques and their effects.**
CO3	**Know the basic concepts and terminologies used in practical and theoretical lexicography.**
CO4	**Use various techniques in compilation of dictionaries.**
CO5	**Participate in the area of research in the field of linguistics.**
CO6	**Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.**

Text Book (s):
1 Bradford, R. 1997. *Stylistics*. London: Routledge.
2 Aitchison, J. F. 1987. *Words in the Mind: An Introduction to the Mental Lexicon*.
Oxford: Blackwell.
3 Burchfield, R.W. (ed.) 1987. *Studies in Lexicography*. Oxford: Blackwell.
4 Beard, Adrian. 2001. *Texts and Contexts: An Introduction to Literature and Language Study.* London: Routledge
5 Sebeok, T.A. (ed.) 1960. *Style in Language.* Cambridge, Mass; MIT Press.

Reference Book (s):
1 Bergenholtz, H. (ed.) 1995. *Manual of Specialized Lexicography*. Amsterdam: Benjamins.
2 Turner, C.W. 1973. *Stylistics*.Harmondsworth: Penguin.

UNIT-1 (08 HOURS)
Introduction: Language and communication: emotive vs. Scientific language; speech vs. writing; standard language vs. poetic language; connotation vs. metalanguage;
UNIT-2 (08 HOURS)
Nature and scope of lexicography; word meaning dictionary, encyclopedia, glossary, thesaurus, definitional dictionary; relationship between dictionary and grammar.
UNIT-3 (08 HOURS)
Lexicography and lexical meaning: Word formation processes- functional words; denotation, connotation, words in context, synonymy, hyponymy, polysemy, technical terms; onomasiology and semasiology.
UNIT-4 (08 HOURS)
Lexicographic Entries: Selection of entries, orthography, pronunciation, order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms, proverbs, illustrations, names; ghost-words.
UNIT-5 (08 HOURS)
Types of dictionaries: Purposes of dictionary writing, little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; monolingual and bi-/multilingual dictionary;

etymological dictionary, period dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary, pronouncing dictionary, terminological dictionary, language atlas.
UNIT-6 (08 HOURS)
Linguistic Stylistics: Language variation and style; style as a result of context sensitivity; discourse and text; defamiliarisation, foregrounding and interpretation; Signifier, signified and signification; syntagmatic and paradigmatic relations; structure and texture; coherence and cohesion

Continuous Assessment Pattern

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

Name of The Course	Morphology			
Course Code	MSL35T1009			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:

1- Understand and make a critical evaluation of the existing linguistic definition of the word.
2- Distinguish between the different ways into which 'word' can be analysed in order to aid an understanding of its nature.
3- Understand the notion of 'morpheme' and the need for it.
4- Understand the different approaches to the study of various processes of word formation, their merits and demerits.

Course Outcomes

CO1	Understand the basic notions of English morphology
CO2	Understand the diversity of morphological patterns related in human languages
CO3	Understand the diversity of morphological patterns related in human languages
CO4	Identify those features which give the word its special status in a language
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

1- Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2nd ed). OUP*
2- Yule, George (2006) *The study of Language* (3rd ed/). Cambridge: Cambridge University Press) Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

Reference Book (s):

1- Haspel, M., Andrea D. Sims. (201o) *Understanding Morphology* (2nd ed). Hodder Education, UK
Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology (2nded). OUP*

2- Yule, George (2006) *The study of Language* (3rded/). Cambridge: Cambridge University Press)
Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE
MACMILLAN

UNIT-1 (08 HOURS)
What is Morphology, Lexemes and Word; Words as types and words as tokens Words with predictable meanings; Non-words with unpredictable meanings Forms, Word and its parts: Affixes, Bases and Root, combining forms
UNIT-2 (08 HOURS)
Morphemes and Allomorphs, Profiling word, The advent of Word, Simple, Complex and Compound Words
UNIT-3 (08 HOURS)
Inflectional Vs. Derivational Morphology, Morphological Patterns, Regular and irregular inflection; Inflectional Values, Derivational Meanings, Derived Nouns, Derived Verbs, Derived Adjectives
UNIT-4 (08 HOURS)
Word Formation Rules: The morpheme-based model; Phonological changes; intra and inter categorical morphology
UNIT-5 (08 HOURS)
Affixation and Compounding, Base Modification, Reduplication, Conversion; item and process; concatenation; cliticization; sandhi
UNIT-6 (08 HOURS)
Productivity: Introduction: kinds of productivity; Productivity in shape: formal generality and regularity; Productivity in meaning: semantic regularity; Semantic blocking; Productivity in compounding; Measuring productivity: the significance of neologisms

Continuous Assessment Pattern

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

Name of The Course	Introduction to Formal Semantics			
Course Code	**MSL35T1004**			
Prerequisite	**Basic knowledge of Linguistics**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is:

❖ Identify lexical relations between sentences including paraphrase, entailment, implicature, andpresupposition.

❖ Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field

ofsemantics.

- ❖ Identify truth tables of synonymy, entailment, contradiction andpresupposition.

- ❖ Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentivenouns.

Course Outcomes

CO1	Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences
CO2	Apply modern semantic and pragmatic theories using real data
CO3	Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition
CO4	Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

- ❖ Saeed, John I. (2009). *Semantics*. Third Edition. London: Wiley-Blackwell.
- ❖ Kreidler, C. (2002). *Introducing English semantics*. London: Routledge
- ❖ Berlin and Paul Kay. 1969. *Basic colour terms: Their Universality and Evolution.*
- ❖ Berkeley University of California Press
- ❖ Austin, J.L. 1962. (2nd ed. 1975). *How to do things with words.* Oxford: clarendon Press.
- ❖ Grice, H.P. 1975. "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) *Syntaxand Semantics Vol 3. Speech Acts*43-58, New York: Academic Press.

Reference Book (s):

1 Leech, Geoffrey N. 1981. (rev. ed. 1994). *Semantics*. Penguin.

UNIT-1 (08 HOURS)
Basic Ideas of Semantics, Word meaning and sentence meaning; Sentence, Utterance, and Propositions, Reference and Sense; literal and non-literal meaning; semantics vs pragmatics
UNIT-2 (08 HOURS)
Words, concept and thinking: Linguistic relativity; language of thought hypothesis; Thought and reality
UNIT-3 (08 HOURS)
Sentence Meaning: Entailment; Presupposition; predicates, arguments and their participant roles; prototypes and stereotypes
UNIT-4 (08 HOURS)
Words and Lexical Items; Lexical Relations: Homonymy, Polysemy, synonymy, Antonyms, Hyponymy, Meronymy, member-collection, portion-mass; Lexical Universals: Colour Terms, Kinship items, Core vocabulary, Universal lexemes
UNIT-5 (08 HOURS)
Speech acts, Perlocutionary and illocutionary force, Felicity conditions, Direct and indirect illocutions Propositions and illocutions, Conversational implicature

UNIT-6 (08 HOURS)
Universe of discourse; social meaning of utterances; Politeness and Interaction

Continuous Assessment Pattern

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

Name of The Course	Aspects of Linguistic Behaviour			
Course Code	MSL35T1002			
Prerequisite	A course in Language and Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: The objective of the course is:

1. To define psychological processes underlying comprehension and production of language, the relation between brain and language, and the question of the species-specificity of human language.
2. To Provide an introduction to the study of language through culture and society, and raises and awareness of the role that society and the individual play in shaping language via the systematic observation and critical discussion of linguistic phenomena
3. To discuss language as a set of complexes, organized systems that operate in a context

Course Outcomes

CO1	Survey linguistic theories and research on the relationship between language, thought, and behavior.
CO2	Examine the influence of cultural inheritance on perception, classification, inference, and choice.
CO3	Describe relevant cross-cultural research methods and evaluates theoretical models used by cognitive linguits.
CO4	Evaluate language use in culturally significant settings.
CO5	Analyze sets of culturally specific terms in semantic domains
CO6	To explore areas of social psychology: interpersonal communication, coverbal behavior, culture and cognition, attitude change, interpersonal relations, intergroup perception, social identity, and gender.

Text Book (s):

1. Chambers, J.K. 2003 (2nd ed.). *Sociolinguistic Theory*. Oxford: Blackwell.
2. Chomsky, N. 1968. *Language and mind.* New York; Harcourt, Brace and world.
3. Furth, H. 1970. *Piaget and Knowledge: Theoretical Foundations*. London: Prentice Hall.

Reference Book (s):

1   Le Page, R.B. and A. Tabouret-killer. 1985. *Acts of identity*. Cambridge: Cambridge University Press.
2   Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. London and New York: Routledge.
3   Sprott, W.J.H. 1958. *Human Groups.* Harmodsworth: Pengium.

UNIT-I
The nature and structure of language: Language as behaviour and language as knowledge: language as a set of rules; systems and sub systems in language; language and society; innate faculty of language; language as a marker of identity; variation in language behavior; observer's bias.
UNIT-2 (08 HOURS)
Social aspects (I): Language variation; language choice as determined by person, place and topic; patterns of language use in different domains; role of such variation as age, sex, ethnicity, religion, socio-economic background, schooling, etc.;
UNIT-3 (08 HOURS)
Social Aspects (II): language contact and pidginization and creolization; discourse strategies; politeness phenomenon; language and gender; language and power.
UNIT-4 (08 HOURS)
Psychological aspects **Role of attitudes and stereotypes; claimed and actual behaviour; authoritatianism, ethnocentrism and cognitive styles; language purity and language errors; the deficit hypothesis; language and thought.**
UNIT-5 (08 HOURS)
Neuro-physiological aspects (I): Innateness; LAD, language learning; stages in language acquisition and cognitive orientation.
UNIT-6 (08 HOURS)
Neuro-physiological aspects (II): Piaget's interactionism; evidence from child language, second language learning and aphasia; language disorders; linguistic aphasiology.

Continuous Assessment Pattern

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

Name of The Course	**Historical and Comparative Linguistics**			
Course Code	**MSL35T5003**			
Prerequisite	**Basic knowledge of Grammar and Linguistics**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is:
   1-   To provide an overview of historical perspective to language and language development.

2- Main focus will be on the types of changes which commonly occur and on applying reconstruction techniques.
3- To help the students understand the various types of language change.
4- To provide an idea of language reconstruction.

Course Outcomes

CO1	Present a general idea of language development.
CO2	Contrast the genealogical classification of language with that of typological.
CO3	Become reflective and critical learners of language change.
CO4	Present alternative theories of language reconstruction.
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

1. Benveinste, E. 1971.*Vocabulary of Indo-European Institutions* (Translated from
2. French). Coral Gobles: The University of Miami Press.
3. Brian D. Joseph, Richard D. Janda (eds.) 2003. *The Handbook of HistoricalLinguistics*. Oxford: Blackwell.

4. Bynon, 1977.*Historical Linguistics.* Cambridge: Cambridge University Press.

Reference Book (s):

1. Hock, H. 1988.*Principles of Historical Linguistics.*Mouton de Gruyter.

2. Bloomfield, L. 1933. *Language*. New York: Henry, Holt Rinehart and Winston.

UNIT-1 (08 HOURS)
Introduction: Discovery of Sanskrit by Western scholars and its impact on the study of language; impact of Indian grammatical tradition on language study and the rise of the Indo-European Philological Studies.
UNIT-2 (08 HOURS)
Types of changes: Phonetic vs. phonological change; differences between phonetic change and phonological change; primary vs. secondary change; Grimm's Law; Verner's Law and other important laws.
UNIT-3 (08 HOURS)
Linguistic reconstruction (I): Internal vs., external reconstruction; phonetics/ phonology interface with morphology; impact of phonological changes on morphological changes and the nature of morphological change
UNIT-4 (08 HOURS)
Linguistic reconstruction (II): Impact of phonological and morphological change on syntax.
UNIT-5 (08 HOURS)
Semantics, culture and ethnology (I): Semantic changes and the process of semantic changes; the significance of the cultural institution as depicted in the lexicon.
UNIT-6 (08 HOURS)
Semantics, culture and ethnology (II): Ethnology of kinship systems religion and family

Continuous Assessment Pattern

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

Name of The Course	Introduction to Systemic Functional Linguistics			
Course Code	MSL35T5007			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:
1. To study language as a meaning making device
2. To study the fundamental concepts in a functional approach to language, such as genre and register
3. Dealing with the analysis of texts collected (both spoken and written) using the SFL perspective
4. Discussing studies that demonstrate how the analytical constructs and tools can be applied to the analysis of language data in various contexts

Course Outcomes

CO1	To examine language in its cultural and social context
CO2	To evaluate how the structure of language is been shaped by the goals and needs of language user
CO3	To compare formal and functional approaches to language
CO4	To write a descriptive account of the analysis, and to explain how SFL tools contribute to a better understanding of language phenomena
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):
1. Benson, James D., Michael Cummings & William Greaves (eds.) 1988 *Linguistics in a Systemic Perspective*, Amsterdam: Benjamins.
2. Bloor, Thomas &Meriel Bloor. 1995. *The Functional Analysis of English: A Hallidayan Approach.* London: Arnold
3. Butler, Christopher S. 1985. *Systemic linguistics: theory and applications*. London: Batsford
4. Halliday, M.A.K. 1985 *Introduction to Functional Grammar*, London: Edward Arnold.

Reference Book (s):
1. Bell, Philip and Theo van Leeuwen. 1994. *The Media Interview - Confession, Contest, Conversation.* Sydney: University of New South Wales Press.
2. Fries, Peter 1977. "Lexical systems and the meanings of words". *The Language of Poems* 6,1 and 2:3-5. (March).

UNIT-1 (08 HOURS)

language as a social phenomenon; text and grammar; Context & Language; The location of grammar in language; the role of the corpus; Discourse as a multidimensional process
UNIT-2 (08 HOURS)
Ideational, Interpersonal & Textual Metafunction; Transitivity Process: Material, Mental, Relational, Verbal, Behavioral, Existential, Circumstantial
UNIT-3 (08 HOURS)
Field, Tenor, Mode; Given + New &Theme +Rheme; Subject, Actor, ThemeMood &Modality
UNIT-4 (08 HOURS)
Types of relationship between clauses; Taxis: parataxis and hypotaxis: Elaborating, extending, enhancing: three kinds of expansion Lexical Cohesion; Coherence
UNIT-5 (08 HOURS)
Analyzing Texts: collection of data, Poems and Songs- Practice
UNIT-6 (08 HOURS)
Analyzing Texts: collection of data, Films- Practice

Continuous Assessment Pattern

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

Name of The Course	Pragmatics and Discourse Analysis			
Course Code	MSL35T1013			
Prerequisite	Basic knowledge of Semantics and basic Grammar			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: The objective of the course is:
- have the opportunity to try out different methods for the analysis of discourse using the different theoretical perspectives and methodologies
- analyze how these contribute to discourse structure, and how they reflect, manage, and construct social interaction
- investigate the relationship between discourse and identity, discourse and ideologies, and the social nature of common features of spoken language: 'reported speech', dialogicality, framing, and discourse norms.
- analyze re-occurring patterns of structure and discuss how they are shaped and motivated by communicative and social functional goals will analyze re-occurring patterns of structure and discuss how they are shaped and motivated by communicative and social functional goals

Course Outcomes

CO1	Gain a broad overview of this subfield of linguistics and an introduction to relevant literature.
CO2	Gain experience conducting the hands-on analysis of spontaneous spoken language
CO3	Gain an understanding of the implications of discourse research for analyzing language, and its consequences for linguistic theory.

CO4	Examine 'microstructure'—the role of discourse and interaction in motivating and explaining grammar and meaning.
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

- ❖ Green, G. M. (1996). *Pragmatics and Natural Language Understanding*
- ❖ Brown, G. & Yule, G. (1983). *Discourse Analysis*
- ❖ Leech, G. N. (1983). *Principles of pragmatics.* London & New York: Longman.
- ❖ Grice, H. P. (1989). Logic and conversation. In H. P. Grice (Ed.), *Studies in the way of words* (pp. 22-57). Cambridge, MA: Harvard University Press
- ❖ Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*
- ❖ Kehler, A. (2004). *Discourse coherence. In L. R. Horn & G. Ward (Eds.), The Handbook of Pragmatics.*
- ❖ Holtgraves, T. M. (2002). *Language as social action: Social psychology and language u*
- ❖ Clark, H. H. (1985). *Language use and language users. In G. Lindzey & E. Aronson (Eds.), Handbook of social psychology* (3rd ed.). pp. 179-231.

Reference Book (s):

- ❖ Leech, G. N. (1981). *Semantics: The study of meaning* (2nd ed.). Harmondsworth, UK: Penguin.
- ❖ .Gazdar, Gerald. 1979. *Pragmatics, implicature, presupposition, and logical form*. New York: Academic.
- ❖ Rohde, H., Kehler, A. & Elman, J. L. (2007). *Pronoun Interpretation as a Side Effect of Discourse Coherence*. Proceedings of the 29th Annual CogSci Conference.
- ❖ Garrod, S. & Pickering, M. J. (2004). Why is conversation so easy? *TRENDS in CogSci*, 8, 8-1

UNIT-1 (08 HOURS)
Introduction: Definition, and Background of Pragmatics; Semantics vs. Pragmatics; What is Discourse?
UNIT-2 (08 HOURS)
Representation of Discourse: texts – articles, books, films, and advertisements
UNIT-3 (08 HOURS)
Role of Context: Reference; Presupposition & Entailment; Co-operation & Implicature; Speech Acts and Events; Politeness & Interaction
UNIT-4 (08 HOURS)
Systemic Functional Linguistics: theme/Rheme, Given/New, Modality, Transitivity; Nature of Reference: Pronouns, Nominals, Voice
UNIT-5 (08 HOURS)
Interpretation of Discourse: Conversational Analysis; Birmingham IRF Model; Frames, Scripts, Schemata, Mental Models
UNIT-6 (08 HOURS)
Analyzing discourse using tools of pragmatics.

Continuous Assessment Pattern

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

Name of The Course	Philosophy of Language			
Course Code	MSL35T5006			
Prerequisite	Basic knowledge of Language			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:

1. Learn about the structure and significance of language, and in particular, the language(s) students speak
2. Know a little bit about the relationships among linguistics, logic, and the philosophy
3. Know details about the development of contemporary analytic philosophy of language
4. Develop critical reading, listening, and writing skills

Course Outcomes

CO1	Focus on the concepts that figure into description of the character and use of language
CO2	Employ the use of traditional philosophical machinery, such as the tools of formal logic
CO3	Explore several issues fundamental to the investigation of language, among them, the use of language to communicate, meaningfulness, literality and nonliterality, truth, and reference
CO4	Skillfully use criticall readinga nd writing skills.
CO5	Participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same in mundane language usages.

Text Book (s):

1- *The Philosophy of Language*, A. P. Martinich (ed), Oxford, 1985

Reference Book (s):

1- *Philosophy of Language: A Contemporary Introduction*, William Lycan, Routledge Press

UNIT-1 (08 HOURS)
Frege, "On Sense and Reference"; Frege, "The Thought; Russell, "On Denoting"
UNIT-2 (08 HOURS)
Kripke: Naming and Necessity; Kripke, "Speaker's Reference and Semantic Reference"   Russell, "Descriptions"
UNIT-3 (08 HOURS)
Lewis: Scorekeeping in a Language Game; Austin: Performative Utterance
UNIT-4 (08 HOURS)

Grice: Logic and Conversation
UNIT-5 (08 HOURS)
Alfred Tarski, "The Semantic Conception of Truth and the Foundations of Semantics"
UNIT-6 (08 HOURS)
Donald Davidson, "Truth and Meaning" and "Belief and the Basis of Meaning"

Continuous Assessment Pattern

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

Name of The Course	Language and Education				
Course Code	MSL35T5008				
Prerequisite	Basic knowledge of Linguistics				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: The objective of the course is:

❖ to develop a critical awareness of the values underlying various theoretical approaches to the study of language in learning environments

❖ To understand the importance of language in learning

Course Outcomes

CO1	Understand key issues in the relationship between language and learning
CO2	Understand the different ways in which language features in learning
CO3	Reflect critically on language and on learning
CO4	Recognizes and summarizes the impact and intersections of language and race, class, gender, and sexuality.
CO5	Explore their ability as critical readers and writers
CO6	Evaluate a critical engagement of prevalent and decontextualized notions of language and literacy education

Text Book (s):

❖ Barton, D. ed. 1994. Sustaining local literacies, *Special issue of Language and Education*. Vol. 8: id 2, Multilingual Matters.

❖ Cummins, J. 1984. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Avon: Multilingual Matters.

Reference Book (s):

1   Trueba, H.T. and Harnet-Mizrahi, C. 1979. ed. *Bilingual Multilingual Education and the Professional*. Roweley, Mass: Newbury House.

UNIT-1 (08 HOURS)

Language and education: Role of language in pre-school years; language as an autonomous system; language as a means of structuring knowledge; language, Culture and identity; language in the school curriculum.
UNIT-2 (08 HOURS)
Language as a subject: Language and literature; language and rhetoric; gender bias in language; Language and power in society.
UNIT-3 (08 HOURS)
Methods of language teaching; learning Strategies; learning to write; nature of materials; problems of evaluation.
UNIT-4 (08 HOURS)
Language as medium of instruction Home and school languages; bilingual and bicultural education; language and the teaching of mathematics and science; medium of instruction and cognitive development.
UNIT-5 (08 HOURS)
Multilingual setting: Multilingual classroom as a resource; grammatical analysis and cognitive growth; language proficiency
UNIT-6 (08 HOURS)
Multilingual settings: Bilingual and cognitive achievement; multilingualism and empowerment

Continuous Assessment Pattern

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

Name of The Course	Applied Linguistics and Language Teaching			
Course Code	MSL35T1010			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The objective of the course is:
1- To introduce students to the broad areas in the field of Applied Linguistics
2- To introduce students to the language structure and language use in relation to language acquisition.
3- To offer the students a foundation in approaches and techniques for the teaching of second or foreign languages from the perspective of linguistics and language acquisition research.
4- To introduce students to the major theories of language teaching, historical trends in language teaching methodology

Course Outcomes

CO1	An understanding of the key concepts in Applied Linguistics.
CO2	To be able to appreciate the interdisciplinary nature of Linguistics

CO3	To be able to identify an area within the field of Applied Linguistics for further research.
CO4	To understand and evaluate current approaches to second and foreign language instruction.
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):
1. Cook, V. 2011. *Second Language Learning and Language Teaching.*Arnold.
2. Halliday, M.A. K., A. Mcintosh and P. Strevens.1964. *The linguistic sciences and language teaching*. Longman.
3. Saville- Troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
4. Bukingham and Eskey. 1980. Towards a definition of applied linguistics. In R. Kaplan (ed.), *On the Scope of Applied Linguistics* (pp. 1-3). Rowley, MA: Newbury House.

Reference Book (s):
1- Agnihotri, R. K. &A. L. Khanna. 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi. Sage Publications.

2- Ayoun, D. 2003. *Parameter setting in Language Acquisition.* London, New York: Continuum.

3- Braidi, S. M. 1999. *The Acquisition of Second Language Syntax.* Arnold.

4- Bukingham and Eskey. 1980. Toward a definition of applied linguistics. In R. Kaplan (ed.), *On the Scope of Applied Linguistics* (pp. 1-3). Rowley, MA: Newbury House.

UNIT-1 (08 HOURS)
Introduction and scope of Applied Linguistics **A brief history; the interdisciplinary nature of applied linguistics. Relation between theoretical Linguistics and Applied Linguistics. Scope of applied Linguistics (including translation studies and stylistics)**
UNIT-2 (08 HOURS)
Language teaching- I **Issues involved in language teaching: goals of teaching, curriculum and syllabus designing, teaching methods, teaching materials and testing, and their interdependence on each other (e.g. English for specific purposes- the specific needs would decide syllabus, method/s, materials and tests);**
UNIT-3 (08 HOURS)
Language Teaching-II **Interrelationship between language acquisition/learning research- especially second language acquisition research and language teaching.**
UNIT-4 (08 HOURS)
Second Language Acquisition (SLA) -I **Second language learning/acquisition research: a recent history (1950 – present); background ideas of SLA research;**
UNIT-5 (08 HOURS)
Second Language Acquisition (SLA) -II **the main approaches: cognitive approaches vs. empirical approaches.**

UNIT-6 (08 HOURS)
Designing curriculum & syllabus
Curriculum and syllabus, the role of the syllabus, product-oriented vs. process-oriented syllabuses, types of syllabuses: grammatical, situational and notional-functional.

Continuous Assessment Pattern

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

Name of The Course	Introduction to Language and Linguistics
Course Code	MSL35T1001
Prerequisite	Basic knowledge of Linguistics
Corequisite	
Antirequisite	

	L	T	P	C
	4	0	0	4

Course Objectives: The objective of the course is:

4. Understand the origins, structure and development of language
5. Understand the application of language in the areas of humanistic and scientific knowledge.
6. Understand the general characteristic of the structure of language, its phonological sound system, word structure
5- Understand the terminology used to describe and analyze the structure and systems of language.

Course Outcomes

CO1	Know the origin and the development of language
CO2	Know various components of language for correct usage
CO3	Know and analyse the structure of sentence
CO4	Understand the theories related to language
CO5	Able to participate in the area of research in the field of linguistics.
CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

1-Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. Linguistics: An Introduction to Language and Communication. Cambridge, Massachusetts: The MIT Press.
2- Asher, R. (ed.). 1994. Encyclopedia of Language and Linguistics. Elsevier-Pargamon.
3- Bauer, L. 2007. The linguistics student's handbook. Edinburgh: Edinburgh University Press.

Reference Book (s):

1- Bloomfield. L. 1933. **Language**, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).
2- Bright, W. (ed.) 1992. **International Encyclopedia of Linguistics**. New York: **Oxford University Press**.
3- Crystal, D. 1980. **First Dictionary of Linguistics and Phonetics**. London: Andre Deutsch.
4- Coulmas, F. 1989. **Writing System of the World.** Oxford: Black well.

UNIT-1 (08 HOURS)
What is language: 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
UNIT-2 (08 HOURS)
Fundamental Concepts in Linguistics: Behaviourism to Structuralism: Background, Skinner, Pavalov, Chomsky and Saussarian concepts and notions
UNIT-3 (08 HOURS)
Basic concepts in phonetics: Phonetics vs. phonology, phoneme and IPA.
UNIT-4 (08 HOURS)
Basic concepts in Morphology: Basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes. Grammatical categories; form-classes, gender, person, number, case, tense, aspect, mood
UNIT-5 (08 HOURS)
Basic concepts in syntax: IC analysis and construction types; nominative vs. ergative constructions; phrase structure grammar and transformational grammar
UNIT-6 (08 HOURS)
Basic concepts in semantics: Basic notions. Basic concepts of semantics; synonymy; antonymy; homonymy, polysemy, componential analysis.

Continuous Assessment Pattern

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

Name of The Course	Introduction to Phonetics			
Course Code	MSL35T1006			
Prerequisite	Basic knowledge of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is:

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-Consider in a rigorous way what goes into an explanation in phonetics and phonology

4-Aware the students about the transcription of words for clear pronunciation. Also, acquire the students a proper intonation and rhythm

Course Outcomes

CO1	Improve their pronunciation and accent in English
CO2	Recognize various vowel and consonant sounds
CO3	Recognize the pronunciation of words by looking in the dictionary
CO4	Transcribe the spoken data phonemically and phonetically
CO5	Able to participate in the area of research in the field of linguistics.

CO6	Grasp the course specific linguistic nuances and be ready to apply the same inmundane language usages.

Text Book (s):

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

2. Yule, George (2006) The study of Language (3 rded/). Cambridge: Cambridge University Press)

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

Reference Book (s):

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

UNIT-1 (08 HOURS)
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
UNIT-2 (08 HOURS)
Phonology: An Introduction, What is phonology, Phonology vs Phonetics, International Phonetic Alphabets; Concept of Phoneme and Allophone, Phonemic Transcription
UNIT-3 (08 HOURS)
Transcription Practice
UNIT-4 (08 HOURS)
Syllables: Introduction, Syllabic Consonants, Consonant clusters, Noun phrases and noun compounds; Strong and weak syllable, Onset, Nucleus, and Coda,
UNIT-5 (08 HOURS)
Syllables: Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences
UNIT-6 (08 HOURS)
Intonation: Tone- Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences

Continuous Assessment Pattern

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

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

Program: M.A. in English

(Specialization in English Language Teaching)

Scheme: 2020-2021

Curriculum

List of Core Courses

Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MSL36T1001	Language Technology	4	0	0	4	30	20	50
2	MSL36T1002	Critical Language Awareness	4	0	0	4	30	20	50
3	MSL36T1003	Bi-/multilingualism and Language Learning	4	0	0	4	30	20	50
4	MSL36T1004	First Language Acquisition	4	0	0	4	30	20	50
5	MSL36T1005	Second Language Acquisition: Implications for Teaching L2	4	0	0	4	30	20	50
6	MSL36T1006	Introduction to ELT	4	0	0	4	30	20	50
7	MSL36T1007	Elements of Syllabus and Course Designing	4	0	0	4	30	20	50
8	MSL36T1008	Introduction to Linguistics	4	0	0	4	30	20	50
9	MSL36T1009	Methods of Language Teaching	4	0	0	4	30	20	50
10	MSL36T1010	Role of Literature in Language Teaching	4	0	0	4	30	20	50
11	MSL36T1011	Materials of English Language Teaching	4	0	0	4	30	20	50
12	MSL36T1012	Teaching of Skills (LSRW)	4	0	0	4	30	20	50
13	MSL36T1013	An Introduction to Task-based Language Teaching	4	0	0	4	30	20	50
14	MSL36T1014	Language Psychology and Cognition	4	0	0	4	30	20	50
15	MSL36T1015	Research Methods and Methodology	4	0	0	4	30	20	50
16		ICT and Online Teaching	0	2	0	8	50	00	50
17	MSL36R9999	Post-graduate Thesis	0	2	0	8	50	00	50

(*Min. 10+Thesis) = 40+8 = 48 Credits

List of Elective Courses (*Min. 3) 3*4= 12 Credits

Sl. No	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	MSL36T5001	Disabilities, Language disorder and language Teaching	4	0	0	4	30	20	50
2	MSL36T5002	Academic and Technical Writing	4	0	0	4	30	20	50
3	MSL36T5003	English as a Global Language	4	0	0	4	30	20	50
4	MSL36T5004	Language Analysis	4	0	0	4	30	20	50

5	MSL36T5005	Principles of Communicative Language Teaching	4	0	0	4	30	20	50
6	MSL36T5006	Computer Assisted Language Teaching	4	0	0	4	30	20	50
7	MSL36T5007	Contrastive Analysis	4	0	0	4	30	20	50
8	MSL36T5008	Classroom Based Evaluation	4	0	0	4	30	20	50
9	MSL36T5009	Aspects of Vocabulary	4	0	0	4	30	20	50
10	MSL36T5010	Socio-psychological Aspects of Lenguage Learning	4	0	0	4	30	20	50

List of Experiential Courses (*Min. 1) 2*4 = 8 Credits

1	MSL33R1001	Reading Paper	4	0	0	4	50	00	50
2	MSL33R1002	Seminar	4	0	0	4	50	00	50
3	MSL33R1003	Internship	4	0	0	4	50	00	50
4	MSL33R1004	Field Work	4	0	0	4	50	00	50
5	MSL33R1005	MOOC	4	0	0	4	50	00	50
6	MSL33R1001	Reading Paper	4	0	0	4	50	00	50

*Students must opt courses from the list of open electives from linguistics and Literature (selecting at least one course from other two programmes each) 6*4= 24 credits

*Requirement for the award of degree
Core Courses= 48 Credits (Minimum)
Core Elective= 12 Credits (Minimum)
Open Elective= 24 Credits (Minimum) (selecting at least one course from other two programmes)
Experiential Learning= 8 Credits (Minimum)

Total no. of Credits Required = Minimum 92 Credits (*Which can go up to 120 credits maximum)

Detailed Syllabus

Name of The Course	Academic and Technical Writing
Course Code	MSL36T5002
Prerequisite	Understanding of the basic theories/concepts of issues of English language
Corequisite	
Antirequisite	

		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:

1- Develop an understanding of audience and its role in writing
2- Develop an understanding of issues of clarity, correctness, style, and readability
3- Practice writing academic prose that is clear, correct, and effective
4- Develop an understanding of MLA style to write a research paper

Course Outcomes

CO1	Recognize various problems of academic writing
CO2	Present a critical analysis of a problem
CO3	Know the logical structure and flow
CO4	Know the basics of MLA Style of writing research papers
CO5	Write various academic and research paper
CO6	Write a document as per need of the reader

Text Book (s):

1- *Academic Writing for Graduate Students - Essential Tasks and Skills*. Second Edition. John M. Swales and Christine B. Feak. The U. of Michigan Press, 2004.

2- *MLA Handbook for Writers of Research Paper 8th Edition*. Modern Language Association of America, New York, 2016.

.

3- Barker, Thomas T. 1998. Writing Software Documentation. A Task-Oriented Approach. New York: Prentice Hall.

Reference Book (s):

1- Huckin, Thomas. 1997. ''Cultural aspects of genre knowledge''. AILA Review 12/6, Applied linguistics across disciplines, 68-78.

2- Hutz, Matthias. 1997. Kontrastive Fachtextlinguistik für den fachbezogenen Fremdsprachenunterricht. Fachzeitschriftenartikel der Psychologie im interlingualen Vergleich. Trier: WVT.

3- Jenkins, S., M. K. Jordan & P.O. Weiland. 1993. ''The role of writing in graduate engineering education: A survey of faculty beliefs and practices''. ESP Journal 12/1, 51-68.

4- Jordan, Robert R. 1997. English for Academic Purposes. A Guide and Resource Book for Teachers. Cambridge: Cambridge University Press.

UNIT-1 (08 HOURS)
Process and Principle of Academic Writing General Writing Rules: Audience (Reader-oriented writing, register, tone, precision, clarity, grammar
UNIT-2 (08 HOURS)

Purpose/Strategy & Organization, Style & Flow (Inductive and Deductive Methods, Problem and Solution Text), Punctuation, Articles, Voice
UNIT-3 (08 HOURS)
Plagiarism, Avoiding Plagiarism: Quoting and Citations (MLA Style)
UNIT-4 (08 HOURS)
Research Papers: Formats and Methods, Results, Discussion, Conclusions, Abstracts and Acknowledgments
UNIT-5 (08 HOURS)
Peer Review Discussions and Arguments of two term papers
UNIT-6 (08 HOURS)
Thesis and Dissertation: Formats and Methods

Continuous Assessment Pattern

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

Name of The Course	Aspects of Vocabulary			
Course Code	MSL36T5009			
Prerequisite	Understanding of the basic theories/concepts of Linguistics			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: The objective of the course is to:

❖ To discuss lexical knowledge as central to communicative competence and to the acquisition of a second language

❖ To describe the relationship between vocabulary knowledge and language use as complementary

❖ To become more aware of words, learn new strategies for vocabulary expansion as well as retention and see your vocabulary grow

Course Outcomes:

CO1	Describe the best practices to build vocabulary
CO2	Know vocabulary building exercises to use in daily classroom activities
CO3	Demonstrate mastery of vocabulary building content
CO4	Create verbal analogies for the mastery of vocabulary
CO5	Explore Vocabulary knowledge as a critical tool for second language learners
CO6	**Evaluate word meanings and realize the necessity of using the right word**

Text Book (s):

❖ Sinclair, J.M. & Renouf, A. (1988). *A lexical syllabus for language learning*. In R. Carter & M. McCarthy (Eds.), Vocabulary and language teaching (pp. 140-60). London: Longman

❖ Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Reference Book (s):

Nation, I.S.P. (1990). *Teaching and learning vocabulary.* Boston: Heinle & Heinle

UNIT-1 (08 HOURS)
The importance of learning vocabulary; vocabulary knowledge and language use; open-endedness of vocabulary system
UNIT-2 (08 HOURS)
Explicit introductions to concepts: Identifying word types; Identifying morphemes; Building words, breaking words down; Finding word meaning(s); Semantic/Word Webs or Maps Flow charts and visual organisers for words
UNIT-3 (08 HOURS)
How well do you know a word? Recognition; Recall; Familiarity; Use for one context/purpose; Use of multiple contexts/purposes
UNIT-4 (08 HOURS)
Kinds of Vocabulary: Receptive Vocabulary, Productive Vocabulary; Lexeme and Word; Coining and Neologisms
UNIT-5 (08 HOURS)
Techniques for Vocabulary Mastery: Drilling, Spelling the Word, Learners' Active Involvement, Vocabulary learning strategies
UNIT-6 (08 HOURS)
Teaching of Vocabulary; Vocabulary for language and literacy development; explicit teaching of vocabulary in classrooms; multiple exposures; working with a partner; story retelling and use of props

Continuous Assessment Pattern

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

Name of The Course	Bi-/Multilingualism and Language Learning			
Course Code	MSL36T1003			
Prerequisite	Understanding of the basic theories/concepts of Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The objective of the course is to:

1- Provide future English language teachers with a basis in the current theories and practices of bilingual and multilingual pedagogy, research, policy, and education.
2- Develop knowledge of the theoretical approaches to bilingual and multilingual education and development.
3- Develop knowledge of the practical approaches to bilingual and multilingual education and development.
4- Develop knowledge of bilingualism and multilingualism as a means for diversification and innovation in language learning and teacher development.

Course Outcomes:

CO1	Demonstrate a working awareness of the methodological processes around bilingualism and multilingualism
CO2	Engage with bilingualism and multilingualism within various educational contexts
CO3	Demonstrate an understanding of the policies on bilingualism and multilingualism and their relationships to the language classroom
CO4	Demonstrate an understanding of the social, cultural and educational issues specific to bilingual and multilingual children and adults and their relationship to the larger society
CO5	Participate in the area of research in the field of ELT.
CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s):

- ❖ Coupland, N. and Jaworski, A. 1997. ed. *Sociolinguistics: A Reader and a Course Book.*London: Macmillian.
- ❖ Hudson, R.A. 1985. *Sociolinguistics*. Cambridge: Cambridge University Press.

- ❖ Pattanyak, D.P. 1981. *Multilingualism and Mothertongue Education.*Delhi: Oxford University Press.
- ❖ Alderson J.C. and A. Beretta, Ed. 1992. *Evaluating Second Language Education.*Cambridge: Cambridge University Press.
- ❖ Beebe, L.M. ed. 1988. *Issues in Second Language Acquisition: Multiple*
- ❖ *Perspectives*. New York: Newbury House.

Reference Book (s):

- ❖ Annamalai, E. 2001. *Managing Multilingualism in India: Political and Linguistic*
- ❖ *Manifestations.* (Series on Language & Development) New Delhi: Sage
- ❖ Agnihotri, R.K. and Khanna, A.L. ed. 1994. *Second Language Acquisition: Socioculturaland Linguistic Aspects of English in India*. New Delhi: Sage.

UNIT-1 (08 HOURS)
Introduction: Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain; ethnographic perspectives.
UNIT-2 (08 HOURS)
Multilingual societies Simultaneous acquisition of several language; language in education and the multilingual Classroom
UNIT-3 (08 HOURS)
Patterns of language use and language dominance configuration; language ethnicity and race; researching multilingual societies.
UNIT-4 (08 HOURS)
Teaching a second language Focus on the learner; the affective filter; role of the teacher and teaching materials; methods of second language teaching
UNIT-5 (08 HOURS)
Second Language in Classroom: second and foreign language teaching; teacher Training; evaluation; interaction between theory, research and pedagogy.
UNIT-6 (08 HOURS)
Consequences of learning another language The bilingual brain; bilingualism and cognitive development; SLA and bilingual education;

metalinguistic awareness; semilingualism; bilingualism and biculturalism.

Continuous Assessment Pattern

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

Name of The Course	Classroom Based Evaluation			
Course Code	MSL36T5008			
Prerequisite	Understanding of the basic theories/concepts Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The objective of the course is to:

- ❖ Introduce key terms of tests and assessment
- ❖ Present the history of language tests as they developed in line with the major
- ❖ language teaching methods and approaches
- ❖ Critically engage teachers to design valid and ethical tests
- ❖ Prepare teachers to design and assess ESL learners in class
- ❖ Introduce alternative methods of assessment for classroom purposes

Course Outcomes

CO1	an awareness of various approaches to language assessment and current issues in the field
CO2	an ability to evaluate particular testing or assessment procedures, with particular references to their purpose and context of the use
CO3	Explore the concepts of evaluation, assessment, and measurements
CO4	assessing, evaluating and synthesizing sources of evidence
CO5	carrying out independent research into language concepts; contextualizing their views in relation to theories
CO6	contextualizing findings alongside relevant theories and concepts relating to contrastive analysis

Text Book (s):

Brown, H.D.. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (2nd Edn). NY: Pearson and Longman

Reference Book (s):

Lorna, E. (2013). *Assessment as Learning: using classroom assessment to maximize learning*. (2nd Edn). UK: Sage Publications

UNIT-1 (08 HOURS)

Types and Purposes of Language Tests; Language Tests in the ESL classroom: Key terms: tests, assessments, evaluation.Language;
UNIT-2 (08 HOURS)
Test types and purposes: Aptitude, Achievement, Diagnostic, Proficiency tests, Summative & Formative assessment, Standardized & classroom tests
UNIT-3 (08 HOURS)
Principles of Assessment : Introduction, History of language tests and assessments, Assessment of, for, as learning
UNIT-4 (08 HOURS)
Five principles of assessment: Authenticity, Practicality, Reliability, Validity, Washback; Practice and Evaluation
UNIT-5 (08 HOURS)
Issues in Test Design: Using Carroll's Table, Bloom's Taxonomy, CEFR, Steps in designing tests and assessments, Testing language skills, Reading and Writing, Listening and Speaking, Testing elements, Grammar, Vocabulary
UNIT-6 (08 HOURS)
Scoring and Evaluating learners & Alternatives in assessment: Types of measurements, Scoring and interpretation of performance, Giving feedback, Alternatives in assessment

Continuous Assessment Pattern

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

Name of The Course	Computer-Assisted Language Learning				
Course Code	MSL36T5006				
Prerequisite	Understanding of the basic theories/concepts of Linguistics				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

- ❖ an understanding of what CALL is, what it isn't, and how it has evolved concomitantly with technology and approaches to language teaching as informed by second language acquisition research and empirical findings from practitioners;
- ❖ an appreciation for the complexity and richness of the CALL environment;
- ❖ an ability to integrate the knowledge of the use of technology into a language learning environment;
- ❖ an understanding of commonly practiced techniques for creating and orchestrating stimulating and relevant activities, particularly those generating authentic student interaction

Course Outcomes

CO1	Become familiar with a range of CALL applications
CO2	Understand how particular technologies can be used to support learning in different situations

CO3	Increase knowledge and confidence in using technology in teaching/learning
CO4	Become aware of the social and cultural aspects of CALL
CO5	Evaluate technologies and implementations
CO6	Create language courseware

Text Book (s):
- Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge : Cambridge University Press.
- Dudeney, D. (2000). *The Internet and the Language Classroom*. Cambridge: Cambridge University Press. .

Reference Book (s):
Walker, A. & White G. (2013). *Technology Enhanced Language Learning*. Oxford : Oxford University Press

UNIT-1 (08 HOURS)
CALL and second /foreign language learning/ acquisition, and computer-mediated communication in ESL/ EFL
UNIT-2 (08 HOURS)
E-learning materials development for ESL/EFL learning and the internet as a materials resource
UNIT-3 (08 HOURS)
The internet as a classroom tool; The internet-based activities; The internet as a coursebook Guidelines and Activities
UNIT-4 (08 HOURS)
The Internet, using Web 2.0 tools in ESL/EFL learning and teaching and collaborative ESL/EFL learning in Web 2.0 environments
UNIT-5 (08 HOURS)
Computer games in ESL/EFL learning and teaching
UNIT-6 (08 HOURS)
Mobile ESL/EFL learning and teaching Corpora in ESL/EFL learning and teaching; E-assessment; Websites

Continuous Assessment Pattern

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

Name of The Course	Critical Language Awareness
Course Code	MSL36T1002
Prerequisite	Understanding of the basics of Grammar and Linguistics
Corequisite	
Antirequisite	

			L	T	P	C
			4	0	0	4

Course Objectives:

The objective of the course is to:
- ❖ To know about the importance of Critical Language Education in schools
- ❖ to teach students the skill of inferencing evaluating and explaining through higher-order thinking processes

❖ To help learners to see reading and written texts as problematical
❖ To be critically aware of literacy as a phenomenon and assertive in their interaction with written texts

Course Outcomes

CO1	To discover the procedure of encoding and decoding of the writer's message
CO2	To analyze how texts like newspapers, advertisements and public information are presented in a salient yet normative form
CO3	To examine language, and in particular, the political and social constraints of language
CO4	To judge what is or is not acceptable knowledge by drawing upon past experience and formulating knowledge collaboratively.
CO5	To discover the procedure of encoding and decoding of the writer's message
CO6	To analyze how texts like newspapers, advertisements and public information are presented in a salient yet normative form

Text Book (s):

Fairclough, N. (ed). (1992). *Critical language awareness*. London: Harlow.
Jeffries, Lesley. *Critical Stylistics*. 2010, Macmillan
Fairclough, N. (1995). *Critical discourse analysis, the critical study of language*. London & New York:Longman.
Reference Book (s):
Van Dijk, T. A. (1998). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249-283.
Van Dijk, T. A. (2001). "Discourse, ideology and context". *International Pragmatics Association Conference*, Budapest, Hongrie, 35, 11-40

UNIT-1 (08 HOURS)
Language Awareness: Critical and Non-Critical Approaches; Language Education in a climate of change
UNIT-2 (08 HOURS)
Importance of analyzing Inappropriateness and Normativeness; Ideological presuppositions in the text
UNIT-3 (08 HOURS)
Linguistic Tools: Vocabulary, Referencing, Naming and Describing; grammar of transitivity (Halliday's ideational function); modality (Halliday's interpersonal function); transformation (passivisation and nominalization)
UNIT-4 (08 HOURS)
Fairclough's Model of Critical Language Study: Language Use, Society and Discourse, and Networks of Power Relations; three-layer Model: Text Description, Interpretation and Explanation
UNIT-5 (08 HOURS)
Critical Reading and Learning Processes: Coherence, order and unity of discourse in the text; production and Consumption of Reading Material; intertextuality, Representing Time, Space and Society; Content and Style
UNIT-6 (08 HOURS)
Critical Analysis of Text (Media, Online/Print, Textbooks)

Continuous Assessment Pattern

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

Name of The Course	Disabilities, Language disorder and Language Teaching
Course Code	MSL36T5001
Prerequisite	Understanding of the basics of Linguistics and Psycholinguistics
Corequisite	
Antirequisite	

		L	T	P	C
		4	0	0	4

Course Objectives:

The objective of the course is to:

- ❖ the various definitions related to language problems (e.g., language disorder, language impairment, language learning disabilities
- ❖ the reciprocity issues in language disorders
- ❖ the shift to Common Core State Standards is impacting how students are learning in the classroom
- ❖ specific language and related sensory and cognitive demands in assessment instruments and procedures
- ❖ sociocultural considerations in language assessment

Course Outcomes:

CO1	Know about language disorders in children, adolescents, and adults to analyze the language underpinnings affecting the social, emotional, academic and vocational lives of clients.
CO2	Utilize an evidence-based decision-making process to design and implement effective Intervention.
CO3	Critique commonly used assessment tools for children, adolescents, and adults with language disorders.
CO4	Explain best practices for collaboration with others on behalf of individuals with language disorders.
CO5	Apply knowledge of language intervention and assessment within the community through
CO6	Explore the use of cognitive and practical skills based on integrative learning and meaningful problem-based inquiry.

Text Book (s):

- ❖ Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory* – 6. Boston: Pearson.
- ❖ Paul, R. & Norbury, C. F. (2012). *Language disorders from infancy through adolescence* (4 th Ed.)

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*. 3rd ed. 2 Vols. New York: Norton, 2014.

UNIT-1 (08 HOURS)

Background: Introduction to the Course, Background Information, Purpose, Requirements and aim; Language Disorder and Definitions; Reciprocity and Language Disorders	
UNIT-2 (08 HOURS)	
Theoretical Framework for considering language and literacy development and disorders;	
UNIT-3 (08 HOURS)	
Societal Context of Literacy; School Literacy Demands	
UNIT-4 (08 HOURS)	
Assessing the foundations of communication and social engagement ; Diagnostic Teaching Principles of Intervention	
UNIT-5 (08 HOURS)	
Types of Intervention, & Working across the four processes (LSRW)	
UNIT-6 (08 HOURS)	
Backward Design and Developing a Treatment Plan: Writing Appropriate Goals Goal Setting & Goal Analysis Language Sampling Analysis; Contextualized Skill Framework Metacognition primer	

Continuous Assessment Pattern

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

Name of The Course	English as a Global Language			
Course Code	MSL36T5003			
Prerequisite	An understanding of Renaissance in English Literature			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The objective of the course is to:

- ❖ Acquire and use the concepts necessary to describe, interpret or explain the use and spread of the English Language as a global phenomenon;
- ❖ Describe and analyze the effects of this global phenomena on individual nations or cultures;
- ❖ Practice awareness of and respect for the diversity of cultures and peoples of the world;
- ❖ Identify the effect of English language usage in various countries.

Course Outcomes:

CO1	Identify in reasonable detail the facts of the story of the English language, and particularly the period of its globalization.
CO2	Explain the means by which the English language has become the dominant global language.

CO3	Describe the various dimensions of the dominance and global influence of the English language.
CO4	Evaluate the consequences of the dominance of the English language.
CO5	Explore the major arguments for and against the use of English as an international language;
CO6	Evaluate the impact of a range of philosophical, political, economic, and cultural arguments on the practice of English and other language teachings

Text Book (s):
- ❖ *English as a Global Language*, 2nd edition Author: David Crystal Publisher: Cambridge University Press, 2005
- ❖ Alsagoff, L, Mckay, SL, Hu, G, Renandya, WA (eds) (2012) Principles and Practices for Teaching English as an International Language. New York and London: Routledge
- ❖ Bailey, R. W. (2009). *Images of English: A cultural history of the language*. Cambridge, UK: Cambridge University Press.

Reference Book (s):
- ❖ Baumgardner, RJ (2006) Teaching World Englishes. In: Kachru, BB, Kachru, Y, Nelson, CL (eds) *The Handbook of World Englishes*. Malden: Blackwell Publishing, 661–79
- ❖ Jenkins, J. (2009) *World Englishes: A Resource book for Student*s. 2nd edition. London: Routledge.

UNIT-1 (08 HOURS)
Global Language: Definition, Process, Purpose, and Dangers
UNIT-2 (08 HOURS)
Globalization and the spread of English; English as a Lingua France; Why English?
UNIT-3 (08 HOURS)
English as pluricentric language: English to Englishes; Political, cultural and economical developments
UNIT-4 (08 HOURS)
Denationalising the international language: Glocalization of English
Promotion of multilingualism and multiculturalism
UNIT-5 (08 HOURS)
The teaching of Englishes: English as a Native Language (ENL), English as a Second Language (ESL), English as a Foreign Language (EFL); English as an International Language (EIL)
UNIT-6 (08 HOURS)
EIL awareness and pedagogical challenges

Continuous Assessment Pattern

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

Name of The Course	First language Acquisition			
Course Code	MSL36T1004			
Prerequisite	Understanding of the basics of Linguistics and Psychology of Language			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- ❖ familiarize students with the relationship between linguistic theory and children's grammars.
- ❖ learn about methodological approaches used to study language acquisition, from early diary studies to recent technical innovations
- ❖ explore the major theoretical approaches that have been proposed to account for language acquisition

Course Outcomes:

CO1	Understand the content, stages, and processes of child language acquisition, the paradigms used to study it, and the major theories that try to explain it
CO2	Accout for children's typical speech and language development in different aspects of language
CO3	Describe enviomental factors on children's speech and language development
CO4	explores the cognitive and neural bases of language learning
CO5	Examine Universal and language-specific factors in language acquistion, parent-child communication
CO6	Evaluate developmental stages in learning to talk, dialectical and linguistic differences, and partnering with parents to foster language and literacy development

Text Book (s):

- ❖ Hoff, E. 2013. *Language development*, fifth edition. Wadsworth.
- ❖ Goodluck, H. 1991. *Language acquisition: A linguistic introduction*. Blackwell. Journal articles

Reference Book (s):

- ❖ *Hoff, E* The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. Child Development, 74(5), 1368-1378. doi: 10.1111/1467-8624.00612, 2003 *10 p.*
- ❖ *Kuhl* Early language acquisition: Cracking the speech code. Nature Reviews: Neuroscience, 5(11), 831-843. doi: 10.1038/nrn153, 2004 *12 p.*

UNIT-1 (08 HOURS)
Major Theories, History and early studies of CLA; Intro to language & language development
UNIT-2 (08 HOURS)

Parent-child communication; joint attention; Child-directed speech: Motherese; gesture and tone	
UNIT-3 (08 HOURS)	
Phonological Awareness: Development of speech production; Lexical development: First words vocabulary learning; babbling; C-V Structure; semantic development	
UNIT-4 (08 HOURS)	
Morphology and early syntax; Syntactic development; Development of sentence processing	
UNIT-5 (08 HOURS)	
Language learnability theory Discourse & pragmatic development; Bilingual Language Development	
UNIT-6 (08 HOURS)	
Critical Period; New approaches to studying language development	

Continuous Assessment Pattern

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

Name of The Course	Introduction to ELT				
Course Code	MSL36T1006				
Prerequisite	Basic knowledge of English Language				
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives:
1. be informed with existing teaching methods of both English language teaching.
2. indentify the limitations as well as constraints of the teaching techniques of this language.
3. design pragmatic language teaching methodology.
4. be able to actively and independently participate in seminar discussions by presenting delimited research topics within second language acquisition.

Course Outcomes

CO1	have carried out investigations in schools on how to teach English grammar and writing, vocabulary or pronunciation)
CO2	be able to demonstrate thorough knowledge of theory and methods in second-hand acquisition (English)
CO3	be able to critically assess new teaching methods and learning strategies in second-language acquisition
CO4	be able to assume an academic position in relation to primary and secondary material
CO5	Explore new pedagogical tools as per classroom requirements
CO6	Create and develop English-oriented curriculum

Text Book (s):
1. Byram, M. 2004. *Routledge Encyclopedia of Language Teaching and Learning, London:* Routledge
2. Harrison, A. 1983.*A Language Testing Handbook.* London: MacMillan Publishers.

3- Richards, J,C, and Rodgers, T, S, 2001. *Approaches and Methods in Language Teaching (2nd ed.).* **Cambridge: CUP**

Reference Book (s):

1- Wilkins, D.A. 1976, *National Syllabus.* Oxford: OUP

UNIT-1 (08 HOURS)
ELT: Definition, scope and characteristics; History of ELT; Learners and teachers, and the teaching and learning context
UNIT-2 (08 HOURS)
Methods in ELT: Grammar Translation Method; Direct Method; Audio-lingual Method; Situational Language Teaching; Communicative Language Teaching
UNIT-3 (08 HOURS)
Some basic concepts in ELT: Age, Motivation, Teaching and Testing techniques
UNIT-4 (08 HOURS)
Error Analysis- Identification of errors, Description of errors, Explanation of errors and, **Evaluation of errors**
UNIT-5 (08 HOURS)
Syllabus and curriculum designing and lecture planning.
UNIT-6 (08 HOURS)
Four shills of English: Listening, Speaking, Reading and Writing (Process and Types); Linguistic and Communicative Competence; Linguistics and Cultural Barriers.

Continuous Assessment Pattern

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

Name of The Course	**Introduction to Task-based Language Teaching**			
Course Code	**MSL36T1013**			
Prerequisite	**Understanding of English language and Linguistics**			
Corequisite				
Antirequisite				
	L	**T**	**P**	**C**
	4	**0**	**0**	**4**

Course Objectives:

The objective of the course is to:

❖ Participants will get hands-on experience of the teaching of skills and elements through micro-teaching. They will learn to teach, observe and reflect on lessons.

❖ build a repertoire of classroom techniques to teach language skills and elements that are grounded in established principles of second language teaching and learning.

Course Outcomes:

CO1	**Understand and critique the principles behind the teaching of language skills and elements**
CO2	**Examine a set of tasks and activities designed to develop language skills and elements**
CO3	**Develop the pedagogic knowledge and skills required for classroom teaching**
CO4	**Design, deliver and reflect on lessons focusing on language skills and elements**

CO5	Create a curriculum structure to help learners produce the target language during controlled activities
CO6	Evaluate and assess the present frameworks for the theory and practice of teaching second or foreign languages

Text Book (s):

- ❖ Brown, Douglas, H. (2007). Teaching by Principle*s: An Interactive Approach to Language Pedagogy*. New York: Pearson.
- ❖ Long & Crookes. Units of Analysis in syllabus design: The case for task in G Crooks and S Gass (eds). T*asks in a Pedagogical Context*. Clevedon:Multilingual Matters
- ❖ Prabhu, N. S. 1987. *Second Language Pedagogy*. OUP
- ❖ Ur, Penny. (1996, 2005). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.

Reference Book (s):

- ❖ Richards, Jack C. & Lockhart, Charles. (1996). *Reflective Teaching in Second Language Classrooms. Cambridge*: CUP.
- ❖ Scrivener, Jim. (2005). *Learning Teaching: A guidebook for English language teachers.* Oxford: Macmillan

UNIT-1 (08 HOURS)
Task-Based Instruction: Definition, Aim and Purpose

UNIT-2 (08 HOURS)
Experience-centered language learning; Teachers as co-learners; Focus on content and form

UNIT-3 (08 HOURS)
Prabhu's three types of tasks: Information-gap activity, opinion-gap activity, reasoning-gap activity

UNIT-4 (08 HOURS)
Three types of Task-based Approach: Procedural, language as a continuous growth process , Project Work

UNIT-5 (08 HOURS)
Developing LSRW skills: Task-Based Instruction

UNIT-6 (08 HOURS)
Studies on recent developments and research on TBI

Continuous Assessment Pattern

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

Name of The Course	Language Psychology and Cognition			
Course Code	MSL36T1014			
Prerequisite	Understanding of the basics of Linguistics and Psychology of Language			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The objective of the course is to:

- ❖ define and describe the subject areas: language learning, cognition, and psychology
- ❖ Study the role of language in shaping the way we think and the way we see the world around us
- ❖ Understand language as a subject to be studied and the various sub-areas which together comprise the psychology of language
- ❖ Better understand the nature of scientific inquiry in asking questions about language, its nature, and how language is used.

Course Outcomes

CO1	use scientific methods from cognitive psychology to answer questions experimentally about the psychological aspects of language.
CO2	know current, central theoretical cognitive-psychological models and describe how these can explain different observed phenomena
CO3	review key findings from a number of new and groundbreaking studies in this area, in order to better grasp the relationship between language and cognition.
CO4	Assess the ways in which linguistic and cognitive processes interact, to demonstrate cross-linguistic differences in the way that information is encoded in language
CO5	Explore the ways in which linguistic and cognitive resources are recruited as one comprehends language in real-time.
CO6	plan and carry out a smaller study of a cognitive phenomenon with human participants - compile and describe data and draw basic conclusions from the results

Text Book (s):

- ❖ Miller, G. A. (1996). The Science of Words (revised edition). New York: Scientific American Library/W. H. Freeman
- ❖ Nygaard, L. C., & Pisoni, D. B. (1995). Speech perception: New directions in research and theory. In J. L. Miller & P. D. Eimas (Eds.), Speech, Language and Communication, pp. 63-96. San Diego: Academic Press.
- ❖ Clark, H. H. (1996). Using Language. Cambridge, UK: Cambridge University Press.
- ❖ Whorf, B. L. (1940). Science and linguistics. In J. B. Carroll (Ed.), Language, Thought and Reality: Selected Writings of Benjamin Lee Whorf, pp. 207-219.

Reference Book (s):

1. Pinker, S. (1994). The Language Instinct. New York: William Morrow
2. Chomsky, N. (1967). Aspects of the Theory of Syntax. Cambridge, MA: MIT Press
3. Miller, J. Speech perception. MIT ECS
4. McClelland, J. L., & Elman, J. L. (1986). The TRACE model of speech perception. Cognitive Psychology, 18, 1-86.
5. Waters, G. S., & Caplan, D. (1996). The capacity theory of sentence comprehension: Critique of Just and Carpenter (1992). Psychological Review, 103, 761-772.
6. Krauss, R. M., Chen, Y., & Gottesman, R. F. (2000). Lexical gestures and lexical access: A process model. In D. McNeill (Ed.), Language and gesture (pp. 261-283). New York: Cambridge University Press.

7. Pinker, S. (1994). The Language Instinct. New York: William Morrow
8. Everett, D. (2005). Cultural constraints on grammar and cognition in Pirahã: Another look at the design features of human language. Current Anthropology, 46, 621-646.

UNIT-1 (08 HOURS)
Linguistics and psycholinguistics overview; Concepts, categories, and the lexicon
UNIT-2 (08 HOURS)
Language: Structure & Meaning; Cognitive development and language acquisition; Introduction to speech perception and word recognition;
UNIT-3 (08 HOURS)
Models of word recognition: pattern matching vs. episodic memory accounts; Memory and sentence processing
UNIT-4 (08 HOURS)
Language in context: Modularity and interaction; Language-as-action, language-as-product; Embodied language
UNIT-5 (08 HOURS)
Language and Thought: The Sapir-Whorf hypothesis: Basic Colour Items; Grammatical Gender, Number, Time; Language Universals
UNIT-6 (08 HOURS)
Study on recent development and research on Language and Psychology

Continuous Assessment Pattern

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

Name of The Course	Language Analysis			
Course Code	**MSL36T5004**			
Prerequisite	**Working knowledge of English Language**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

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

1- Have a fundamental understanding of the basic language analyses.
2- Understand and use key elements of analysis in analyzing the language from a wide variety of texts.
3- Distinguish, evaluate and interpret the visuals and writings in the context of the overall aim of understanding the nature of language.
4- Provide a broad perspective in order to achieve language analyses to emphasize the connectedness and relevance of work to other fields.

Course Outcomes:

CO1	**analyse the key elements of language analysis**
CO2	**identify the difficulties that learners may have with particular aspects of English language**

CO3	discuss strategies for teaching various language forms of analysis
CO4	adopts a pedagogical perspective which gives attention to the kinds of errors that learners make and to aspects of the language system that are often difficult for learners to master.
CO5	participate in the area of research in the field of ELT.
CO6	grasp the course specific langauage teaching naunces and be ready to apply the same in classroom padagogy.

Text Book (s):

1. Peter M. Tiersma & Lawrence M. Solan (eds.), The Oxford Handbook of Language and Law. Oxford: Oxford University Press, p. 531.
2. Patrick, Peter L. (2010). 'Language variation and LADO (Language Analysis for Determination of Origin).' In K Zwaan, P Muysken & M Verrips, eds., Language and Origin. The role of language in European asylum procedures: A linguistic and legal survey, pp73-87. Nijmegen: Wolf Legal Publishers.
3. JK Chambers, Peter Trudgill and Natalie Schilling-Estes, eds. (2002). The Handbook of Language Variation and Change. Oxford: Blackwell.

Reference Book (s)

1. McNamara, Tim & Carsten Roever. (2006). Language testing: The social dimension. Oxford: Blackwell.
2. Language and National Origin Group. (2004). 'Guidelines for the Use of Language Analysis in relation to Questions of National Origin in Refugee Cases'. The International Journal of Speech, Language and the Law 11(2): 261–266.

UNIT-1 (08 HOURS)
Language Analysis: Introduction, Importance; Elements: Author, Text type, Publication
UNIT-2 (08 HOURS)
Audience, Contention, Arguments supporting contention, Title, Persuasive techniques, Visuals and, tone.
UNIT-3 (08 HOURS)
Written Techniques: Techniques to emphasize the message rhetorical devices; Techniques to make the audience feel something about the message –emotive techniques
UNIT-4 (08 HOURS)
Techniques to make the audience feel the message is reasonable – logic devices; Techniques to make the audience trust the person delivering the message .
UNIT-5 (08 HOURS)
Visual Persuasive Techniques: Image - Introduction, importance, purpose, analysis Focus- Introduction, importance, purpose, analysis Emphasis and purpose - Introduction, importance, purpose, analysis
UNIT-6 (08 HOURS)
Writing: Introduction- Identify, Phrases and words to use; Writing body of analysis: Identify key persuasive techniques used in the piece, Identify main points and sections of the opinion piece; Analysis within your Paragraph; Writing the Conclusion.

Continuous Assessment Pattern

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

Name of The Course	Methods of Language Teaching			
Course Code	MSL36T1009			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: Upon completion of this course, students will be able to:
1. To acquaint learners with the methods and Approaches and theories of language Teaching.
2. To introduce various theoretical Perspectives and developments that underlie the teaching of ESL
3. To familiarise the learners with various approaches and methods of language teaching.
4. To illustrate on various communicative strategies and implication in teaching of English.

Course Outcomes:

CO1	Gain familiarity with the theories of language teaching.
CO2	Gain insight into various theoretical and developments that underlie the teaching of ESL.
CO3	Distinguish between various approaches and methods of language teaching: GT, DM, ALM, CLT and post method.
CO4	Gain the key concepts of contrastive analysis, interlanguage hypothesis, error analysis for making out the implications for accuracy and fluency in teaching of English.
CO5	Participate in the area of research in the field of ELT.
CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy

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

Additional References:

❖ Brumfit, C. 1984.*communicate Methodology in language teaching*.CUP.

❖ Richards, J.C.& Rodgers. 1986. *Approaches &Methods in language Teaching*

UNIT-1 (08 HOURS):
Approaches and methods of language Teaching: components of method (approach, design and procedure)
UNIT-2 (08 HOURS):
Methods of language Teaching; Grammar Translation, Direct Method, Audio Lingual Method, oral-situational CLT and post methods era. Form focused and task-based Language Teaching.
UNIT-3 (08 HOURS):
Theories of Language Learning and communication strategies; behaviourism and cognitivism communication contrastive analysis, interlanguage Hypothesis
UNIT-4 (08 HOURS):
Error Analysis and it's significance for language teachers; accuracy and fluency
UNIT-5 (08 HOURS):
Workshop Techniques for Continuous and Comprehensive Evaluation
UNIT-6 (08 HOURS):
Recent trends in ELT, Alternative Language Assessments/Evaluation

Continuous Assessment Pattern

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

Name of The Course	Principles of Communicative Language Teaching			
Course Code	MSL36T5005			
Prerequisite	Basic Knowledge of English Grammar			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- ❖ Study what is involved in a communicative approach to language teaching
- ❖ Providing opportunities to the learners not only about what to say and but also about how to say
- ❖ To make the learner able to communicate in the target language
- ❖ Focussing on issues for teacher training, materials development, and testing 'and evaluation

Course Outcomes

CO1	Understand the intention and expression of the writers and speakers.
CO2	Describe the target language as a vehicle for classroom communication, not just the object of study
CO3	Design games, problem-solving tasks, and role-play activities for learners
CO4	Develop The syllabus emphasizing the functional use of language
CO5	Enable the learners to attain communicative objectives of the curriculum
CO6	Create opportunities to communicate in the target language to the learners.

Text Book (s):

- ❖ Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- ❖ Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd.eds.). New York: Oxford University Press.

Reference Book (s):

- ❖ Richards, J., & Rodgers, T. (1986). *Approaches and Methods in Language teaching.* Cambridge: Cambridge University Press
- ❖ Melrose, Robin. *The Communicative Syllabus A Systemic-Functional Approach to Language Teaching*. Bloomsbury Academic 1995

UNIT-1 (08 HOURS): Introduction: Communicative methodology, a definition; Goals, Principles, and Characteristics of CLT

UNIT-2 (08 HOURS):
Role of Teachers in the Classroom: Teachers as Facilitator, Process of Learning, Creating Communicative Situations in the Classrooms
UNIT-3 (08 HOURS):   **Designing CLT-centric assignments and activities**
UNIT-4 (08 HOURS):   **Role of Learners in the Classroom: Learner's participation, Co-operative Approach**
UNIT-5 (08 HOURS)   **Language varieties in the classroom; The learner's corpus; Workshop mode learning**
UNIT-6 (08 HOURS)   **Development of the four macro skills — speaking, listening, reading and writing through Task-Based Instruction**

Continuous Assessment Pattern

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

Name of The Course	Research Methods and Methodology			
Course Code	MLA24T115			
Prerequisite	Understanding of the basics of Research			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		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 language and literature.
2. To acquaint the students with major authors, works, genre, movements and literary terms in English language and literature.
3. Familiarise students with prominent writers of English language and 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:

CO1	Understand basic concepts of research and its methodologies
CO2	Understand various methodological tools for social scientific research
CO3	Collect, analyze and interpret research data
CO4	Define appropriate research problem and its parameters
CO5	Organize and conduct a scientific research in a more appropriate manner
CO6	To develop analytical skills and critical thinking through reading and comparing the important texts.

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

UNIT-1 (08 HOURS)
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.
UNIT-2 (08 HOURS)
Planning of Research (The planning Process, Selection of a Problem for Research, Formulation of the Problems, Hypothesis Formation, Measurements, Research Design/Plan),
UNIT-3 (08 HOURS)
Sampling (sampling techniques or methods, sample size and errors), Data Collection (meaning, primary and secondary data, various methods of data collection)
UNIT-4 (08 HOURS)
Introduction to theoretical and statistical concepts: Theoretical Concepts (cotemporary critical theories), Statistical Concepts – (Mean, Standard Deviation, Variance; Standard Error;
UNIT-5 (08 HOURS)
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)
UNIT-6 (08 HOURS)
Report Writing (Planning, Drafting, Revising and Editing, Format and Structure), Review of Literature, Reference List Style (MLA and APA)

Continuous Assessment Pattern

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

Name of The Course	Role of Literature in Language Teaching			
Course Code	**MSL36T1010**			
Prerequisite	**Basic knowledge of Language and Communication**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: Upon completion of this course, students will be able to:
- Draw attention to stylistic peculiarity.

- **Help students to appreciate the ways that writers use language to achieve particular effects.**

- **Provide frameworks for creative response.**

- **Invite learners them to modify, extend or add to a text.**

Course Outcomes

CO1	Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
CO2	Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
CO3	Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
CO4	Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
CO5	Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written sources.
CO6	Students should be proficient in oral communication and writing.

Text Book (s)

- Rabinowitz, P. J. & Smith, M. W. (1998). Authorizing readers: Resistance and respect in the teaching of literature. New York, NY: Teachers College Press.
- Scholes, R. (2001). The crafty reader. New Haven, CT: Yale University Press. Showalter, E. (2003). Teaching literature.
- Wiley Blackwell. Wolf, D. P. (1998). Reading reconsidered: Literature and literacy in high school. New York, NY: The College Board.

Additional References:

- Appleman, D. (2009) Critical encounters in high school English: Teaching literary theory to adolescents, 2nd edition. New York, NY: Teachers College Press.
- Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.
- McKeachie, W., & Gibbs, G. (1998). Teaching tips: Strategies, research, and theory for college and university teachers. New York: D.C. Heath & Co.
- Scholes, R. (1985). Textual power. New Haven, CT: Yale University Press.

UNIT-1 (08 HOURS)
Using Literature in the language classroom: definition, Importance; the reader and the text.
UNIT-2 (08 HOURS)
Approaches to using literature with the language learner: Overview, Language based approach, stylistics, Literature as content, Literature for personal enrichment and, the role of metalanguage.
UNIT-3 (08 HOURS)
Selecting and evaluating materials: selecting texts, evaluating learning materials which make use of literary texts.
UNIT-4 (08 HOURS)
Evaluating literature cross-culturally: being a student, A consideration of cultural aspects in texts and, Strategies for overcoming cultural problems
UNIT-5 (08 HOURS)
Materials design and lesson planning: Novels and short stories;   Materials design and lesson planning: Poetry   Materials design and lesson planning: Plays
UNIT-6 (08 HOURS)
Reflecting on the literature lesson: Thinking about observation, General observation of the literature lesson   Literature and Self-access: what is a literature self-access center? and, why have a literature self-access center?

Continuous Assessment Pattern

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

Name of The Course	SLA: Implications for Teaching L2			
Course Code	MSL36T1005			
Prerequisite	Basic knowledge of Grammar and Linguistics			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

- ❖ To introduce language teaching as an area of applied linguistics.
- ❖ To understand different language learning theories and methods of language teaching.
- ❖ To know about the Krashen's theories for second language acquisition.
- ❖ To evaluate the role of L1 in learning of L2

Course Outcomes

CO1	Develop an understanding of Contrastive Analysis and Error Analysis.
CO2	Differentiate between different theories of Language Learning.
CO3	Have an idea of different models of Language Teaching.
CO4	Examine linguistic aspects and sociolinguistics perspectives affecting L2 learning
CO5	Participate in the area of research in the field of ELT.
CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s):

- ❖ Richards, J.C. and Rodgers, T.S. 1995. *Approaches and Methods in Language Teaching: A Description and Analysis.* Cambridge: Cambridge University Press.

- ❖ Corder, S.P. 1974. Error analysis. In J.Allen and S.P. Corder (eds). *The Edinburgh Course in Applied Linguistics. Vol.3.* Oxford: Oxford University Press.

- ❖ Lado, R. 1964. *Language Teaching: A Scientific Approach.* New York: Mcgraw-Hill.

- ❖ Rivers, W.M 1981. *Teaching Foreign-Language Skills.* Chicago: University of Chicago Press.

Additional References:

- ❖ Clark, E. V. 2003. *First Language Acquisition*. Cambridge: Cambridge University Press

- ❖ Chapelle, C. A. 2001. *Computer Application in Second Language Acquisition.* Cambridge*:* Cambridge University Press.

UNIT-1 (08 HOURS):   Introducing SLA: Linguistics, Applied Linguistics and Language Teaching

UNIT-2 (08 HOURS):
 Contrastive Analysis;
  Error Analysis;
  Pattern, Practices, Drills and Teaching Exercises.

UNIT-3 (08 HOURS):   Theories and Methods:

Theories of Learning; Skinner, Chomsky, Piaget, Vygotsky	

UNIT-4 (08 HOURS):
Second Language Acquisition and Universal Grammar.

UNIT-5 (08 HOURS)
Language Teaching Method; 1. Grammar Translation Method. 2. Structure, Situational, 3. Audio Lingual, Audio Visual;
Communicative Language Teaching; Total Physical Response Method; Community Language Learning and CALT (Computer Aided Language Teaching).

UNIT-6 (08 HOURS)
Interlanguage and Language Learning;
Krashen's Natural Approach-Five Hypothesis;
 Mother Tongue, Heritage Language Teaching; Language Teaching for Specific Purposes.

Continuous Assessment Pattern

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

Name of The Course	Social Psychological Aspects of Language Learning			
Course Code	MSL36T5010			
Prerequisite	Basic knowledge of Language and Communication			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:

The student will acquire knowledge and understanding about the most recent developments in the field of the teaching and learning of foreign/second languages concerning:
1. affective factors in the field of foreign/second language teaching: motivation; anxiety; attitudes; autonomy;
2. cognitive factors in the field of foreign/second language teaching: language learning styles; language learning strategies; language aptitude; attention; memory and language learning;
3- recognize the links between the different psychological dimensions and possible language teaching procedures and strategies;
4- identify the positive/negative aspects of the major foreign language teaching methods and approaches with reference to the topics dealt with

Course Outcomes

CO1	familiarize students with some of the major theoretical perspectives in social psychology
CO2	appreciate interpersonal and group level psychological processes in the cultural context.
CO3	predict all the errors that learners made when in the process of learning a second language.
CO4	identifies three types of social structure that affect acquisition of second languages: sociolinguistic setting, specific social factors, and situational factors
CO5	participate in the area of research in the field of ELT.
CO6	grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s):

1. Anderson, R.W. (1982) Determining the linguistic attributes of language attrition. In R. D. Lambert and B. F. Freed (eds), The Loss of Language Skills . Rowley, Mass.: Newbury House.
2. Carroll, J.B. (1958) A factor analysis of two foreign language aptitude batteries. Journal of General Psychology, 59, 3-19
3. (in press) Social Psychological Aspects of Second Language Learning. London, England: Edward Arnold.
4. Cavanaugh, N.F. (1977) The roles of attitude and motivation in second language acquisition. Dissertation Abstracts International, 38, 674-A

Additional References:

1. Anderson, R.W. (1982) Determining the linguistic attributes of language attrition. In R. D. Lambert and B. F. Freed (eds), The Loss of Language Skills. Rowley, Mass.: Newbury House.

UNIT-1 (08 HOURS):   **Introduction: The relation between the brain, cognition and language; How language is produced, both in spoken and written from, and how it is understood; Similarities and differences between first and second language acquisition**
UNIT-2 (08 HOURS):   **The psychological dimension of the learning of languages (second and foreign) in formal contexts;**
UNIT-3 (08 HOURS):   **The roles of explicit and implicit learning of language; Input and output hypotheses; Form and meaning focussed learning**
UNIT-4 (08 HOURS):   **Various aspects are dealt with including: affective aspects (e.g., motivation, attitude, anxiety, etc.); attention; aptitude**
UNIT-5 (08 HOURS)   **(inter)personal and cultural factors; memory; psychological models of language learning; language learning styles and strategies**
UNIT-6 (08 HOURS)   **The implications for foreign language teaching and programmes of language education; Task-based interaction; Socio-cultural theories in SLA: Vygotsky and Piaget**

Continuous Assessment Pattern

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

Name of The Course	Teaching of Skills (LSRW)			
Course Code	MSL36T1012			
Prerequisite	Understanding of the basics of Language and Communication			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of the course is to:

1- Reflect on the context of teaching and learning in Higher Education when they enter teaching profession

2- Gain insight in to the processes of learning, especially at Higher Education level and able to reflect on the processes of teaching to facilitate the expected learning, students

3- Develop skills and competencies to teach effectively following different methodologies relevant at Higher Education level

4- Integrate the use of both lower order communication media as well as higher order technology based media in teaching learning at Higher Education level.

Course Outcomes

CO1	Analyse the concept of teaching and its relationship with learning process in the classroom.
CO2	Understand the nature of learner in the present study context
CO3	Articulate subject related broad objectives in terms of specific relations objectives
CO4	Demonstrate core teaching skills at competence level
CO5	Participate in the area of research in the field of ELT.
CO6	Grasp the course specific language teaching nuances and be ready to apply the same in classroom pedagogy.

Text Book (s):

1- Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
2- Platt, D. *Curriculum Design and Development*. New York: Harcourt, Brace, Jovanovich. 1980.
3- Rivers, W. M. *Teaching Foreign Language Skills*. Chicago: University of Chicago Press. 1981.

Reference Book (s):

1. 1- Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.
2. 2- W. M. and Temperley, M. S. *A Practical Guide to the Teaching of English*. Rivers, New York: OUP. 1978.

UNIT-1 (08 HOURS) **Phonetics: ESL/EFL skills, their types and functions, contexts and communication**
UNIT-2 (08 HOURS) Listening: definition, barriers, features, basic levels, planning lessons, developing materials and approaches to teaching EFL listening
UNIT-3 (08 HOURS) **Speaking: definition, theories, planning lessons, developing materials and approaches to teaching EFL speaking**
UNIT-4 (08 HOURS) **Reading: definition, models, types, planning lessons, developing materials and approaches to teaching EFL reading**
UNIT-5 (08 HOURS) **Writing: definition, types, planning lessons, developing materials and approaches to teaching EFL writing**
UNIT-6 (08 HOURS) **Studies on Recent Development and Research Teaching and Learning Skills**

Continuous Assessment Pattern

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

Program: B.A (H) Applied Psychology

Scheme: 2020-2021

VISION OF THE DEPARTMENT OF APPLIED PSYCHOLOGY

To be known internationally for establishing the knowledge through analytical and creative mind-set in various psychological aspects.

MISSION OF THE DEPARTMENT OF APPLIED PSYCHOLOGY

M1: To develop critical reflections through non coercive and participatory mode of teaching and learning, along with their practice and development.
M2: To facilitate and encourage members to think globally and act locally along with development of a scientific enquiring in Psychology.
M3: To extend the competencies relevant to unique pedagogy which will be developed and put in use to sensitize and respect the plurality of approaches.

PROGRAM OUTCOMES

- Build capacity to explore the wide array of dimension of human experience

- Capable of accepting the challenges of individual and group life using psychological factors.

- Understand significance and meaning of everyday experience

- Use methodologies that celebrate richness and multidimensionality of human behavior

- Enhance the ability to qualitative/ quantitative measure and interpret the data

- Empower the students in dealing with issues and problems of self and others

- Create a generality of developmental social and other fields and be able to solve issues of self and others

- Enable students for critical thinking

- Apprise with methodological intricacies in research and application.

- Develop open-minded and clear approach toward life, career and diversity

PROGRAM SPECIFIC OBJECTIVES

- PSO A- enable the student for active engagement in intellectual practices and relate to practices of the practitioners.

- PSO B- sensitizes the student to changing context and situations for both understanding theories and their practices.

PROGRAM EDUCATIONAL OBJECTIVES

- PEO- A- Student will be able to complete a successful higher education, be an effective member of civil society.

- PEO-B- The student will be effectively and meaningfully engaged in helping the mankind by counseling, guidance and develop quality projects in different areas of psychology in India and abroad.

CURRICULUM

Semester 1									
Sl. No	**Course Code**	**Name of the Course**	**L**	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
							Assessment Pattern		
1	PSY1001	**Introduction to Psychology**	4	0	0	4	20	30	50
2	PSY1002	**Life span Development**	4	0	0	4	20	30	50
3	PSY1003	**Social Psychology**	4	0	0	4	20	30	50
4	BEC1001	**Professional English I**	2	0	0	2	20	30	50
5	BEC1002	**Lab Professional English I**	0	0	2	1	50	00	50
6		**Creative / Liberal Arts**	0	0	1	0.5	50	00	50
7		**AI and its applications**	2	0	0	2	50	00	50
8		**Disruptive Technologies**	2	0	0	2	20	30	50
9	ENVS1001	**Environmental Studies**	0.5	0	0	0.5	20	30	50
10	SLE1001	**Foundations of Social Sciences – I**	4	0	0	4	20	30	50
		Total	22	0	3	24			

Semester II									
Sl No	**Course Code**	**Name of the Course**	**L**	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
							Assessment Pattern		
1	PSY1004	**Bio -Psychology**	4	0	0	4	20	30	50
2	PSY1005	**Theories of Personality**	4	0	0	4	20	30	50
3	PSY1006	**Systems and schools of Psychology**	4	0	0	4	20	30	50
4	PSY1007	**Practicum A**	0	0	4	4	50	00	50
5	BEC1003	**Professional English II**	2	0	0	2	20	30	50
6	BEC1004	**Lab Professional English II**	0	0	2	1	50	00	50
7		**Disaster Management**	2	0	0	2	20	30	50
8	SLE1002	**Foundations of Social Science – II**	4	0	0	4	20	30	50
		Total	20	0	6	25			

Semester III									
Sl No	**Course Code**	**Name of the Course**	**L**	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
							Assessment Pattern		
1	PSY2001	**Research Methods**	4	0	0	4	20	30	50
2	PSY2002	**Specialisation -1 Paper -1**	4	0	0	4	20	30	50
3	PSY2003	**Specialisation -2 Paper -1**	4	0	0	4	20	30	50
4	PSY2004	**Specialisation -3 Paper-1 (Any Two)**	4	0	0	4	20	30	50
5	FREN2005/ GERN2005/ JAPA2005	**Foreign Language - I (Japanese / German / French)**	2	0	0	2	20	30	50
6		**Aptitude Building and Logical Reasoning**	4	0	0	4	20	30	50
7		**Creativity, Innovations and Entrepreneurship & IPR**	1	0	0	1	20	30	50

8	BSL01P2001	Experiential Learning – I	0	0	4	4	50	00	50
9	BSL01R2001	Social Internship - Six Week	0	0	4	2	50	00	50
		Total	**23**	**0**	**8**	**25**			

Semester IV									
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	PSY2005	Statistics in Psychology	4	0	0	4	20	30	50
2	PSY2006	Specialisation -1 Paper -2	4	0	0	4	20	30	50
3	PSY2007	Specialisation -2 Paper -2	4	0	0	4	20	30	50
4	PSY2008	Specialisation -3 Paper-2 (Any Two)	4	0	0	4	20	30	50
5		Waste Management	1	0	0	1	20	30	50
6	FREN2006	Foreign Language - II (Japanese / German / French)	2	0	0	2	20	30	50
7	PSY2009	Experiential Learning – II	0	0	4	4	50	00	50
8	SLE2006	Introduction to Indian Philosophy	2	0	0	2	20	30	50
9	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4	20	30	50
		Total	**25**	**0**	**4**	**25**			

Semester V									
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	PSY3001	Specialisation -1 Paper -3	4	0	0	4	20	30	50
2	PSY3002	Specialisation -2 Paper -3	4	0	0	4	20	30	50
3	PSY3003	Specialisation -3 Paper-3 (Any Two)	4	0	0	4	20	30	50
4		Ethics and Professional Competency	1	0	0	1	20	30	50
5		Campus to corporate	3	0	0	3	20	30	50
6	PSY3011	Interdisciplinary – I	4	0	0	4	20	30	50
7	PSY3006	Experiential Learning – III	0	0	4	4	50	00	50
8	SLE1003	Writing for the Social Sciences & Humanities	4	0	0	4	20	30	50
9	PSY9998	Dissertation Phase I	0	0	2	1	50	00	50
		Total	**20**	**0**	**6**	**25**			

Semester VI									
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	PSY3007	Specialisation -1 Paper -4	4	0	0	4	20	30	50
2	PSY3008	Specialisation -2 Paper -4	4	0	0	4	20	30	50
3	PSY3009	Specialisation -3 Paper -4 (Any Two)	4	0	0	4	20	30	50
4	PSY3010	Interdisciplinary – II	4	0	0	4	20	30	50
5	PSY9999	Dissertation	0	0	2	8	50	0	50
		Total	**12**	**0**	**2**	**20**			

Total Credits- 144

Major elective courses

Interdisciplinary

1	PSY3011	Abnormal Psychology	V	4
2	PSY3010	Organisational Psychology	VI	4

Major Specialisation
Specialisation 1 - Clinical Psychology

SN	Course Code	Course Name	Semester	Credits
1	PSY2002	Introduction to Clinical Psychology	III	4
2	PSY2006	Psychotherapeutic Intervention	IV	4
3	PSY3001	Counselling Skills	V	4
4	PSY3007	Psychodiagnostics	VI	4
			Total	16

Specialisation 2 - Organisational Psychology

SN	Course Code	Course Name	Semester	Credits
1	PSY2003	Organizational Change and Development	III	4
2	PSY2007	Human Resource Management	IV	4
3	PSY3002	Training and Development	V	4
4	PSY3008	Psychology of Workplace	VI	4
			Total	16

Specialisation 3 - Applied Psychology

SN	Course Code	Course Name	Semester	Credits
1	PSY2004	Applied Social Psychology	III	4
2	PSY2008	Health Psychology	IV	4
3	PSY3003	Community Psychology	V	4
4	PSY3009	Environmental Psychology	VI	4
			Total	16

DETAILED SYLLABUS

SEMESTER I

Name of The Course	Introduction to Psychology			
Course Code	PSY1001			
Prerequisite	Understanding of General Psychology			
Corequisite	N/A			
Antirequisite	N/A			
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Understand basic concepts of psychology and their applications
2. Learn the basic concepts of Psychology which has further use in counselling psychology
3. Understand basic concepts of learning, its relevance in psychology and its application.
4. Learn the basics motivation theories/ skills and applications of it in specific situation
5. Understand the basic theories and concepts of psychology and its applications in the professional world

Course Outcomes:

CO1	Understanding of basic concepts of psychology and their applications
CO2	Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
CO3	Discuss the basic concepts of Psychology which has further use in counselling psychology
CO4	Explain the basic concepts of learning, its relevance in psychology and its application.
CO5	Recognize the basic motivation theories/ skills and applications of it in specific situation
CO6	Discuss the basic theories and concepts of psychology and its applications in the professional world

Text Book (s)

- Morgan, C. T., Weisz, R. J., King, R. A. & Schopler, J. INTRODUCTION TO PSYCHOLOGY. 7th Ed. (2001). Tata Mc Graw Hill Pub.

- Baron, R. A. (2002) PSYCHOLOGY, 5th Ed., Dorling Kindersley Pub.

- Fredrickson, B., Loftus, G. &Wagenaar. W. (2010) SPECIFICATIONS OF ATKINSON'S AND HILGARD'S PSYCHOLOGY: AN INTRODUCTION. 1st 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. Griffit working paper in pragmatics intercultural communication 5 (1), pp. 46-54.

- Jarris, P. (2012) Learning from everyday life, HSSRP, Vol. I, No. 1. 1-20

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Nature, scope and methods of psychology, Brief history of Psychology in India
UNIT-2 (08 HOURS)   Sensory and perceptual processes
Sensory and perceptual processes- Sensation and perceptual process and perceptual organization- Gestalt theory
UNIT-3 (08 HOURS)   Learning
Classical and operant conditioning, Basic Processes- Generalization, Discrimination, Spontaneous recovery and Extinction, Transfer of learning, Cognitive learning, Observational Learning
UNIT-4 (08 HOURS)   Motivation and Emotions
Motivation: Nature, types, and theories: McDougal, Maslow, McClelland Emotions: Nature and theories: James- Lange, Cannon –Bard
UNIT-5 (08 HOURS) Memory
Memory nature and concept, Types of Memory, Theories of Memory, Memory Process, Memory Retention Techniques
UNIT-6 (08 HOURS) Recent Development in Introduction to Psychology
Recent researches on Learning, Motivation, Memory, Creativity and Future Prospects

Continuous Assessment Pattern

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

Name of The Course	Life Span Development				
Course Code	PSY1002				
Prerequisite	Understanding of Developmental Psychology				
Corequisite	N/A				
Antirequisite	N/A				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Understand the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Basics of current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Application of developmental psychology principles to daily life throughout the lifespan.
4. Understanding of myths and misconceptions regarding human development throughout the lifespan.
5. Learn the methodological approaches used to study development.

Course Outcomes:

CO1	Distinguish between major theoretical perspectives in developmental psychology.

CO2	Think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own research and/or clinical practice.
CO3	Explain the respective contributions of "nature" and "nurture" to human development, as well as their interactions.
CO4	Understand physical, cognitive, and socio emotional development across the lifespan.
CO5	Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
CO6	Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation

Text Book (s)

- Berk, L. E. (2010). *Child Development* (8th 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* (9th Ed.). New Delhi: McGraw Hill.

- Santrock, J. W. (2008). *Child Development* (11th Ed.). New Delhi: McGraw Hill. Santrock, J.W. (2006). *Adolescence.* New Delhi: McGraw Hill.

Reference Book (s)

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

- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Nature of Development and related terms, theories (Frued and Eric Ericson) and themes of Developmental Psychology, Indian context of development
UNIT-2 (08 HOURS)   Period of Development
Infancy, Childhood, Adolescence, Adulthood, senescent stages
UNIT-3 (08 HOURS)   Domains of Development
Cognitive development: perspectives of Piaget and Vygotsky,   Language development: issues and debates, Emotional development
UNIT-4 (08 HOURS)   Context of Development
Contexts for development: Family, peers, media and school contexts
UNIT-5 (08 HOURS)   Theories of LifeSpan Development
Freud and Erikson's Psychoanalytic theory, Social Learning theory.
UNIT-6 (08 HOURS)   Current theories and Theories in Developmental Psychology
Contemporary Mini Theories and Emerging Approaches

Continuous Assessment Pattern

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

Name of The Course	Social Psychology			
Course Code	PSY1003			
Prerequisite	Understanding of basic Psychology and socialization processes			
Corequisite	N/A			
Antirequisite	N/A			
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Understand the nature and scope of social psychology.
2. Understand the behaviour of an individual in the society.
3. Understand Social Perception, attribution processes, impression formation and social factors that
4. influence individual behaviour.
5. Familiarise with the group processes and its impact on individual behaviour and decision making.
6. Help the students cope with the social adversity and attain personal happiness.

Course Outcomes:

CO1	Discuss and write about the nature and scope of social psychology.
CO2	Explain the behaviour of an individual in the society.
CO3	Describe social Perception, attribution processes, impression formation and social factors that influence individual behaviour.
CO4	Outline the group processes and its impact on individual behaviour and decision making.
CO5	Cope with the social adversity and attain personal happiness.
CO6	Understanding situational factors and internal motivations underlying in the operation of various forms of social influence: conformity, compliance, and obedience.

Text Book (s)

- Baron, R.A., & Byrne, D., Brancsombe (2012). Social Psychology. 13thEd. Pearson Education: New Delhi.

- Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). Advanced social psychology: The state of the science. New York: Oxford University Press.

Reference Book (s)

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2016). Social psychology (9th ed.). Upper Saddle River, NJ: Pearson Education.

- 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.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Nature & scope of Social psychology
Research techniques used in Social psychology
Unit -2 Perception and Impression formation
Social Perception and Attribution; Impression formation and management
UNIT-3 (08 HOURS) Group Behaviour
Nature, types of groups, structure and formation of group
Social facilitation, Social loafing
Group Decision making—Group Polarization,
Group think; Cooperation vs. competition
UNIT-4 (08 HOURS) Attitude and Prejudice
Concept, nature and formation of attitudes.
Attitude Change: Heider's theory, Festinger's theory
Prejudices—Nature and formation of prejudices, Reducing prejudice
UNIT- 5 Social Influence
Conformity; Compliance; Obedience; Altruism
Unit - 6 The Self
Learning about the Self, Self awareness, Motivation and the Self

Continuous Assessment Pattern

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

SEMESTER II

	Name of The Course	Bio – Psychology				
	Course Code	PSY1004				
	Prerequisite	N/A				
	Corequisite	N/A				
	Antirequisite	N/A				
			L	**T**	**P**	**C**
			4	0	0	4

Course Objectives:

1. Understanding the nature and methods of physiological psychology
2. Knowing different assessment and mapping techniques of human physiology

3. Understanding the structure, functions, types and synaptic conduction of neurons
4. Learning physiological correlates of emotions with nervous system and endocrine glands
5. Understanding the relationships of behaviour and emotions with physiological functioning

Course Outcomes:

CO1	Understand the nature and methods of physiological psychology
CO2	Learn different assessment and mapping techniques of human physiology
CO3	Understand the structure, functions, types and synaptic conduction of neurons
CO4	Understand physiological correlates of emotions with nervous system and endocrine glands
CO5	Learn the relationships of behaviour and emotions with physiological functioning
CO6	Identify which parts of the brain are responsible for physiological processes related to attention, behavior, cognition, emotion and memory.

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 11th Ed. Boston - Allyn & Bacon

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.

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
The origins and nature of physiological psychology, methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods.
UNIT-2 (08 HOURS)   Neurons
Structure of neurons, types & functions; neural conduction, Synaptic conduction
UNIT-3 (08 HOURS)   The structure and functioning of Nervous System
Basic features of nervous system, CNS, ANS, PNS
UNIT-4 (08 HOURS)   Emotion and Behavior
Physiological correlates of emotion: The role of cortex in emotion, Emotion and endocrine glands
Unit - 5   Sleep and Biological rhythms
Sleep and Biological Rhythms, Ingestive Behavior
Unit - 6   Neurological disorders
Schizophrenia and Affective disorders; Stress Disorder

Continuous Assessment Pattern

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

Name of The Course	Theories of Personality			
Course Code	PSY1005			
Prerequisite	N/A			
Corequisite	N/A			
Antirequisite	N/A			
		L	T	P	C
		4	0	0	4

Course Objectives:

1. Understand the influential personality theories and constructs
2. Understand the meaning and appropriate application of course concepts
3. Understand personality-related processes that underlie individual differences in behavior
4. Familiarize with the seminal and current research studies and important findings using an understanding of scientific methodologies common to this field
5. Understand the interaction of situational and individual characteristics on the development of personality

Course Outcomes:

CO1	Discuss and write in an informed way about influential personality theories and constructs
CO2	Identify meaning and appropriate application of course concepts
CO3	To be aware from Indian and western philosophy about self
CO4	Awareness about yoga therapy, Buddhism, Jainism and ancient Indian approaches
CO5	Recognize the interaction of situational and individual characteristics on the development of personality
CO6	Students will be able to apply course concepts to their understanding and interpretation of real life situations.

Text Book (s)

- Ewen, Robert B. (2010). An introduction to the theories of Personality. Psychological Press. New York & London. (7th ed.)

- 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, (4th ed.). New York: Wiley.

Reference Book (s)

- Hjelle, L.A. & Zeigler, D.J. (1991). Personality theories : Basic assumptions, research and applications. (2nd 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.

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Definition, nature and scope of personality
Determinants of Personality: Biological, environmental, social and family
UNIT-2 (08 HOURS)   Psychodynamic and Behaviouristic Approaches
Psychodynamic and psychosocial approaches : Freud and Erikson
Behaviouristic and social learning approaches: Skinner, Bandura and Mischel
UNIT-3 (08 HOURS) Humanistic and Existential approaches
Humanistic and phenomenological approaches: Rogers and Kelly.
Existential approaches: Rollo May, Victor Frankl
UNIT-4 (08 HOURS) Self
Self: Concept & identity, Indian and western view of self
Indian views: Yoga, Budhism & Sufism
Unit – 5: Highest form of self
Study of Bhagwat gita, Swami vivekanand and Ramkrishna Paramhans literature, J.Krishnamurthi Literature.
Unit – 6: Recent Developments
Impact of covid Pandemic on Self and Personality

Continuous Assessment Pattern

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

Name of The Course	Systems and Schools of Psychology			
Course Code	PSY1006			
Prerequisite	Understanding of General Psychology			
Corequisite	N/A			
Antirequisite	N/A			
		L	**T**	**P**	**C**
		4	0	0	4

Course Description:

Survey of the historical background of psychology, emphasizing its philosophical origins and evolution of the psychological point of view. Contributions of major schools of psychology to modern psychology also emphasized.

Course Objectives:

1. To acquaint the students with the history of psychology and the modern development in the field.
2. To help the students to develop an idea of different schools of Psychology and the thoughts formulated therein.
3. To provide the students with the knowledge of history of Psychology in India.
4. Advantages with respect to theoretical approaches

Course Outcomes:

By the end of this course, students should be able to:

CO1	Describe the key major figures in the history of psychology and their major contributions.
CO2	Relate the major perspectives to the individuals who are responsible for articulating them.
CO3	Describe how historical trends and events have influenced the development of psychology as a scientific discipline.
CO4	Describe major perspectives of psychology.
CO5	Demonstrate an understanding of major questions that have driven psychological thought throughout its history.
CO6	Ability to identify and appreciate the diversity of contributions to the contemporary fields of psychology

Text Book (s)

- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian Psychology.* New Delhi: Foundation Books.

- Hothersall, D. (2004) History of Psychology 4th Edition. New York: McGraw-Hill

- Hergenhahn, B.R. (2009). An Introduction to the History of Psychology, (6th International Student Edition) Wardsworth Cengage Learning.
- Lawson, R.B., Graham, J.E., & Baker, K. M. (2009). A History of Psychology: Globalization, Ideas, and Applications, (1st Edition), USA, Pearson Education.
- Chaplin, J. P. & Krawiec, T. S. (1988). Systems and Theories of Psychology (4th Edition). New York; Holt, Rinehart and Winston.

Reference Book (s)

- Singh, A.K. (2002). The Comprehensive History of Psychology (3rd Edition). Motilal Banarsidas Publishers Pvt Ltd.

- Leahey, T.H. (1997). A History of Psychology: Main Currents in Psychological Thought (4th Edition). Prentice Hall International, Inc.

- Brennan, J. F. (1991) History and Systems of Psychology (3rd Edition), Prentice Hall International, Inc.

- Heidbreder, E. (2008), Seven Psychologies. USA, Prentice Hall.

- Schultz, D.P. & Schultz, S.E. (2007). History of Psychology (9 th Edition, Belmont, USA, Thomson Wardsworth

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Introduction, Nature & Scope of Psychology, Psychology & the Ancients-Philosophical roots
UNIT-2 (08 HOURS)   Systems and Theories in Psychology
Antecedents of Psychology: An overview of history and schools of psychology. Early schools of Psychology: Structuralism (Tichner) and Functionalism (William James).

UNIT-3 (08 HOURS)   The Schools of Psychology I
Behaviourism (Watson) and Neo-Beahviourism
UNIT-4 (08 HOURS)   The Schools of Psychology II
Gestalt psychology (Wertheimer, Koffka and Kohler)
Unit – 5   The Schools of Psychology III
Psychoanalysis and Neo-Psychoanalysis
Unit – 6   Current development
Humanistic Psychology, Cognitive Psychology and Existential Psychology

Continuous Assessment Pattern

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

Name of The Course	Practicum A			
Course Code	PSY1007			
Prerequisite	Understanding of basic theoretical concepts.			
Corequisite				
Antirequisite				
		L	T	P	C
		0	0	4	4

Course Objectives: Gaining applied experience of theoretical concepts.

Course Outcomes:

CO1	Primary knowledge of how a research is designed
CO2	Conduct experiments and administer psychological scales to a subject
CO3	How the hypothesis is formulated and along with objectives
CO4	Make interpretations and draw conclusions based on the norms given in the manual
CO5	Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results
CO6	Reading out to the meaningful conclusion and gaining applied experience of theoretical concepts

Text Book (s)

- As recommended by Faculty

Detailed outline of the course

UNIT-1 (08 HOURS)
● Span of Attention /

● Mirror Drawing	

UNIT-2 (08 HOURS)

- Muller Lyer Illusion/
- Zeigarnik Effect

UNIT-3 (08 HOURS)

- Serial Position effect /
- Creativity Test

UNIT-4 (08 HOURS)

- Job Satisfaction scale
- DASS

Continuous Assessment Pattern

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

SEMESTER III

Name of The Course	Research Methods				
Course Code	PSY2001				
Prerequisite	Understanding of Research Methods				
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives:

1. To familiarize participants with the basics of research and the research process.
2. To enable the participants in conducting research work and formulating research synopsis and report.
3. To familiarize participants with Statistical packages such as SPSS/EXCEL.
4. To impart knowledge for enabling students to develop data analytics skills and meaningful interpretation to the data sets so as to solve the business/Research problem.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Learn the basic concept and scope of the Research
CO2	The students will be able to develop proper research designs
CO3	Understand the basic techniques of sampling and data collection
CO4	Students will be acquainted with research measurements
CO5	Students will get an insight of developing the research

CO6	Gives visions and paves the ways of improving the research skills

Text Book (s)

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

- Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioural Research (Fourth Edition), Harcourt Inc.

- Research Methods and Statistics In Psychology 7th Edition by Hugh Coolican, Taylor & Francis.

- Dawson, Catherine, 2002, Practical Research Methods, New Delhi, UBS Publishers' Distributors

- Kothari, C.R.,1985, Research Methodology- Methods and Techniques, New Delhi, Wiley Eastern Limited.

- Kumar, Ranjit, 2005, Research Methodology-A Step-by-Step Guide for Beginners, (2nd.ed.) Singapore, Pearson Education.

Reference Book (s)

- Chawla D. & Sondhi N. Research Methodology Concepts and Cases, S. Chand & Company Ltd. Morgan, Gareth, Imagination, Response Books, New Delhi.

- Panneerselvam, R (2014) Research Methodology, PHI Pvt. Ltd, New Delhi.

- Wilson J. (2010) Essential of Research Methods, SAGE Publication.

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

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Meaning, Objective and Beginning of Psychological research; Goals of Psychological research; Significance of research; Research methods and Research methodology; Research process; criteria of good research
UNIT-2 (08 HOURS) Research Problem and Research Design
Defining, formulating and selecting a research problem; techniques involved in defining a problem; Meaning and Need of Research design, Features of a good research design, Different research designs
UNIT-3 (08 HOURS) Sampling
Sampling; Need for sampling; Criteria and Characteristics of a good sample; Different types of sampling; Probability and non-probability sampling methods; determination of sample size.
UNIT-4 (08 HOURS) Measurements and Scaling Techniques
Measurement in Research; Measurement Scales, Meaning of Scaling; Important Scaling Techniques
UNIT-5 (08 HOURS) Hypothesis testing
What is a Hypothesis? Null and Alternate Hypothesis. Type – I and Type – II error
Unit - 6 Data Collection and Interpretation
Data Collection: Collection of Primary data; Experiment; Interview; Observation; Survey and testing. Collection of secondary data; Case study. Meaning of Interpretation, Different steps in report writing; Types of Report; Layout of research report.

Continuous Assessment Pattern

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

Name of The Course	Introduction to Clinical Psychology				
Course Code	PSY2002				
Prerequisite	Understanding of Counselling Psychology				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:
1. The objective of this paper is not only giving a theoretical understanding but also sensitize them towards real issues from clinical psychology.

2. The student will learn to think differently and may be encouraged to take up action research.

3. It will help them to create an understanding about clinical psychology and build their competence to think about intervention strategies for clinical psychology.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand the basic concepts of clinical psychology and their applications
CO2	Learn students to various kinds of psychological diseases and its impact on Mental Well-Being
CO3	Understand and familiar with the psychological tests used for clinical purposes.
CO4	Learn the basics counselling techniques/ skills and its applications in specific situation.
CO5	Understand them the ethical guidelines for practicing as a Psychologist
CO6	Learn them to act as a social facilitator/Counselling Psychologist in their professional life.

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.
- Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
- Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US:Broobs/ Cole-Cengage Learning.

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.

UNIT-1 (08 HOURS) Introduction
Concept, history and recent trends in counselling, Distinction between Guidance & counselling, Ethical and legal aspects of counselling
UNIT-2 (08 HOURS) Counselling with Diverse Populations
Counselling children and adolescents, Counselling the aged, Gender based counselling, Work place counseling
UNIT-3 (08 HOURS) Approaches to counselling
Various areas of counselling, Existential analytical approach, Humanistic approach, Cognitive, Behaviouristic
UNIT-4 (08 HOURS) Applications
Substance abuse counselling, Counselling the disabled, Rehabilitation counselling, E- counselling
UNIT-5 (08 HOURS) Ethical and Professional Issues
American Psychological Association Code of Ethics, Aspirational and enforceable, Ethical Decision Making, Psychologist Ethical Belief.
Unit -6 Current trends in Clinical Psychology research
Trends in psychological assessment. Development of diagnostic criteria, Exploration of clinical states and biological correlates of mental disturbances, Diagnostic definitions of psychiatric disorders, Refinement of psychotherapeutic techniques.

Continuous Assessment Pattern

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

Name of The Course	Organizational Change and Development			
Course Code	PSY2003			
Prerequisite	Understanding of basic Organizational Behaviour			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: The primary objectives of this course are to:

1. Provide you with an opportunity to become familiar with the basic theories of "change management.
2. Develop an awareness and fundamental knowledge of the need for change, why organizations change or fail to change, and how to plan for, manage and measure change.
3. Develop an awareness of the leadership issues and role of the leader in organizational change.
4. Help further develop and expand your critical thinking and analytical skills.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Developing a basic understanding and appreciation for the issues and conditions creating the need for change in modern organizations
CO2	Exploring some of the ethical issues associated with change and organizational development
CO3	Developing an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance.
CO4	Developing a basic understanding and fundamental knowledge of the models and theories of change management.
CO5	Developing a basic understanding of how organizations behave and react to change, why change efforts can fail, overcoming organizational resistance, and making change possible.
CO6	Learning how to apply some of the key concepts and tools organizational development and change leadership and management.

Text Book (s)

- Nilakant, V. and Ramnaryan, S., Managing Organisational Change, Response Books, New Delhi.
- Beckhanrd, Richard and Harris, Reuben T., Organisational Transitions : Managing Complex Change, Addision, - Wesley, Mass
- Kanter, R.M., Stein, B.A and Jick, T.D., The Challenge of Organisational Change, Free Press, New York .
- Hammer, Michael and Champy, James, Reengineering the Corporation : A Manifesto for Business Revolution, Harper Business, New York .
- Hurst , David K., Crisis and Renewal : Meeting the Challenge of Organisational Change, Harvard University Press, Mass

Reference Book (s)

- Pattanayak, Biswajeet and Kumar Pravash, Change for Growth, Wheeler Publications, New Delhi.
- Morgan, Gareth, Imagination, Response Books, New Delhi .
- Madhukar Shukla, Competing Through knowledge, Response Books, New Delhi .
- Storey, John, International Cases in Resources Mangement, Beacon Books, New Delhi .
- Venkataratnam C.S., Varma, Anil (ed) : Challenge of Change : Industrial Relations in Indian Industry : Allied Pub. Ltd., New Delhi

Detailed outline of the course

UNIT-1 (08 HOURS) Organizational Change
Concept and Significance; Managing Change; Concept of Analyzing the Environment; Perspectives on Change: Contingency; Resource Dependence; Population Ecology; Implications of Change.
UNIT-2 (08 HOURS) Types of Change
Continuous or Incremental Change; Discontinuous or Radial Change; Participate Change and Directive Change; Change Levers; Levels of Change: Knowledge Changes; Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes.
UNIT-3 (08 HOURS) Implementing Change
Steps-Assembling a Change; Management in Establishing a New Direction for the Organization; Setting up of Change Teams; Aligning Structure; Systems and Resources; Removing road Blocks; Absorbing Changes into Organization

UNIT-4 (08 HOURS) HR and Technological change
Introduction special features of new technology; organizational implications of technological change; Emerging profile HR; Employee Empowerment, Emotional Intelligence and employee productivity; Managing work stress
UNIT-5 (08 HOURS) Organizational Development (OD)
Concept and Evolution; OD Interventions: Diagnostic Activities; Team Building; Sensitivity Training; Third Party and Inter Group Interventions; Educational and Structural Interventions; Indian Experiences of OD in Public and Private Enterprises.
UNIT-6 (08 HOURS) Recent Development
Case study about at least two MNCs which has successfully carried out Organisational change in technical as well as non technical field

Continuous Assessment Pattern

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

Name of The Course	Applied Social Psychology			
Course Code	PSY2004			
Prerequisite	Understanding of Social Psychology			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: The primary objectives of this course are to:

Social psychology has accumulated a wealth of knowledge as well as theories to predict human behavior in social settings. This knowledge is fast becoming crucial in understanding social problems such as immigration, national identity, inter-group relations, and conflict resolution. The course introduces studies and applications of social psychological findings to social issues and problems.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	meaning and importance of social psychology in the present context.
CO2	preconceived notion about various social and health issues and its impact
CO3	nature and extent of child abuse and neglect, national and international policies and program for addressing child rights.
CO4	The causes and consequences of contemporary social problems and their evidence-based remedial measures along with national policy
CO5	Apply knowledge in social psychological research to resolve everyday social issues
CO6	Demonstrate knowledge of social psychological research that can be applied to individual and societal problems

Text Book (s)

- Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.) . Boston: Prentice Hall.(Indian pubication)
- Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G.(2010). Social Psychology (12th Edition).Delhi, Pearson.
- Baumeister, R.F.& Bushman, B.J.(2013) Social Psychology & Human Nature. Wadsworth
- Hogg,M.& Vaughan,G.M.(2008) Social Psychology. Prentice Hall.
- Misra, G. (2009). Psychology in India: Social and Organisational Processes. Delhi. Pearson.
- Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Reference Book (s)

- Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). Social Psychology. CA Wadsworth.
- Deb, S. (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
- Ahuja, R. (1992). Social Problems in India. Nice
- Madan, G.R. (1995). Indian Social Problems. Vol.1, Allied Publishers.
- Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.

Detailed outline of the course

Unit 1- Introduction to Applied Social Psychology
Definition of Applied social psychology; historical roots and current trends; methods of social psychology; importance of social psychology in today's context. Prejudice; stereotype, myths, misconception and discrimination and their effects. Measures for prevention of prejudice, stereotype, myths, misconception and discrimination.
Unit 2- Social Cognition
Social perception and cognition. Self in a social world; Attribution, biases, impression formation and impression management
Unit 3- Attitude and Attitude Change
Meaning and definition of Attitude, formation and changes of attitudes, influence of attitude on behavior. Barriers in changing attitudes.
Unit 4-Social Relationship
Social relationship: Nature, formation, interpersonal conflicts and managing relation referring to different types of relations.
Unit 5-Population Explosion
Population explosion: current scenario and its impact: Population of India and its growth, density of population, consequences of population explosion, Population Policy in India.
Unit -6 Interpersonal attraction and Relationships
Interpersonal attraction. Determinants of interpersonal attraction- Internal: Need to affiliate and the role of affect, External: Proximity and others' observable characteristics, and Interactive: Similarity of attitudes, values and personal characteristics, Mutual evaluations.

Continuous Assessment Pattern

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

Name of The Course	Experiential Learning- I LAB
Course Code	BSL05P2001

Prerequisite	Understanding of basic theoretical concepts			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		0	0	4	4

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

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in Psychology
CO5	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
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

UNIT-1 (08 HOURS)
● **Physiology: Secondary data/**
● **Anxiety Scale**
UNIT-2 (08 HOURS)
● **Experiment on attention learning**
● **Attitude scale**
UNIT-3 (08 HOURS)
● **Reaction Time**
● **Mental Ability Test**
UNIT-4 (08 HOURS)
● **Work motivation scale**
● **Personality Test**

Continuous Assessment Pattern

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

SEMESTER IV

Name of The Course	Statistics in Psychology
Course Code	PSY2005
Prerequisite	Understanding of Basic Statistics
Corequisite	

Antirequisite					
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

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

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand basic concepts of statistics and their applications
CO2	Learn the basics of assessment related theory
CO3	Understand basic concepts of statistics and its application
CO4	Learn the basic statistical calculation and to describe the generation and applications of it in specific situation
CO5	Understand the basics of experimental design
CO6	Application of statistical tools in specific real life situations

Text Book (s)

- Garrett, H. E. (2011) Statistics in Psychology and Education 6th 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 2nd 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 Encyclopaedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK,

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Relevance of Statistics in analysing Psychological Data, Descriptive Statistics vs Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles, and Percentile Rank.
UNIT-2 (08 HOURS) Measures of central tendency and variability
Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation.
UNIT-3 (08 HOURS) Normal distribution curve and linear correlation
Normal Probability curve – properties and applications, Characteristics; Correlation
UNIT-4 (08 HOURS) Parametric vs. Non-parametric Test
Parametric vs. non parametric tests. Parametric tests – t – test, ANOVA-one way.
UNIT-5 (08 HOURS) Parametric vs. Non-parametric Test Continue
Non parametric tests - Chi square, Mann – Whitney test, Contingency co-efficient
UNIT-6 (08 HOURS) Recent Developments

Recent research papers (At least 3) related to role of statistics in Psychological research.

Continuous Assessment Pattern

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

Name of The Course	Psychotherapeutic Intervention				
Course Code	PSY2006				
Prerequisite	Understanding of basic Counselling Psychology				
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives:
1. To give theoretical understanding of Psychotherapy and also sensitize them towards real issues from clinical psychology.

2. The student will learn to think differently and may be encouraged to take up action research.

3. It will help them to create an understanding about Psychotherapeutic Intervention and build their competence to think about intervention strategies for clinical psychology.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Understand the basic concepts of Psychotherapy and their applications
CO2	Learn students to various kinds of psychological diseases and its impact on Mental Well-Being
CO3	Understand and familiar with the psychological tests used for clinical purposes.
CO4	Learn the basics counselling techniques/ skills and its applications in specific situation.
CO5	Understand them the different kinds of Psychotherapeutic Approaches for practicing as a Psychologist
CO6	Learn them to act as a Psychotherapist in their professional life.

Text Book (s)

- Capuzzi, D. and Gross, D.R. (20047). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
- Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
- Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
- Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.
- Mozdzierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Prinicples of Counselling and Psychotherapy. New York: Routledge

- Prochchaska, J.O. & Norcross.J.C. (2010) Systems of Psychotherapy. Cengage

Reference Book (s)

- Brownell, J. (2002). Listening: Attitudes, principles and skills. (2nd). Boston: Allyn and Bacon..
- Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
- Corsini, R. J. (2001). Handbook of innovative therapy. (2nd Edi.). N.Y.: John Wiley.
- Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
- Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Psychotherapy: Nature and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention
UNIT-2 (08 HOURS) Structuring therapeutic relationship
Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; Structuring the therapeutic situation.
UNIT-3 (08 HOURS) Freudian psychoanalytic therapy
Key concepts, therapeutic techniques/ procedures.
UNIT-4 (08 HOURS) Humanistic and existential therapies
Person centered and Gestalt therapies: Key concepts, therapeutic techniques and procedures; Existential therapy
UNIT-5 (08 HOURS) Behaviouristic therapies
Therapies based on Classical Conditioning, Therapies based on Operant Conditioning
UNIT-6 (08 HOURS) Other therapeutic approaches
Reality therapy; Family system therapy; Transactional analysis.

Continuous Assessment Pattern

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

Name of The Course	Human Resource Management			
Course Code	PSY2007			
Prerequisite	Understanding of organizational behavior			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. It enables the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
2. It will help the students focus on and analyse the issues and strategies required to select and develop manpower resources.
3. It will develop relevant skills necessary for application in HR related issues.
4. It will be enabled to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions.

Course Outcomes:

CO1	To understand importance of human resource management as a field of study and as a central management function
CO2	Understand the implications for human resource management of the behavioral sciences, government regulations, and court decisions
CO3	Know the elements of the HR function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element's key concepts & terminology
CO4	Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems
CO5	To develop relevant skills necessary for application in HR related issues
CO6	To enable the students to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions

Text Book (s)

- George W Bohlander and Scott A Snell (2013), "Principles of Human Resource Management". Fifteenth Edition"; Thomson Publications.
- VSP Rao, "Human Resource Management", (2010), Excel Books, 3rd Edition

Reference Book (s)

- K Aswathappa, "Human Resource and Personal Management" (2017) Tata McGraw Hill, 8th Edition
- Stephen P. Robbins, "Human Resource Management", (2002), Pearson Education Asia.
- Sarah Gilmore and Steve Williams (2014). "Human Resource Management". Oxford University Press.
- Tayeb, M. (2005). International human resource management. Oxford University Press.

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Introduction to Human Resource Management: Definition and Concept, Features , Objectives, Functions, Scope and Development of Human Resource Management, Importance of Human Resource Management, Human Resource Practices
UNIT-2 (08 HOURS)   HRM and Personnel Management
HRM and Personnel Management: Introduction, Concept of Personnel Management, Personnel Management in India, Difference Between Personnel Management and HRM Concept of Human Resource Planning (HRP), Factors in HRP, Process of HRP
UNIT-3 (08 HOURS)   Recruitment and Selection
Job Analysis and Design: Job Analysis, Job Description, Writing a Job Description, Job Specification, Job Design

Recruitment: Introduction, Concept of Recruitment, Factors Affecting Recruitment, Types of Recruitment
Selection: Introduction, Concept of Selection, Process of Selection, Selection Tests, Barriers in Selection
UNIT-4 (08 HOURS)   Training & Development
Induction: Introduction, Meaning and Definition of Induction, Need for Induction, Problems Faced during Induction, Induction Programme Planning   Training: Concept and Significance of Training, Training Needs, Training Methods, Types of Training   Performance Appraisal: Introduction, Concept of Performance Appraisal, Purpose of performance appraisal, Process, Methods of Performance Appraisal, Major Issues in Performance Appraisal
UNIT-5 (08 HOURS)   Wages and Salary Administration
Wages and Salary: Introduction, Nature and Significance of Wage and Salary Administration, Theories of Wages, Methods of Wage Fixation   Incentives: Introduction, Concept of Incentives, Effective Incentive System, Types of Incentive Scheme
UNIT-6 (08 HOURS)   Recent development
Recent developments related to labour laws, HR policies, Strategic HR mangement

ontinuous Assessment Pattern

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

Name of The Course	Health Psychology			
Course Code	PSY2008			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Develop understanding of the nature and significance of health psychology
2. It will highlight the importance of social and psychological perspectives of health and science.
3. It enables critical understanding of holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
4. It will focus on indigenous and culturally accepted/ practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
5. It will make them to rethink the behavioral factors, disease prevention and health promotion in the context of holistic philosophy of health.

Course Outcomes:

CO1	To familiarize the concepts of psychological aspects of health
CO2	To help students to understand the complex interactions of biological, psychological, social, and spiritual factors as they impact human health and disease.
CO3	To learn critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue

CO4	To examine one's own health history and describe and enact a positive, proactive attitude toward healthy living for oneself
CO5	To demonstrate the capacity to critically evaluate research in health psychology and use this knowledge to explain mind-body interactions to health-care consumers and professionals.
CO6	To demonstrate an understanding of the principles of inter-professional learning and practice.

Text Book (s)

- Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
- Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
- Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Life styles. New York. Brunner/ Mazel.

Reference Book (s)

- Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
- Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
- Pomerlau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

Detailed outline of the course

UNIT-1 (08 HOURS)   Introduction
Nature and scope of Health Psychology: Bio-psychosocial model of health Psychology
UNIT-2 (08 HOURS)   Stress and Health
Stress and Health: nature, type, causes and consequences of stress, Stress related disorders.
UNIT-3 (08 HOURS)   Health Promotive Behavior
Health Damaging life styles, Diet, nutrition & exercise
UNIT-4 (08 HOURS)   Stress Management
Cognitive, behavioral, religious & spiritual
UNIT-5 (08 HOURS) Health and Well-being
Happiness; Life satisfaction; Resilience; Optimism and Hope
UNIT-6 (08 HOURS) Using Health Services
Different types of health services; Why people use, don't use, and delay using health services; Patient-doctor relationship

Continuous Assessment Pattern

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

Name of The Course	Experiential Learning-II LAB
Course Code	PSY2009
Prerequisite	Basic understanding of theories of Psychology

		L	T	P	C
Corequisite					
Antirequisite					
		0	0	4	4

Course Objectives:

Gaining applied experience of theoretical concepts

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

Course Outcomes:

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in psychology
CO5	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
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

Reference Book (s)

As recommended by the concerned teacher

UNIT-1 (08 HOURS)
● **Semi projective test/**   ● **Specific Disability Test**
UNIT-2 (08 HOURS)
● **Intelligence test/**   ● **Personality Test**
UNIT-3 (08 HOURS)
● **Clinical Case study/**   ● **Leadership Style**
UNIT-4 (08 HOURS)
● **Emotional Intelligence**   ● **Alcohol Addiction**

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

50	00	50	100

SEMESTER V

Name of the Course	Counselling Skills
Course Code	PSY3001
Prerequisite	None
Corequisite	
Antirequisite	

			L	T	P	C
			4	0	0	4

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

Course Outcomes:

CO1	Students will be familiar with the major counseling approaches of cognitive, and rational emotive behavior therapy
CO2	Students will be able to identify the most useful technique for certain conditions
CO3	Students will gain knowledge of and competence in the core areas of the practice of Counseling Psychology
CO4	Development of an identity as a professional psychologist with clear connection to the specialty area of counseling psychology.
CO5	Critically analyze issues and debates in counselling psychology
CO6	Students will gain knowledge of and competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Counseling Psychology

Text Book (s)

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

Detailed outline of the course

Unit 1 Mastering the techniques of counselling
Role Playing and Audio/Video Tools; Didactic Approach; Experiential Approach; Skill Development Goals
UNIT-2 (08 HOURS) Cognitive Behaviour Therapy
Cognitive behavior therapy: Beck's Cognitive therapy and Ellis' Rational Emotive behavior therapy; process and relationship issues
UNIT- 3 Group Therapy

Group therapy, Marital counselling, Play therapy	
UNIT- 4 Health Counselling	
Counseling for health related problem: Diabetes, Cancer, AIDS, Trauma	
UNIT- 5 School and Career Counseling	
Need and importance of educational and vocational guidance; School counseling programs and implementation	
UNIT-6 (08 HOURS) Counselor Self-Care Strategies	
Burnout, causes of stress related burnout, remedies	

Continuous Assessment Pattern

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

Name of the Course	Training and Development			
Course Code	PSY3002			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD). This means covering some of the basic concepts of training/HRD, such as motivation and learning theory, needs assessment, and the evaluation of training. Different types of training programs will be examined, including orientation, skills training, team building, management development, organization development, and diversity training.

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	To understand the history and basic concepts of organizational training and development.
CO2	To develop a strong conceptual understanding of the principles which impact how adults learn, and be able to apply these principles to work settings.
CO3	To understand the impact and use of technology on the field of training today.
CO4	To understand the trend toward performance management, and how this impacts today's training professional.
CO5	To be able to develop an appropriate training strategy for today's organization – using both classroom and distance learning technologies.

CO6	To understand the appropriate training modules of EAP and be able to apply this technique to achieve effective learning in the professional world.

Text Books:

- Werner, Jon M., & DeSimone, Randy L. (2012). *Human Resource Development*, Sixth Edition. Cincinnati: South-Western/Cengage Learning. Available at the Moraine Bookstore.
- Beckhanrd, Richard and Harris, Reuben T., Organisational Transitions : Managing Complex Change, Addision, - Wesley, Mass
- Kanter, R.M., Stein, B.A and Jick, T.D., The Challenge of Organisational Change, Free Press, New York.

Reference Books:

- Pattanayak, Biswajeet and Kumar Pravash, Change for Growth, Wheeler Publications, New Delhi
- Morgan, Gareth, Imagination, Response Books, New Delhi .
- Madhukar Shukla, Competing Through knowledge, Response Books, New Delhi
- Storey, John, International Cases in Human Resources Mangement, Beacon Books, New Delhi .

Detailed Outline of the Course:

Unit 1
Introduction to training and HRD, Influences on employee behaviour, Learning and HRD, Assessing and designing training/HRD needs
Unit 2
Implementing training/HRD programs, Evaluating training/HRD programs, Employee orientation; Skills and technical training, Performance management & coaching
Unit 3
Selection and Training: Processes and techniques. Selection and Placement Models and Processes, Training methods and their applications, Skills Training
Unit 4
Employee counselling, Career management and development, Management development, Training module presentations
Unit 5
Theories of motivation, Applications, Job design and redesign, Industrial Counselling
UNIT-6 (08 HOURS)
Trends in the future of corporate training: Geo-fencing, Individualized training, Adaptive content delivery, Soft skills training, Virtual and augmented reality, Virtual mentorship programs, Data analytics to capture ROI of learning initiatives

Continuous Assessment Pattern

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

Name of the Course	Community Psychology			
Course Code	PSY3003			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

1. Develop students' knowledge of community psychology's history and theories.
2. Link theories to practices through exemplary research and interventions.
3. Foster students' ability to integrate theoretical frameworks into their future practices.
4. Critically analyze the role of psychologists within social settings.
5. Increase students' critical thinking skills.

Course Outcomes

CO1	Provide an understanding of what community psychology is and how it compares to other subdisciplines of psychology and other social sciences.
CO2	Gain insight into mental health intervention and community-based rehabilitation
CO3	Understand the role of empowerment, social capital, opportunity, strengths, and civic engagement in creating effective and sustainable change.
CO4	Critically analyze the role of psychologists within social settings.
CO5	Illustrate the role of formative and summative evaluation in creating and sustaining community based initiatives.
CO6	Learn bottom-up and top-down approaches to change, and participate in this cyclical relationship.

Text Books:

- Bloom, B. (1973). *Community Mental Health—A critical analysis.* New Jeresey: General Learning Press
- Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.

Reference Books:

- Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

Detailed Outline of the Course:

Unit 1 Introduction
Definition of community psychology; types of communities; models.
Unit 2- Models
Models of mental health services: mental, social, organizational and ecological
Unit 3- Core Values
Individual and family wellness, respect for human diversity, social justice, empowerment and citizen participation
Unit 4- Intervention and Rehabilitation

Community mental health intervention and community-based rehabilitation (CBR): Issues, principles and programs; evaluation of CBR; training the para-professional and non-professionals
Unit 5-Health Promotion
process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.
UNIT-6 (08 HOURS) Community Psychology in India
Community mental health in India: Issues & challenges

Continuous Assessment Pattern

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

Name of the Course	Abnormal Psychology			
Course Code	PSY3011			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives: Main objectives of this course are:

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

Course Outcomes:

CO1	Knowledge of the psychological theories and models for the field of abnormal psychology.
CO2	Understand the perceived causes and treatments of psychological disorder prior to the twentieth century
CO3	Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders.
CO4	Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology.
CO5	Learn clinical assessment techniques including unstructured and structured interviews, psychological inventories, projective tests, intelligence tests, neuropsychological assessments, psychophysiological assessments, behavioural assessments
CO6	Apply, to selected case examples, learned conceptualization, causation, and treatment of mental disorders.

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 ClinicalPractice. 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

Detailed Outline of the Course:

UNIT-1 (08 HOURS) Introduction
Clinical psychology concept and definitions
Brief history of clinical psychology
Activities of clinical psychologist: teaching, research assessment and therapy, Professional responsibilities
UNIT-2 (08 HOURS) Childhood Disorders I
Childhood Disorders
classification of childhood disorders
Mental retardation
UNIT-3 (08 HOURS) Childhood Disorders II
Autistic spectrum disorders
Learning Disabilities
ADHD
UNIT-4 (08 HOURS) Adult Disorders
Adult Disorders:
Dissociative and Somatoform Disorders
Personality Disorders
Other psychological disorders like substance abuse, sexual disorders, abuse and neglect
UNIT-5 (08 HOURS) Diagnostic Techniques
Clinical interviewing
Case study in detail
Ethical and Professional issues
UNIT-6 (08 HOURS) Recent Trends
Recent research work in the field will be covered

Continuous Assessment Pattern

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

Name of The Course	Experiential Learning-III LAB			
Course Code	PSY3006			
Prerequisite	Basic understanding of theories of Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		0	0	4	4

Course Objectives:

Gaining applied experience of theoretical concepts

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

Course Outcomes:

CO1	Enable the students to understand the processes and steps involved in conducting the psychological experiments
CO2	Enable the students to understand the processes and steps involved in administering the psychological tests
CO3	Clarifies the process of developing an insight into their own and others' behaviour
CO4	Developing the students ability to apply the key principles of research methods in psychology
CO5	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
CO6	Developing underlying mental processes by using different psychological assessment tools.

Text Book (s)

As recommended by the concerned teacher

Reference Book (s)

As recommended by the concerned teacher

Detailed outline of the course

UNIT-1 (08 HOURS)
● **Stroop effect/** ● **Memory test**

UNIT-2 (08 HOURS)	
● **Interest Test/**	
● **Sentence incompletion test**	
UNIT-3 (08 HOURS)	
● **Case study/**	
● **MBTI**	
UNIT-4 (08 HOURS)	
● **Beck Depression inventory**	
● **Bhatia Battery Test**	

Continuous Assessment Pattern

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

SEMESTER VI

Name of the Course	Psychodiagnostics			
Course Code	PSY3007			
Prerequisite	Basic knowledge in personality psychology and counselling along with quantitative and qualitative research methods.			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This didactic portion of the course will cover those topics that will give students sufficient background, knowledge, and skills to function as an apprentice in an applied setting, to use assessment instruments in research settings, and to construct and evaluate assessment instruments and their application.

Course Outcomes

CO1	The formation of an adequate representation about the diversity of contemporary Psychodiagnostics and Assessment methods;
CO2	Deep learning of the current world ethical standards of psychological diagnostics and assessment activity;
CO3	Technology of test reliability determination that obtained by different Psychodiagnostics methods;
CO4	To assess the compliance of the proposed Psychodiagnostics programs with the final testing objectives.
CO5	To understand the variety of ways to assess different characteristics of a person.
CO6	To understand the possibilities of Psychodiagnostics of this or that characteristic of a person with use of various diagnostic techniques.

Text Book (s)

- Groth – Marnat, G (2003). *Handbook of Psychological Assessment*. John Wiley & Sons Inc., Hoboken, New Jersey

- Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7th Edition, Wadsworth, Belmont, USA

Reference Book (s)

- Groth - Marnat, G. & Wright Jordan, A. (2016). Handbook of Psychological Assessment, 6th edition, Wiley, USA.

Detailed Outline of the Course:

UNIT-1 (08 HOURS) Introduction
Historical Background of Contemporary Psychodiagnostics, Comparative Characteristic of Psychological Diagnostics and Assessment
UNIT-2 (08 HOURS) General Psychodiagnostics and Psychometrics
Classification of Diagnostic Methods, the Structure of Psychological Tests, Psychological Tests Reliability, Psychological Tests Validity, The Representativeness and Types of the Diagnostic Norms
Unit -3 Psychodiagnostics of Intelligence
Diagnosis of special mental ability, intelligence tests, achievement test, creativity test.
UNIT-4 (08 HOURS) Psycho diagnostics approach of Personality
Methods of collecting personal characteristics, empirical data, traditional approach, topographical approach, sub-structural approach
UNIT-5 (08 HOURS) Integrative Approach in Psycho diagnostics
Diagnosis of talent potential, interpersonal communication approach to psycho-diagnosis
Unit 6 Application
Interpret the scores obtained on the assessments, develop a report and convey the findings to clients

Continuous Assessment Pattern

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

Name of the Course	Psychology at Workplace			
Course Code	**PSY3008**			
Prerequisite	**None**			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

The field of Psychology at workplace 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 behavior, and explains how organizations really work.

Course Outcomes

CO1	Understand how organizations work and why people behave as they do in work settings.
CO2	Better understanding of own and other's OB related traits and perspectives
CO3	Improve ability to analyze and understand organizational situations in terms of OB theories and concepts.
CO4	Improve skills in reacting appropriately to organizational situations using OB concepts.
CO5	Improve ability to create and maintain healthy and productive work environments.
CO6	Develop an understanding of how theory and research are applied to work settings

Text Books:

- 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 Books:

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

Detailed Outline of the Course:

Unit -1: Work Psychology
Foundations of Work Psychology: Growth Development and current Status From Taylorism to Modern approaches
Unit 2: Selection and Training
Processes and techniques. Selection and Placement Models and Processes, Training methods and their applications, Skills Training
Unit – 3: Job Motivation
Theories, Applications, Job design and redesign, Industrial Counseling.
Unit – 4: Man Machine Systems
Ergonomics and human factors, Job Stress and Industrial Fatigue and their consequences.
Unit – 5: Understanding Work-Place Counseling
Current Trends in Workplace Counseling, Models of Workplace Counseling, Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth, Ethical Issues
Unit – 6: Top Trends in Workplace Psychology
Globalization, Internet Recruitment, Technology-Enabled Training, and Innovation, Future Research and its implications in workplace psychology

Continuous Assessment Pattern

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

Name of the Course	Environmental Psychology			
Course Code	PSY3009			
Prerequisite	Orientation and understanding of the basics in the discipline of Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1. This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology.
2. It will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding.
3. It will address the emerging importance of the politics of place, as manifest through the appearance, meanings and uses of urban public space.
4. It will provide a critical framework for understanding the role of the environment in our everyday lives.

Course Outcomes

CO1	To acquaint the students with the nature and scope of environmental psychology
CO2	To enrich their understanding of major concepts of environmental psychology
CO3	To help students understand environmental influences and its practical implications
CO4	Understand the interactional relationships between environment and behaviour
CO5	Be familiar with the theory and research practice of the field of environmental psychology
CO6	Be more aware of the impact of your physical surroundings on your behavior and be willing to change the environment to meet your needs

Text Books:

- Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
- Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th ed.). Toronto: Harcourt Brace College Publishers.
- Karan, P.P. (1994). Environmental Movements in India. Geographical Review, 84 (1), 32-41

Reference Books:

- Gadgil, M. & Guha, R. (1994). Ecological Conflicts and the Environmental Movement in India. Development and Change, 25, 101–136. doi: 10.1111/j.1467-7660.1994.tb00511.x
- Environmental Impact Assessment Notification. (2006). Retrieved from http://moef.nic.in/divisions/iass/notif/notif.htm
- Ten Sectoral Manuals under EIA Notification. (2006). Retrieved from http://environmentclearance.nic.in/writereaddata/Form-1A/HomeLinks/ommodel2.html

- Introduction to Environment Impact Assessment. Retrieved from
  http://old.cseindia.org/programme/industry/eia/introduction_eia.htm#top

Detailed Outline of the Course:

Unit 1 Introduction to Environmental Psychology
Nature and Scope of Environmental Psychology
Theories and approaches
Research Methods in Environmental Psychology
Environmental movement in India
Unit 2   Concepts in Environmental Psychology
Environmental Perception
Environmental Cognition
Environmental attitudes, appraisals and assessments
Managing limited resources
Unit 3   Environmental Stressors
Natural Disaster - characteristics of Natural Disasters, Effects of natural disasters, Technological Catastrophe; Noise - defining, measuring & perceiving noise, Important noise variables, sources of noise, physiological effects of Noise on performance, noise and social behaviour; summary of Noise effects on behaviour, commuting-impedance.
Unit 4   Environmental Influences
Personal Space
Territoriality
Crowding
Privacy
Unit 5   Environment and Behavior
Theories of Environment-Behaviour Relationships(Briefly)-Arousal, Environmental Load, Adaptation Level and Ecological Approach
Effect of Human behavior on environment : promoting pro-environmental behavior
Unit 6   Environment and Human Rights
Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Continuous Assessment Pattern

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

Name of the Course	Organizational Psychology			
Course Code	PSY3010			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**

	4	0	0	4

Course Objectives:

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

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

Course Outcomes:

CO1	Understand how organizations work and why people behave as they do in work settings.
CO2	Better understand your own OB related traits and perspectives
CO3	Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts
CO4	Improve your skills in reacting appropriately to organizational situations using OB concepts
CO5	Analyze the complexities associated with management of the group behavior in the organization.
CO6	Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.

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

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
What is Organizational Behavior; Context Introductions and Orientation
UNIT-2 (08 HOURS) Individual Effectiveness
Personality, values, attitudes, emotional intelligence
UNIT-3 (08 HOURS) Social Interactions
Groups, Teams, and Leadership, Group Behavior and Teams Communication & Social Networks
UNIT-4 (08 HOURS) Understanding Job Satisfaction & Motivation
Theories of Motivation, Applying Motivation related Concepts – Case Discussion
UNIT-5 (08 HOURS) Employee Engagement
Affect, Attitudes, Recreational Activities and Behavior at work
UNIT-6 (08 HOURS) Effects of Workplace Trends on Industrial-Organizational Psychology
Globalization, Sexual Harassment, Automation and Artificial Intelligence, Employee engagement program

SCHOOL OF LIBERAL EDUCATION

Continuous Assessment Pattern

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

Name of The Course	Dissertation			
Course Code	PSY9999			
Prerequisite	Understanding of research work			
Corequisite				
Antirequisite				
	L	T	P	C
	1	0	0	8

Course Outcomes

CO1	Validate their logic clearly and comprehensively in writing and orally
CO2	Examine literature and literature review from various publications
CO3	Develop research skills to expand their arguments from various perspective
CO4	Evaluate and formulate hypothesis for required problems and theories
CO5	Create research questions and apply relevant methods for data analysis
CO6	Apply their knowledge of academic writing in creating the thesis

Text Book (s)

As prescribed by the supervisor

Reference Book (s)

As prescribed by the supervisor

Continuous Assessment Pattern

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

SCHOOL AND UNIVERSITY CORE PAPERS

Name of The Course	Professional English I			
Course Code	BEC1001			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Corequisite				
Antirequisite				
	L	T	P	C
	2	0	0	2

Course Objectives:

The objective of the course is to:
1. Understand simple texts and a range of high frequency vocabulary in context
2. Describe aspects of personal and everyday life in both oral and written form
3. Produce short and simple connected texts on familiar topics
4. Basic understanding into pronunciation of English sounds

Course Outcomes:

On the successful completion of the course, the student would be able to:

CO1	Develop the understanding into the communication and language as its medium
CO2	Develop the basic understanding of spoken English
CO3	Improve their reading fluency skills through extensive reading
CO4	Use and assess information from academic sources, distinguishing between main ideas and details
CO5	Compare and use a range official support through formal and informal writings.
CO6	Able to understand instructions, requests and class lectures.

Text Book (s)

1. Course Title: **Communication Skills** by Dr. T. Ravichandran,Department of Humanities and Social Sciences (NPTEL)
   https://www.youtube.com/watch?v=cQruENyLNYI&list=PLbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH

2. Course Title: **English Language for Competitive Examinations** By Prof. Aysha Iqbal (NPTEL)
   https://www.youtube.com/watch?v=6xFaXIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw

3. Course Title: **Better Spoken English** by Prof. Shreesh Chaudhary, Department of Humanities and Social Sciences, IIT Madras. (NPTEL)
   https://www.youtube.com/watch?v=0AM35Nu5McY&list=PLbMVogVj5nJT3a24lj4KOkQCOElxcDQrs

4. Course Title: **Understanding Creativity and Creative Writing** by Prof. Neelima Talwar(NPTEL)
   http://www.digimat.in/nptel/courses/video/109101017/L01.html

 Detailed outline of the course

UNIT-1 (08 HOURS)
Communication – Definition, Importance, Features- 7Cs and ABCs
UNIT-2 (08 HOURS)
Basics of Grammar -Noun Pronoun, Subject Verb Agreement, Article, Prepositions, Punctuation Sentence Structure
UNIT-3 (08 HOURS)
Vocabulary Building -The concept of Word Formation, Synonyms, antonyms, and standard abbreviations
UNIT-4 (08 HOURS)
Basic Writing Skills -Brainstorming, Structure, Organisation, Outline, Precision, Coherence (Connectedness)   Paragraph writing: Types and Constituents, practice
UNIT-5 (08 HOURS)
Essay Writing   Précis (Selected Essays)

UNIT-6 (08 HOURS)
Technical writing style and language Official Communication: Notice, Agenda, Minutes of Meeting, Memo, Official Note, Formal Letters, Brochure, Newsletter

Continuous Assessment Pattern

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

Name of The Course	Lab Functional English I			
Course Code	BEC1002			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Co requisite				
Anti-requisite				
		L	T	P	C
		0	0	1	2

Course Objectives:

1. To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm.
2. To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking.
3. To improve the fluency in spoken English and neutralize mother tongue influence.
4. To train students to use language appropriately for interviews, group discussion and public speaking.
5. To enhance the communication skills of the students

Course Outcomes:

CO1	Learners learn how to pronounce words using the rules they have been taught.
CO2	Students learn the importance of speaking English using rhythm and intonation.
CO3	Students learn to overcome stage fear and make presentations with ease.
CO4	Students learn to face different types of interviews with confidence.
CO5	Students learn to participate in group discussions.
CO6	Students learn to distinguish informal speech from formal speech through role plays.

Text Book(s)

1. Suresh Kumar. E. & Sreehari P.A (2007), Handbook for English Language Laboratories, Cambridge University Press India Pvt. Ltd, New Delhi.

2. Mandal S. K (2006), Effective Communication & Public Speaking, Jaico Publishing House, New Delhi.

3. Grant Taylor (2004), English Conversation Practice, Tata McGraw Hill, New Delhi.

4. Balasubramanian .T (2000), A text book of English Phonetics for Indian Student, MacMillan Publishers, India.

5. Kamalesh Sadanand, Susheela Punitha (2008), Spoken English: A foundation Course: Parts 1 & 2, New Delhi, Orient Longman Pvt. Ltd

Web References:

1. www.cambridgeenglish.org.

2. www.esl-lab.com

Detailed outline of the course

UNIT-1 (08 HOURS)
Introduction and Goal Setting
UNIT-2 (08 HOURS)
Extempore **Role Play** **Movie Review**
UNIT-3 (08 HOURS)
Phonetics (Sounds) **Phonetics (Transcription)**
UNIT-4 (08 HOURS)
Clear Pronunciation
UNIT-5 (08 HOURS)
Tense Buster
UNIT-6 (08 HOURS)
Group Discussion **Group Presentation by Students**

Continuous Assessment Pattern

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

Name of The Course	Environmental Studies			
Course Code	ENVS1001			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		0.5	0	0	0.5

Course Outcomes: After completing the course, the students are expected to know the following:

CO1	Identify the importance of environment and analyze the problems associated with various natural resources.
CO2	Determine the harmful effects of toxic chemicals on living beings and environment.

CO3	Identify the harmful effects of environmental pollution and its control methods.
CO4	Identify the different social issues affecting the society and environment
CO5	Interpret different tools of Green Chemistry towards generating a zero waste environment

Text Book (s)

- Environmental Studies, Anubha Kaushik, C P Kaushik, New Age International Publishers, 2008, ISBN:978-81-224-2159-0.
- Environmental Studies, Suresh K. Dhameja, S.K. Kataria and Sons , 2008, ISBN: 81-88458-77-5
- Text Book of Environmental Studies, ErachBharucha, University Press (India) Private Limited,   2005, ISBN: 978 81 7371 540 2
- Environmental Studies (From Crisis to Cure) Second Edition. , R. Rajagopalan, Oxford   University Press, 2012, ISBN 0-19-807208-2.
- Environmental Studies, RanuGadi, Sunitta Rattan, SushmitaMohapatra, S.K. Kataria and Sons,   2008, ISBN: 81-89757-98-9.

Reference Book (s)

- Environmental Studies , Benny Joseph , Tata McGraw Hill Education Private Limited,   2009,   ISBN: 987-0-07-064813-5.
- Environmental Studies, AninditaBasak, Pearson Education, 2009, ISBN: 978-81-317-2118-6.Principles of Environmental Science (Inquiry and Applications), William P. Cunningham &   Mary   Ann Cunningham, Tata McGraw Hill Education Private Limited, 2007, ISBN: 987-0-07-   064772-0.

Detailed outline of the course

| **Unit 1- Environment and Natural Resources** |
| Definition, scope, importance, need for public awareness, Environmental Management Systems its objectives, components, EIA, Natural Resources – forest resources – use, exploitation, deforestation, construction of multipurpose dams – effect on forests, Water resources – use of surface and subsurface water; effect of floods, drought, water conflicts, Mineral resources –Use and exploitation, environmental effects of extracting and using mineral resources, Food resources – food problems, advantage and disadvantage of fertilizers & pesticides, effect on environment, Energy resources – need to develop renewable energy, land resources – Land degradation, landslides, soil erosion, desertification & case studies. |
| **Unit 2- Chemical Toxicology** |
| Toxic chemicals in the environment, Impact of toxic chemicals on enzymes, biochemical effects of arsenic, cadmium, lead, chromium, mercury, biochemical effects of pesticide. |
| **Unit 3- Environmental Pollution** |
| Definition – Causes, pollution effects and control measures of Air, Water, Soil, Marine, Noise, Thermal, Nuclear hazards. Solid waste management: causes, effects and control measures of urban and industrial wastes, pollution measures, case studies, Disaster management: floods, earthquake, cyclone and landslides. |
| **Unit 4- Social Issues, Human Population and the Environment** |
| Urban problems related to energy & sustainable development, water conservation, problems related to rehabilitation – case studies, Consumerism and waste products - Environment Protection Act, Air, Water, Wildlife, Forest Conservation Act, Environmental legislation and public awareness. Population growth, variation among nations, Population explosion, Environment and human health, Value Education, Women and Child Welfare, Role of Information Technology – Visit to local polluted site /Case Studies. |
| **Unit 5- Green Chemistry** |
| Introduction, Basic principles of green technology, concept of Atom economy, Tools of Green technology, zero waste technology. |

Continuous Assessment Pattern

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

Name of The Course	Foundation of Social Science I			
Course Code	SLE 1001			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

By the end of this course, you should have an understanding of:

1. Understand the history and development of the social sciences as fields of study
2. Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
3. Introduce you to global applications of concepts in the social sciences and humanities
4. Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to social sciences
CO2	Explain the concept of individuality and society
CO3	Identify the role played by individual/s in society.
CO4	Inspect the concept of class and caste.
CO5	impact of religion in history and contemporary society
CO6	the understanding and skills necessary for effective participation as citizens

Reference Book (s)

- Gordon, H.S. (1991). Chapter 1: Sociality and social science. The history and philosophy of social science (pp. 1-16) . London & New York: Routledge.
- Porter, T., and Ross, D. Introduction: Writing the history of social science (pp. 1-12) Chatterjee, P. The social sciences in India (pp. 482-497).
- Sedikides, C., Gaertner, L. and, O'Mara, E. (2010). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self .Psychol Stud (January–March 2011), 56 (1), pp. 98–107
- Martin Heidegger's On Being and Time
- Gibran, K. Selections from The Prophet . On Joy and Sorrow , On Reason and Passion , On Self Knowledge
- Oyserman, D., Elmore, K., and Smith, G. (2012). Self, self-concept, and identity, in Leary, M., and Tangney, J.P. (Eds.). Handbook of self and identity, 2nd. ed. (pp. 69-95) . New York and London: The Guilford Press.
- Chughtai, I. (1957). Kallu . (short story)
- Selections from Jhoothan by Omprakash Valmiki

- Ambedkar, B.R. (1916) "Castes in India: Their Mechanism, Genesis and
- Deshpande, A. "The Economics of Caste", Chapter 1 in The Grammar of Caste: Economic
- Discrimination in Contemporary India by Ashwini Deshpande

Detailed outline of the course

UNIT-1 (08 HOURS) Social Sciences: Genealogy and Terminology
Meaning of Social Sciences; Beginning of Social Science; Renaissance; Social Science in India
UNIT-2 (08 HOURS)The Individual: Understanding the basic building block of society
Understanding Self; Types of Self; Self Concept
UNIT-3 (08 HOURS)The Individual and Social Identity
Identity, Social Identity; Social Construction of Identity
UNIT-4 (08 HOURS)Class
Understanding Class; Marxist and Weberian Understanding of Class; Class Inequality
UNIT-5 (08 HOURS) Caste
Understanding Caste; The reality of caste in India; Political Economy of the Caste System; Caste discrimination and affirmative action
UNIT-6 (08 HOURS) Application
Understanding the role of the individual in society and the responsibilities and behaviours that lead to a just and fair nation.

Continuous Assessment Pattern

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

Name of The Course	Professional English II				
Course Code	BEC1003				
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		2	0	0	2

Course Objectives:

The objective of the course is to:

1. Understand simple texts and a range of high frequency vocabulary in context
2. Describe aspects of personal and everyday life in both oral and written form
3. Produce short and simple connected texts on familiar topics
4. Basic understanding into pronunciation of English sounds

Course Outcomes:

On the successful completion of the course, the student would be able to:

CO1	Develop the understanding into the communication and language as its medium

CO2	Develop the basic understanding of spoken English
CO3	Improve their reading fluency skills through extensive reading
CO4	Use and assess information from academic sources, distinguishing between main ideas and details
CO5	Compare and use a range official support through formal and informal writings
CO6	Able to understand instructions, requests and class lectures.

Text Book(s)

1. Course Title: **Communication Skills** by Dr. T. Ravichandran,Department of Humanities and Social Sciences (NPTEL)
   https://www.youtube.com/watch?v=cQruENyLNYI&list=PLbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH
2. Course Title: **English Language for Competitive Examinations** By Prof. Aysha Iqbal (NPTEL)
3. https://www.youtube.com/watch?v=6xFaXIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw
4. Course Title: **Better Spoken English** by Prof. Shreesh Chaudhary, Department of Humanities and Social Sciences, IIT Madras. (NPTEL)
   a. https://www.youtube.com/watch?v=0AM35Nu5McY&list=PLbMVogVj5nJT3a24lj4KOkQCOElxcDQrs
5. Course Title: **Understanding Creativity and Creative Writing** by Prof. Neelima Talwar(NPTEL)
http://www.digimat.in/nptel/courses/video/109101017/L01.html

Detailed outline of the course

UNIT-1 (08 HOURS)
Advanced Grammar- Misplaced modifiers, Redundancies, idioms and phrases, parallelism
UNIT-2 (08 HOURS)
Use of phrases and clauses in sentences, Identifying Common Errors in Writing. Sentence Analysis
UNIT-3 (08 HOURS)
Essay Writing Writing for print and for online media- Blogs
UNIT-4 (08 HOURS)
Project Proposals Writing Reports - Progress Reports, Types , Manuals
UNIT-5 (08 HOURS)
Etiquettes in social and office settings- email, telephone
UNIT-6 (08 HOURS)
Job Application Resume/CV

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

20	30	50	100

Name of The Course	Lab Functional English II			
Course Code	BEC1004			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Co requisite				
Anti-requisite				
		L	**T**	**P**	**C**
		0	0	1	2

Course Objectives:

1. To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm.
2. To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking.
3. To improve the fluency in spoken English and neutralize mother tongue influence.
4. To train students to use language appropriately for interviews, group discussion and public speaking.
5. To enhance the communication skills of the students

Course Outcomes:

CO1	Learners learn how to pronounce words using the rules they have been taught.
CO2	Students learn the importance of speaking English using rhythm and intonation.
CO3	Students learn to overcome stage fear and make presentations with ease.
CO4	Students learn to face different types of interviews with confidence.
CO5	Students learn to participate in group discussions.
CO6	Students learn to distinguish informal speech from formal speech through role plays.

Text Book (s)

- Suresh Kumar. E. & Sreehari P.A (2007), Handbook for English Language Laboratories, Cambridge University Press India Pvt. Ltd, New Delhi.
- Mandal S. K (2006), Effective Communication & Public Speaking, Jaico Publishing House, New Delhi.
- Grant Taylor (2004), English Conversation Practice, Tata McGraw Hill, New Delhi.
- Balasubramanian .T (2000), A text book of English Phonetics for Indian Student, MacMillan Publishers, India.
- Kamalesh Sadanand, Susheela Punitha (2008), Spoken English: A foundation Course: Parts 1 & 2, New Delhi, Orient Longman Pvt. Ltd.

Web References:

1. www.cambridgeenglish.org.

2. www.esl-lab.com

Detailed outline of the course

UNIT-1 (08 HOURS)
Revisiting the Goal Setting
UNIT-2 (08 HOURS)
Drafting Catchphrases
Picture Interpretation (Denotation and Connotation)
UNIT-3 (08 HOURS)
Reading between the lines
UNIT-4 (08 HOURS)
Rhythm and Intonation
UNIT-5 (08 HOURS)
Public Speaking
Mock Lecture
UNIT-6 (08 HOURS)
Dialogue Writing
Enacting scene(s) from critically appreciated movies

Continuous Assessment Pattern

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

Name of The Course	Foundation of Social Science II			
Course Code	SLE 1002			
Prerequisite	None			
Corequisite				
Antirequisite				
	L	**T**	**P**	**C**
	4	**0**	**0**	**4**

Course Objectives:

By the end of this course, you should have an understanding of:

1. Understand the history and development of the social sciences as fields of study
2. Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
3. Introduce you to global applications of concepts in the social sciences and humanities
4. Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to racial and ethnic discrimination.
CO2	Explain the concept of Gender and Sexual Equality.
CO3	Identify the role played by Communalism in society.
CO4	Inspect the concept of nation, nationalism and patriotism.
CO5	Explain the ideas related to colonialism, Decolonisation and Postcolonialism.
CO6	Evaluate the impact of Globalisation and Neoliberalism.

Text Book (s)

- Diego Junior da Silva Santos, Nathália Barbosa Palomares, David Normando, Cátia Cardoso Abdo Quintão, Race versus ethnicity: Differing for better application (4 page article)
- "Still I Rise" by Maya Angelou
- "What is Woman" in 'The Politics Book', London: DK Publishers, pp. 284-289
- "The most respectable women are the most oppressed" (Mary Wollstonecraft) in 'The Politics Book', London: DK Publishers, pp. 154-155
- hooks, bell. (2000). Feminism is for everybody. Introduction, Chapters 1, 2, 3, 8, 10
- Hasan, Z. (2010). Gender and the perils of identity politics in India.
- Narrain, Arvind (2016), "Human Rights", Arvind Narrain and Vinay Chandran (ed.) Nothing to fix: Medicalization of Sexual Orientation and Gender Identity, India: Sage
- Chandra, Bipin (2008), Communalism: A primer, New Delhi: National Book Trust
- Horvath, Ronald J. 1972. "A Definition of Colonialism," Current Anthropology, vol. 13, pp. 45–57
- Young. Robert. J.C. (2016), Postcolonialism: A Historical Introduction, UK: Wiley Blackwell, pp. 57-69
- Roberto Bonfatti's Decolonization: the Role of Changing World Factor Endowments
- Anderson. Bendict. Imagined Identities, pp
- Barrington. Lowell. W. "Nation and Nationalism": The Misuse of Key Concepts in Political Science
- Understanding Globalization and its Future: An Analysis by Usman Riaz Mir, SyedaMahnaz Hassan and Mubashir Majeed
- NEOLIBERALISM by Bob Jessop

Detailed outline of the course

UNIT-1 (08 HOURS) Race and Ethnicity
Concept of Race, Ethnicity; Differences between Race and Ethnicity; Racial Discrimination
UNIT-2 (08 HOURS)Gender, Feminism, and Patriarchy, Gendered Identities
The Concept of Sex and Gender; Sexual Identities; Gender Inequality; Masculinity &Feminity
UNIT-3 (08 HOURS)Communalism, Nation, Nationalism and Patriotism
Communalism, Causes and Consequences of Communalism; Idea of Nation, Nationalism and Patriotism; Differences among them.
UNIT-4 (08 HOURS) Colonisation and Postcolonialism; Decolonisation; Subaltern
Understanding the process of colonialism; Decolonisation; Understanding Postcolonialism and the concept of subaltern
UNIT-5 (08 HOURS) Globalisation and Neoliberalism
The Concept of Globalisation; Critical approach to Globalisation; Understading Neoliberalism
UNIT-6 (08 HOURS) Current trends in Social Science
Application of Social science: knowledge to practice, Policies to promote sustainability and Multicultural perspectives, an accurate picture of all the different groups that comprise pluralistic society.

Continuous Assessment Pattern

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

Name of The Course	Foreign Language: French-I
Course Code	FREN2005

Prerequisite	NA				
Corequisite	NA				
Antirequisite	NA				
		L	**T**	**P**	**C**
		2	0	0	2

Course Objectives:

1. Develop the four skills: reading writing, listening and speaking
2. Develop communicative competence in daily life situations such as the introducing themselves, introducing others describing a person or an object
3. Make the student aware of the French culture with a view to promote respect and tolerance for the "other".

Course Outcomes

CO1	Will have a working knowledge of French
CO2	Will have acquired sufficient vocabulary and basic communication skills in situation in daily life such as the introducing themselves, introducing others describing a person or an object
CO3	Will be able to read and understand simple texts.
CO4	Will be able to write simple sentences or short texts.
CO5	Will be able to answer simple questions about themselves, the classroom their family..
CO6	Write short paragraphs in French

Text Book (s)

- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009 UNIT-1 (08 HOURS)-4.

- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009 UNIT-1 (08 HOURS)-4

Reference Book (s)

- Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix , Sampsonis, Monique Waendendries, Hachette.

Course Outline

Unité-1 Parlez-vous Français?
1. Saluer
2. Se présenter
3. Communiquer en classe
4. Épeler
5. Différencier le tutoiement du vouvoiement
Unité-2 Elle s'appelle Laura
1.Se présenter ou présenter quelqu'un
2.Demander et donner des renseignements personnels
3. Exprimer des objectifs
4. Compter
5. Se renseigner sur la nationalité
Unité-3 Mon quartier est un monde
1. Localiser

2. Décrire et qualifier une ville ou un quartier
3. Exprimer la quantité
Unité-4 Tes amis sont mes amis
1. Parler de ses goûts
2. Parler de ses intérêts
3. Parler de ses loisirs
Unité-5 Tes amis sont mes amis
1. Parler de la première impression produite par quelqu'un et de son caractère
2. Parler de son entourage

Continuous Assessment Pattern

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

Name of The Course	Foreign Language: French-II			
Course Code	FREN2006			
Prerequisite	Foreign Language: French-I			
Corequisite	NA			
Antirequisite	NA			
		L	T	P	C
		2	0	0	2

Course Objectives:

1. Develop the four skills: reading writing, listening and speaking

2. Develop communicative competence in daily life situations such as talking about the weather, telling time, describing one's day, preparing a menu, speaking of events in the future.
3.Make the student aware of the French culture with a view to promote respect and tolerance for the "other".

Course Outcomes

CO1	Will have a working knowledge of French
CO2	Will have acquired sufficient vocabulary and basic communication skills in situation in daily life such as talking about the weather, telling time, describing one's day, preparing a menu, speaking of events in the future.
CO3	Will be able to read and understand simple texts.
CO4	Will be able to write simple sentences or short texts.
CO5	Will be able to answer simple questions about selling & purchasing a product, name of the dish , personal experiences.
CO6	Write short paragraphs in French

Text Book (s)

- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009. units:-4-8

- M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009 unit:-4-8

Reference Book

- Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette. Unit :-4-8

Course Outline

UNIT-1 (08 HOURS) Jour après Jour
1. Parler de nos habitudes
2. Exprimer l'heure
3. Informer sur l'heure
UNIT-2 (08 HOURS) Jour après Jour
1. Informer sur le moment
2. Informer sur la fréquence
3. Parler de séquences d'actions
UNIT-3 (08 HOURS) On fait les boutiques?
1. S'informer sur un produit
2. Acheter et Vendre un produit
3. Donner son avis sur la façon de s'habiller
4. Parler du temps qu'il fait
UNIT-4 (08 HOURS) Et comme dessert?
1. Donner et demander des informations sur des plats et des aliments
2. Commander et prendre la commande dans un restaurant
3. Exprimer la quantité
UNIT-5 (08 HOURS) Je sais bricoler
1. Situer une action dans le futur
2. Parler de faits passés
3. Parler de nos expériences et de ce que nous savons faire

Continuous Assessment Pattern

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

Name of The Course	Introduction to Indian Philosophy			
Course Code	SLE2006			
Prerequisite	None			
Corequisite	none			
Antirequisite	none			
		L	T	P	C
		2	0	0	2

Course Objective:

The aim of this course is to acquaint the students to the broad outlines of Indian philosophy. This course will help our students studying in various programs to understand basic understanding of Indian philosophy that will enable them to relate, grasp and critical thinking in their disciplines.

Course Outcomes: After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of Indian philosophy
CO2	Develop a understanding of doctrine of karma
CO3	Develop a critical understand to Indian philosophical school of thoughts
CO4	Illustration of Upanishads, and their significance to live a fulfilled life.
CO5	Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
CO6	To understand the relationship of Brahaman and maya with the help of Advaita Vedant and Visistadvaita .

Text Books :

- Pandey, Sangam Lal (1983), Pre-Śaṃkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)

Reference Books:

- Sinha, Harendra Pratap, An Introduction to Indian Philosophy, Delhi, Bharatiya Kala Prakashan
- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.
- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.

Detailed Syllabus

Unit 1
1. Introduction to Indian Philosophy
2. Common Features of Indian Philosophical Schools
3. The Upanishads: doctrine of the self and critique of ritual
4. Bhagavad Gita: Doctrine of Karma,
Unit 2
1. Charvaka: Metaphysics and Epistemology
2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination (Pratityasamutpada)
3. Jainism: Anekantavada and Syadvada
Unit 3
1. Nyya-Vaiśeṣika and Mimaṃsa on the Nature of Knowledge
2. Saṃkhya: Prakṛti and Puruṣa, Theory of Evolution
3. Asatkaryavāda and Satkaryavada Debate
Unit 4
1. Advaita Vedanta of Śaṃkara: Nature of Brahman and Maya
2. Visiṣṭadvaita of Ramanuja: Nature of Brahman and Refutation of Maya

Continuous Assessment Pattern

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

Name of The Course	Qualitative and quantitative analysis & reasoning.			
Course Code	SLE2007			
Prerequisite				
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

1. Basic understanding of critical issues in behavioral sciences and research methodology, especially qualitative research.
2. The student will be facilitated to get closure to critical inner realities of own self and enhance sensitivity to be empathic toward inner realities of others through the use of qualitative research methods.
3. Qualitative researchers need to be able to communicate interpretation and meaning from their findings, being aware and taking into account how their own lenses through which they see the world.

Course Outcomes

CO1	Nature and scope of the Quantitative and Qualitative Research
CO2	The role of research in a student's perspectives/lenses
CO3	The students will be able to understand critically about any topic of research
CO4	Acquisition of skills and competence in qualitative and qualitative research
CO5	The student will be more acquainted with the ethical and plagiarism issues.
CO6	Develop a critical understanding various research method/ process

Text Book (s)

- Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.

- Howitt, D. (2016). Introduction to Qualitative Research Methods in Psychology, 3rd Edition, Pearson United Kingdom.

Reference Book (s)

- **Statistical methods for the social sciences:** Fifth edition. : Boston : Pearson : [2018] : xii, 591 pages : ISBN: 978-0-13-450710-1

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Definition and meaning of research types of research
UNIT-2 (08 HOURS) Sampling method and Data Collection

Sampling Methods	
methods of Data Collection and Management	

UNIT-3 (08 HOURS) Quantitative research methods

Introduction to quantitative research

research designs

UNIT-4 (08 HOURS) Qualitative research methods

Introduction to qualitative research-

 Case Studies, Observations, Interviewing

UNIT-5 (08 HOURS) Ethics in Research and research writing

Research Ethics: issues, rights, and responsibilities

 Presentation and writing.

UNIT-6 (08 HOURS) Application of current tools

Introduction to basic tools and software packages available to conduct qualitative and quantitative researches

Continuous Assessment Pattern

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

Name of The Course	Writing for Social Sciences and Humanities			
Course Code	SLE3001			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

What are the objectives of this course?

1. To familiarize students with basic writing skills
2. To introduce students to various kinds of sources and types of bibliography styles
3. To introduce students to the ethics of research and writing
4. To present focused and logical arguments that support a research question/ hypothesis
5. To familiarize students with different parts of an academic essay
6. Draft, revise, edit, and share essays and other academic writings

Course Outcomes

CO1	Read various sources and write a summary
CO2	Learn different styles of bibliography
CO3	Write essays for different audiences
CO4	Present academic essays with a proper flow
CO5	Flow of argument on a variety of topics
CO6	Drafting an article and review

Reference Book (s)

- University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/

  a. http://grammar.ccc.commnet.edu/grammar/

- Academic Phasebank, University of Manchester,http://www.phrasebank.manchester.ac.uk/
- University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7Developing Research Questions,' Monash University, https://www.monash.edu/rlo/research-writing-   assignments/understanding-the-assignment/developing-research-questions

- Writing Social Sciences- A personal narrative, Rawat Publication, ISBN-10, 8131610985, ISBN-13, 978-8131610985, 1 Jan 2019 by ParamjIt Singh Judge.
- 'How to write a Research Question?' The Writing Centre, https://writingcenter.gmu.edu/guides/how-to-write-a-research-question\
- 'Formulation of Research Hypothesis,' Oakland University, https://oakland.edu/Assets/upload/docs/AIS/Syllabi/Tayler_Research_Hypothesis.pdf
- The Writing Centre, Harvard University, https://writingcenter.fas.harvard.edu/pages/resources
- SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
- University of Technology, http://www.lib.uts.edu.au/sites/default/files/attachments/blog/Avoiding_Plagiarism_Slides_Power_Session_to_send_out.pdf
- University of Birmingham, https://intranet.birmingham.ac.uk/as/studentservices/conduct/plagiarism/guidance-students.aspx
- AIMS Community Centre, http://www.aims.edu/student/online-writing-lab/sources/primary-vs-secondary
- University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/

- SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
- SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
- University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Introduction to the Course, Ice–Breakers; Write and Read: Public Speaking, How to write a sentence using conjunctions? How to write a sentence using phrases? Understanding the nuances of narration, sentence structure, writing sentences. Flow of sentences, What are analytical and descriptive sentences?
UNIT-2 (08 HOURS) Finding Research Gap
Construction of Research Question, Questions / Hypothesis, Literature Review, Definition, Rational and Scope, Understanding plagiarism and types of plagiarism, Sources: Primary and Secondary
UNIT-3 (08 HOURS) Writing and Explaining
Summary writing and Paraphrasing, Paraphrasing Newspaper and   Research Articles, Movie Screening, Writing a Movie Review

UNIT-4 (08 HOURS) Paragraph Organization	
Writing Skills and Note Taking, Formatting a paragraph: Introduction, Body, Conclusion	
UNIT-5 (08 HOURS) Reviewing an Article	
Editing and Omitting Strategies, Review and Peer Review, Drafting an Article	
UNIT-6 (08 HOURS) Application	
Revision and Review of Final Essay	

Continuous Assessment Pattern

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

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

Program: M.A. in Applied Psychology

Scheme: 2020-2022

VISION OF THE DEPARTMENT OF APPLIED PSYCHOLOGY

To be known internationally for establishing the knowledge through analytical and creative mind-set in various psychological aspects.

MISSION OF THE DEPARTMENT OF APPLIED PSYCHOLOGY

M1: To develop critical reflections through non coercive and participatory mode of teaching and learning, along with their practice and development.
M2: To facilitate and encourage members to think globally and act locally along with development of a scientific enquiring in Psychology.
M3: To extend the competencies relevant to unique pedagogy which will be developed and put in use to sensitize and respect the plurality of approaches.

PROGRAM OUTCOMES

- To understand the challenges of individual and group life by studying psychological theories.
- Build capacity to explore the wide array of dimension of human experience
- Enable student for resolution of Interpersonal conflict with respect to gender and cultural issues

- Use methodologies that celebrate richness and multidimensionality of human behavior
- Enhance the understanding and application of qualitative/ quantitative measures and interpret the data meaningfully
- Empower the students in handling issues and problems of self and others through counseling skills
- Create and emphasize the understanding of developmental, social, clinical and organizational fields and be able to solve issues relevant for theses contexts
- Enhance students critical thinking with respect to cultural diversity
- Apprise with methodological intricacies in research and application and substantiate their ability to propose projects in these areas
- Develop leadership skills and open-minded approach toward life and career

PROGRAM SPECIFIC OBJECTIVES

- **PSO A-** enable the student for active engagement in intellectual discourses and relate to practices of the practitioners in the field/s
- **PSO B-** sensitizes and develop pragmatic approach to changing context and situations for both understanding theories and their practices throughout their life.

PROGRAM EDUCATIONAL OBJECTIVES

- PEO- A- Student will be able to complete a successful higher education, be an effective member of civil society.
- PEO-B- The student will be effectively and meaningfully engaged in helping the mankind by counseling, guidance and develop quality projects in different areas of psychology in India and abroad.

CURRICULUM

First Year - Semester I		L	T	P	C	Assessment Pattern		
Course Code	Course Title	L	T	P	C	IA	MTE	ETE
PSY5001	Cognitive Psychology	4	0	0	4	20	30	50
PSY5002	Social Processes and Group Dynamics	4	0	0	4	20	30	50
PSY5003	Research Methods and Design	4	0	0	4	20	30	50
PSY5004	Life Span development	4	0	0	4	20	30	50
PSY5005	Ethics and Professional Standards	4	0	0	4	20	30	50
PSY5006	Testing Practicum –I	0	0	4	4	50	00	50
	Total	16	0	4	24			
First Year – Semester II		L	T	P	C	Assessment Pattern		
Course Code	Course Title	L	T	P	C	IA	MTE	ETE
PSY5007	Statistical Techniques in Psychology	4	0	0	4	20	30	50
PSY5008	Qualitative Research Methods	4	0	0	4	20	30	50
PSY5009	Neuropsychology	4	0	0	4	20	30	50
PSY5010	Organizational Psychology	4	0	0	4	20	30	50
PSY5011	Psychology of self	4	0	0	4	20	30	50
PSY5012	Testing Practicum–II	0	0	4	4	50	00	50
	Total	20	0	4	24			

Summer Internship / Project		L	T	P	C	IA	MTE	ETE
Course Code	Course Title	L	T	P	C	IA	MTE	ETE
PSY5013	Summer Project	0	0	4	2	50	00	50
PSY5014	Seminar	0	0	4	2	50	00	50
	Total	0	0	8	4			
Second Year – Semester III		L	T	P	C	Assessment Pattern		
Course Code	Course Title	L	T	P	C	IA	MTE	ETE
PSY6001	Psychology of Gender	4	0	0	4	20	30	50
PSY6002/PSY6003	Elective 1	4	0	0	4	20	30	50
PSY6004/PSY6005	Elective 2	4	0	0	4	20	30	50
PSY6006	Testing Practicum-III	0	0	4	4	50	00	50
PSY6007	Thesis Phase – I	0	2	0	4	50	00	50
	Total	12	2	4	20			
Second Year – Semester IV		L	T	P	C	Assessment Pattern		
Course Code	Course Title	L	T	P	C	IA	MTE	ETE
PSY6008/PSY6009	Elective 3	4	0	0	4	20	30	50
PSY6010/PSY6011	Elective 4	4	0	0	4	20	30	50
PSY6012/PSY6013	Elective 5	4	0	0	4	20	30	50
PSY6014	Post Graduate Thesis	1	0	0	8	50	00	50
	Total	13	0	0	20			
	Total Credits				92			

List of Elective Courses

Elective 1	SEM III
PSY6002	Rehabilitation Psychology
PSY6003	Organizational Culture

Elective 2	SEM III
PSY6004	Clinical Psychology
PSY6005	Human resource Development

Elective 3	SEM IV
PSY6008	Diagnostics and Clinical Assessment
PSY6009	Career Counselling

Elective 4	SEM IV
PSY6010	Psychology of Trauma
PSY6011	Positive Psychological Interventions

Elective 5	SEM IV
PSY6012	Psychotherapeutic Interventions
PSY6013	Assessment in Organization

DETAILED SYLLABUS

SEMESTER I

Name of the Course	Cognitive Psychology			
Course Code	PSY5001			
Prerequisite	Understanding of Cognitive Psychology			
Corequisite				
Antirequisite				
	L	**T**	**P**	**C**
	4	**0**	**0**	**4**

Course Objectives:

To facilitate the learning of traditional and emergent fields of cognitive neuropsychology, brain-behavior relationship in day to day life and to explore the practical implications of cognitive processes in human performance.

Course Outcomes

CO1	Understand basic concepts of cognitive psychology, its relevance in psychology and its application.
CO2	Reflect on the importance of empirical evidence for theoretical positions within various areas of cognitive psychology.
CO3	Reflect on how the cognitive perspective helps our understanding of human behavior and experience.
CO4	Learn the basics techniques/ skills and applications of it in specific situation.
CO5	Understand basic processes from central aspects of cognition such as attention perception, memory, language, thinking, reasoning, judgement and decision making.
CO6	Apply research in cognitive psychology to everyday events and challenges

Text Books:

- Groome (2013). An Introduction to Cognitive Psychology *Processes and disorders*: 3rd Edition *Published* 9th December 2013 by Psychology Press.
- Eyesenck.M (2012) Fundamentals of Cognition 2nd Edition *Published* 3rd January 2012 by Psychology Press
- Eyesenck,M.Keane,M.T Cognitive Psychology*: A Student's Handbook, 6th Edition Published* 20th January 2010 by Psychology Press
- Ward.J The Student's Guide to Cognitive Neuroscience, 2nd Edition *Published* 3rd January 2010 by Psychology Press
- Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex: Wiley & Sons.
- Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.
- Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning

Reference Books:
- How the mind works by Steven Pinker
- Incognito: The Secret Lives of the Brain by David Eagleman.

Detailed Outline of the Course:

Unit -1: Introduction and Historical Routes Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues
Unit – 2: Brain and Behaviour Cognitive neuroscience: Organization of Nervous system: Cognition in the Brain. Sensation to representation. Theoretical approaches to perception, Deficits in perception. Attention and consciousness.
Unit – 3: Language Language: Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language.
Unit – 4: Artificial Intelligence Human and artificial intelligence: Information possessing and intelligence, alternative approaches to Intelligence. Computer simulation, improving intelligence.
UNIT-5 (08 HOURS): Problem Solving and Creativity Problem Solving Model; Creativity, Decision making
UNIT-6 (08 HOURS): Memory Memory: Models, Processes, Practical Applications of Cognitive Psychology in improving memory processes.

Continuous Assessment Pattern

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

Name of the Course	Social Processes and Group Dynamics			
Course Code	PSY5002			
Prerequisite	Understanding of Social Psychology			
Corequisite	N/A			
Antirequisite	N/A			
		L	T	P	C
		4	0	0	4

Course Objectives:

To discuss changing nature of concerns in social psychology, relationship and its significance in influencing the making of self and behavior in social spaces and facilitating development of relevant social skills to be observer, facilitator and participant in group processes.

Course Outcomes

CO1	Understand basic concepts of social psychology, its relevance in psychology and its application.
CO2	Understand issues of person perception, including the effects of beliefs, stereotypes, attributions, and other factors on interpretation and meaning.
CO3	Understand the task, social dimensions of groups and group norms and how they change over time.
CO4	Demonstrate the ability to function appropriately both as group members and group leader at each stage of a groups life-cycle.
CO5	Demonstrate the ability to increase self-awareness with regard to the challenges of facilitating a group.
CO6	Understand the basic theories and concepts of social psychology and its applications in the professional world.

Text Books:

- Alcock, J. E., Carment, D. W., & Sadava, S. W. (2005). *A Textbook of Social Psychology* (6th ed). Scarborough, Ontario: Prentice-Hall Canada.
- Aronson, E. (2008). *The Social Animal* (10th ed.). New York: Worth Publishers.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social Psychology* (12th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Baron, R. A., Byrne, D., & Branscombe, N. R. (2007). *Mastering Social Psychology*. Boston, MA: Pearson/Allyn and Bacon.
- Baumeister, R. F., & Bushman, B. J. (2010). *Social Psychology and Human Nature* (2nd ed.). Belmont, CA: Thomson/Wadsworth.

Reference Books:
- Sinha, D & Rao, S.K. (1988) *Social Values and Development,* Asian Perspectives, New Delhi: Sage Publications.

Detailed Outline of the Course:

Unit -1: Introduction (8 hours) Changing nature of social psychology: Antecedents and Emergent Perspectives.
Unit – 2: Group (8 hours) Individual group and Relationships: People in groups, social loafing, minority influence, experience of marginalization, group roles and polarization, risky shift.
Unit – 3: Group Dynamics (8 hours) Conflict, Collaboration and Competition, Discrimination, Stigma and Relative Deprivation: Culture and Self and its implications for group.
UNIT-4 (08 HOURS): Working in Group Decision making; Functional perspective; group as imperfect decision makers, Polarization group think; Working in teams; building the team; the team performance.
Unit – 5: Prosocial Behavior (8 hours) Pro-social Behavior: Bystander effect, Compliance and persuasion, Obedience
UNIT-6 (08 HOURS) Negotiation Aggression, Social Power, Negotiation and bargaining in group

Continuous Assessment Pattern

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

Name of the Course	Research Methods and Design
Course Code	PSY5003
Prerequisite	Understanding of Research Methods
Corequisite	N/A
Antirequisite	N/A

		L	T	P	C
		4	0	0	4

Course Objectives:
To discuss about the basics of scientific research in applied psychology and make them learn the statistical rigors in designing research and processing data.

Course Outcomes

CO1	Understand and demonstrate knowledge of research processes (reading, evaluating, and developing).
CO2	Identify, explain, compare, and prepare the key elements of a research proposal/report.
CO3	Understand sampling methods, measurement scales and instruments, and appropriate uses of each.
CO4	Understand quantitative, qualitative and mixed methods approaches to research
CO5	Explain the rationale for research ethics, and the importance of and local processes for review.
CO6	Define and develop a possible research interest area using specific research designs.

Text Books:
● Gravetter, J. F. & Forzano, L. B. (2012). *Research Methods for the Behavioural Sciences*. Cengage Learning, Wadsworth.
● Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis,* Lawrence Erlbaum, Mahwah.
● Kothari, C. R. & Garg, G. (2014) *Research Methodology – Methods and Techniques.* Third Ed. New Age International (P) Ltd., Publishers
● Chadha, N. K. (2009) *Applied Psychometry.* New Delhi: Sage.

Reference Books:
● West, S. G. Biesanz, J. C., & Pitts, S. C. (2000). Causal inference and generalization in field settings: Experimental and quasi-experimental designs. In H. T. Reis & C. M. Judd (Eds.), Handbook of research methods in social and personality psychology (pp. 40-84). New York: Cambridge University Press.
● Drost, E. A. (2011) Validity and Reliability in Social Science Research. Education Research and Perspectives, Vol. 38. No. 1

Detailed Outline of the Course:

Unit -1: Introduction (8 hours) Meaning, purpose and types of Research, Paradigms of research: Quantitative and Qualitative, the research process, ethics in research.
Unit – 2: Test Standardization (8 hours) Test construction: Steps in est development and standardization: Reliability and Validity. Issues of Internal vs. External validity.
UNIT-3 (08 HOURS): Tools for Data Collection Collections of Primary Data, Collection of Data through questionnaire and Schedules, other Observation Interview Methods, Collection of Secondary Data, Selection of appropriate method for data collection, Case Study, Focus Group Discussion, Techniques of developing research tools, viz. Questionnaire and rating scales etc
Unit – 4: Sampling (8 hours) Sampling – concept and methods – probability and non – probability

Unit – 5: Research Designs I (8 hours) Experimental – between and within group designs, Quasi experimental – Time series, non – equivalent group designs
UNIT- 6: Research Designs II (8 hours) Correlational design, factorial design, statistical evaluation of data and writing a research report.

Continuous Assessment Pattern

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

Name of the Course	Life Span Development				
Course Code	PSY5004				
Prerequisite	Understanding of Life Span Development				
Corequisite	N/A				
Antirequisite	N/A				
		L	T	P	C
		4	0	0	4

Course Objectives:
To teach life span development of the individual, emphasizing the theoretical approaches to the study of cognitive, personality, social, perceptual, and physical components of development from conception to death.

Course Outcomes

CO1	Understand basic concepts, issues and theories in the field of Life span developmental.
CO2	Learn about the various research designs used to study various aspects of human development and evaluate each method in terms of its advantages and disadvantages.
CO3	Discuss development from the perspective of different domains such as cognitive and language and examine the role of language in cognition.
CO4	To create an awareness about the physical, social, emotional and moral development at different stages.
CO5	Understand different developmental issues occurs during different stages of life
CO6	To get knowledge about recent advancement in lifespan development

Text Books:
- Berk, L. E. (2010). Child Development (8th 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 (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2008). Child Development (11th 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 Books:
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi: NCERT.
- Papalia,D.E. (2004). Human Development. 9thEdition, New Delhi: Tata McGraw Hill. Recommended reading Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt) Ltd.

Detailed Outline of the Course:

Unit -1: Introduction (8 hours) Nature and perspectives of life span development and its implication in Indian context; Theoretical perspectives in lifespan development.
Unit – 2: Research methods in human development (8 hours) The longitudinal Designs, cross-sectional design, sequential design, experimental design, case-study method, social survey method, naturalistic observation.
Unit – 3: Cognitive and Language Development (8 hours) Brief introduction to cognitive development: Piagetian, Vygotskian. Language development, Role of language in cognitive development
Unit – 4: Physical, socio-emotional development (8 hours) Physical, emotional and moral development patterns of growth from infancy to late adulthood.
UNIT- 5: Developmental issues in Indian context (8 hours) Developmental issues of adolescence, challenges and changes in adulthood, Aging
UNIT- 6: Recent advancement in the field (8 hours) Recent advances in understanding the mechanisms determining longevity Child health and human development over the lifespan Advances in Lifespan Psychology: A Focus on Biocultural and Personal Influences

Continuous Assessment Pattern

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

Name of the Course	Ethics and Professional Standards			
Course Code	PSY5005			
Prerequisite	Basic understanding of counselling			
Corequisite	N/A			
Antirequisite	N/A			
		L	T	P	C
		4	0	0	4

Course Objectives:

- To have an increased knowledge of the ethical principles and practice standards
- To make you aware how to apply regulations and laws governing the practice of psychology to typical situations encountered by psychologists
- It will enhance your ability for ethical reflection and an increased ability to apply this kind of thinking to everyday ethical challenges

Course Outcomes

CO1	Understand the ethical codes and controversies in professional regulation
CO2	Understand the types of conduct that are sanctioned by the ethics code and understand the procedures followed by the ethics committee in processing ethics complaints.
CO3	gain the ability to discuss the right to treatment and right to refuse treatment and understand the role specifications of a psychotherapist including responsibilities and obligations
CO4	Demonstrate an understanding of professional guidelines and standards for testing and assessment
CO5	Understand the concepts of dual roles, dual relationships and conflict of interests and can identify and discuss the ethical means to avoid, reduce and resolve them.
CO6	Understand the concepts of privacy, confidentiality and privileged communication and recognize the issues in fee schedules and practice management.

Text Books:
- Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions (4th ed.). Oxford, England: Oxford University Press.
- Fisher, C.B. (2008). Decoding the ethics code: A practical guide for psychologists. (2nd. Ed.) Thousand Oaks, CA: Sage Publishing.

Reference Books:
- Nagy, T.F. (2000). Ethics in plain English: An illustrative casebook for psychologists (p.7). Washington, DC: American Psychological Association.
- American Psychological Association. (1993). Record keeping guidelines.
- Hadjistavropoulos, T., & Malloy, D. C. (1999). Ethical principles of the American Psychological Association: An argument for philosophical and practical ranking. Ethics & Behavior, 9, 127-140.
- HareMustin, R. T., Marecek, J., Kaplan, A. G., & Liss-Levinson, N. (1979). Rights of clients, responsibilities of therapists. American Psychologist, 34, 3-16.
- Youngren, J.N. & Fottlieb, M.C. (2004). Managing risk when contemplating multiple relationships. Professional psychology: Research and practice, 35, 3, 255-260

Detailed Outline of the Course:

Unit 1-Introduction to Ethics (8 hours) Introduction to ethics; ethical codes; controversies in professional regulation.
Unit 2- Ethical Decision Making(8 hours) Ethical decision making; ethics committee review procedures
Unit 3- Ethics in Psychological testing and Psychotherapy Ethical issues in psychological testing and assessment; ethical issues in psychotherapy
Unit 4- Multiple Relationships (8 hours) Dual relationships; professional relationships with colleagues
Unit 5- Professional Competence(8 hours) Professional competence; Ethical issues in professional competence; Privacy and confidentiality
Unit 6- Legal obligation and Practice(8 hours) The mental health business; money and managed care

Continuous Assessment Pattern

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

Name of The Course	Testing Practicum–I
Course Code	PSY5006
Prerequisite	
Corequisite	
Antirequisite	

			L	T	P	C
			0	0	4	4

Course Objectives: This course consists of tests and experiments related to Basic Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Industrial and Organizational Psychology. The course imparts training in classic as well as contemporary tests and experiments in the field of Psychology.

Course Outcomes

CO1	Conduct experiments and administer psychological scales to a subject
CO2	Make interpretations and draw conclusions based on the norms given in the manual
CO3	Using simple statistical techniques for carrying out group based small quantitative research projects.
CO4	Primary knowledge of how a research is designed.
CO5	Learn how to formulate hypothesis along with objective, data analysis, interpretation and conclusion.
CO6	Reading out to the meaningful conclusion.

Text Book (s)
- Handbook of Psychological Assessment, Gary, Groth- Marnat, A-Jordan Wright, John Wiley & Sons Publishers, 2016.
- Projective Techniques in Personality Assessment: A Modern Introduction, Albert Í. Rábíń, Springer, 27-Nov-2013
- Anne Anastasi "Psychological Testing", Fifth Edition - 1982, The iv1acmillan Publishing Co. Inc, New York.

Detailed outline of the course

UNIT-1 (08 HOURS)   Experiment on Learning
UNIT-2 (08 HOURS) Projective Test
UNIT-3 (08 HOURS) Mental Ability test
UNIT-4 (08 HOURS) Clinical Test

Continuous Assessment Pattern

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

SEMESTER II

Name of the Course	Statistical Techniques in Psychology			
Course Code	PSY5007			
Prerequisite	Understanding of basic univariate statistics and research methodology.			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: To develop an awareness of various multivariate techniques and their application in social science researches.

Course Outcomes

CO1	Understanding of the basic concepts of Advanced statistical techniques and their applications.
CO2	Learn the application of multivariate statistics with appropriate data and interpret.
CO3	Basic mastery over the different research problems and application of appropriate statistics and explain.
CO4	To equip students with the skills and knowledge necessary to carry out and evaluate psychological research.
CO5	Learn to create and analyze research projects.
CO6	Competence in using multivariate statistical tools to analyze data

Text Book (s)
- Tabachnick, B. G. and Fidell L. S. (4th Ed.) (2014) Using Multivariate Statistics, Pearsons Publication.
- Stevens, J. (2002). Applied multivariate statistics for the social sciences. 4th Edition. Mahwah, NJ: Lawrence Erlbaum.

- Rencher, A. C. (2003). Methods of multivariate analysis. 2nd Ed. New York: Wiley.

Reference Book (s)
- Williams, B.; Onsman A. & Brown, T. (2010). Exploratory factor analysis: A five step guide for novices. Journal of Emergency Primary Health Care, Vol. 8. Issue 3.

- Lee, K., & Ashton, M. C. (2007). Factor analysis in personality research. In R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), Handbook of research methods in personality psychology (pp. 424-443). New York: Guilford.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Multivariate techniques – concept and importance. Principles underlying multivariate techniques, types of data – nominal, ordinal, interval, ratio. Aim of multivariate techniques and their applications
UNIT-2 (08 HOURS) Various multivariate techniques
Brief introduction of different multivariate techniques – MANOVA, Canonical correlational analysis, Profile analysis, Path analysis
UNIT-3 (08 HOURS) Factor analysis
Factor analysis – basic concepts, methods and types of rotation
UNIT-4 (08 HOURS) Multiple Regression
Multiple regression – concept, types, assumptions and application and interpretation through SPSS
UNIT-5 (08 HOURS) Discriminant Functional Analysis
Discriminant functional analysis- Introduction, assumptions, methodology and application in SPSS (version 19)
Unit 6: Cluster Analysis (8 hours)

Introduction, assumptions, methodology and application in SPSS

Continuous Assessment Pattern

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

Name of the Course	Qualitative Research Methods				
Course Code	PSY5008				
Prerequisite	Basic understanding of critical issues in behavioural sciences and research methodology				
Corequisite					
Antirequisite					
		L	T	P	C
		4	0	0	4

Course Objectives: This paper will enable to appreciate the descriptive approaches to psychological understanding of different types of data and psychological realities.

Course Outcomes

CO1	Sensitize the student towards qualitative research.
CO2	Provide fundamental knowledge and skills.
CO3	Develop relevant skills to identify main themes and issues.
CO4	To conduct research using qualitative techniques and make reports.
CO5	Develop professional, cultural and ethical perspective in research.
CO6	Sensitize about uses of qualitative methods appropriately.

Text Book (s)
- Narrative in social sciences research by Gobo,G. Sage, Los Angles 2004.
- Qualitative psychology: A Practical Guide to Research Methods, Sage,London, 2008

Detailed outline of the course

UNIT-1 (08 HOURS) Paradigms of research
Logical Positivism, social construction and critical nature and assumptions of qualitative research, nature of reality and role of researcher.
UNIT-2 (08 HOURS) Issues in qualitative research
subjectivity, reflexivity, power validity and triangulation of research, ethical issues.
UNIT-3 (08 HOURS) Field methods
Grounded theory, ethnography, observation, interview
UNIT-4 (08 HOURS) Textual methods I
Thematic and narrative analysis, Dialogical analysis,
UNIT-5 (08 HOURS) Textual methods II
Life history, Case studies, Phenomenology
UNIT-6 (08 HOURS) Data Analysis
Coding and theorizing; Grounded theory

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

20	30	50	100	

Name of the Course	Neuropsychology			
Course Code	PSY5009			
Prerequisite	Understanding of Bio- Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:
- To familiarize you with basic concept of neuropsychology
- To introduce students to various methods and techniques used in neuropsychological study
- To give students skills in understanding and adopting accurate assessment technique
- To introduce students to various neuropsychological disorders
- To manage/organize information and design appropriate assessment tool of neuropsychology

Course Outcomes

CO1	Conduct basic concept of neuropsychology and various research using appropriate assessment tools
CO2	Know how to use a particular method for conducting neuropsychological research
CO3	Identifying suitable use of assessment tool to recognize neurological disorders
CO4	Discuss and elaborate particular problem related to neuropsychology
CO5	Conduct basic concept of neuropsychology and various research using appropriate assessment tools
CO6	Ability to apply knowledge of brain and behavior to clinical cases.

Text Book (s)
- Boller, F, & Grafman, J.(1988) Hand book of neuropsychology. New York: Elsevier.
- Kolb, B., & Ian, Q. W.(1990) Fundamental of neuropsychology. New York: Freeman

Reference Book (s)
- MuKundan, C. R.(2007) Brain experience; The experimental perspectives of the brain. New Delhi: Atlantic Publishers

Detailed outline of the course

UNIT-1 (08 HOURS) Psychometry
Psychometric definition; Psychometric tool; theoretical approaches; Tools
UNIT-2 (08 HOURS) Need Theory
Need theories and uses, Historical and ethical consideration, standards and ethics
UNIT-3 (08 HOURS) Neuropsychology
Neuro psychological conceptual framework; Historical antecedents; Approaches
UNIT-4 (08 HOURS) Barriers and cognition
Methods of localization of cognitive functions in the brain; Lobular syndromes: frontal, parietal, occipital, temporal lobe syndromes.
UNIT-5 (08 HOURS) Neuropsychological assessment
Syndrome analysis and rehabilitation in minimal brain dysfunction. Learning disabilities; Epilepsy, Mental retardation
UNIT-6 (08 HOURS) Mind and Brain

Plasticity and restoration of brain function; mind and brain relationship; neuro-psychological rehabilitation and training. neuro-psychological rehabilitation and training.

Continuous Assessment Pattern

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

Name of The Course	Organizational Psychology				
Course Code	PSY5010				
Prerequisite	Basic understanding of organizational behavior				
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: Create a research orientation and also familiarize the student about the social psychological realities of work, its context and its people.

Course Outcomes

CO1	Demonstrate basic knowledge of the principal theories in the field and understand their applicability to the workplace.
CO2	Describe and assess the basic design elements of organizational structure and evaluate their impact on employees.
CO3	Identify different motivational theories and evaluate motivational strategies used in a variety of organizational settings.
CO4	Evaluate the appropriateness of various leadership styles and conflict management strategies used in organizations.
CO5	Examine the organization elements and relate it with the various parts of OB such as performance evaluation, training and development of the employees.
CO6	Look at the numerous problems of organization and their causes, and evaluate the importance of coaching and counselling of employees in order to solve these problems.

Text Book (s)
- Organizational Behavior by Robbins & Judge, 2017, 17th Edition
- Industrial/organizational psychology: An applied approach by Michael G. Aamodt, 2012, 6th edition.

Reference Book (s)
- Introduction to Industrial Organizational Psychology by Ronald Riggio, 2012, 6th edition.
- Taormina, R. J., & Gao, J. H. (2009). Identifying acceptable performance appraisal criteria: An international perspective. Asia Pacific Journal of Human Resources, 47(1), 102–125. https://doi.org/10.1177/1038411108099292
- Bhat, Zahid H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India.
- Kavanagh, P., Benson, J., & Brown, M. (2007). Understanding performance appraisal fairness. Asia Pacific Journal of Human Resources, 45(2), 132–150. https://doi.org/10.1177/1038411107079108

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction to organizational behavior
Scope and applications, significant issues and challenges; organizational structure and design

UNIT-2 (08 HOURS) Work Motivation	
Motivation to work; concept and theories, organizational conflict and its management	
Unit 3- Employee Counselling	
Counselling and coaching in organizations	
UNIT-4 (08 HOURS) Leadership in organizational setting	
Nature of Leadership and theories of leadership	
UNIT-5 (08 HOURS) Training and Development	
Training and development: nature, types, methods, model of training	
UNIT- 6 Employee performance evaluation	
Employee performance and its appraisal, methods and techniques	

Continuous Assessment Pattern

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

Name of The Course	Psychology of Self			
Course Code	PSY5011			
Prerequisite	Basic Understanding of personality Psychology			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives: To understand about the history & present status of psychology and psychological services and develop a community based orientation towards mental health

Course Outcomes

CO1	Ability to understand different Indian traditions on the self and the structure of personality
CO2	Learn the character and location of the border between self and world
CO3	Understand different perspectives on suffering, growth and healing
CO4	Improved relationships with family, friends and partners, social groups, work and the world
CO5	Learn to identify the various dynamisms behind interpersonal relationship
CO6	Understand various perspectives on karma, fate and free will

Text Book (s)
- Education – Gandhi's Nai Talim; Tagore's system of education; Sri Aurobindo's integral education.
- Organisational behaviour & community work – Gita-based approaches to OB.
- Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna Vedanta Math.
- Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo.

Reference Book (s)
- Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: http://www.saccs.org.in/texts/integralyoga-sa.php.]
- Aurobindo, Sri. (2008). The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi: Pearson.
- Cortright, B. (2007). Integral psychology. Albany: State University of New York.
- Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.

- Hiriyanna, M. (2000). The essentials of Indian philosophy. New Delhi: Motilal Banarsidas Publishers.
- Taimni, I. K. (2007). The science of yoga. Chennai: The Theosophical Publishing House.

Detailed outline of the course

UNIT-1 (08 HOURS) Historical Roots
different Indian traditions on the self and the structure of personality; the character and location of the border between self and world; personality types; emotion and attitudes; states of consciousness and their effect on perception and quality of life; possibilities for increasing our perceptiveness; emotions as colours of perception; rasa and bhava; detachment and commitment.
UNIT-2 (08 HOURS) Models
Individual development – various determinants of who and how we are; prenatal influences; past impressions and formations during childhood, adolescence and adulthood; ashramas then and now; immediate and ultimate aims of development; processes involved in willed, self-chosen development
UNIT-3 (08 HOURS) Self in the social context I
Self in the social context – relationships with family, friends and partners, social groups, work and the world; relationship with oneself and one's self
UNIT-4 (08 HOURS) Self in the social context II
Group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments.
UNIT-5 (08 HOURS) Application
Applications of Indian and western psychology
UNIT-6 (08 HOURS) Counselling and therapy
Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide.

Continuous Assessment Pattern

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

Name of The Course	Testing Practicum–II			
Course Code	PSY5012			
Prerequisite	Basic understanding of psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		0	0	4	4

Course Objectives: This course consists of tests and experiments related to Basic Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Industrial and Organizational Psychology. The course imparts training in classic as well as contemporary tests and experiments in the field of Psychology.

Course Outcomes

CO1	Conduct experiments and administer psychological scales to a subject
CO2	Make interpretations and draw conclusions based on the norms given in the manual
CO3	Using simple statistical techniques for carrying out group based small quantitative research projects.
CO4	Primary knowledge of how a research is designed.

CO5	Learn how to formulate hypothesis along with objective, data analysis, interpretation and conclusion.
CO6	Reading out to the meaningful conclusion.

Text Book (s)

- Handbook of Psychological Assessment, Gary, Groth- Marnat, A-Jordan Wright, John Wiley & Sons Publishers, 2016.

- Projective Techniques in Personality Assessment: A Modern Introduction, Albert Í. Rábíń, Springer, 27-Nov-2013
- Anne Anastasi ""Psychological Testing", Fifth Edition - 1982, The iv1acmillan Publishing Co. Inc, NewYork

Detailed outline of the course

UNIT-1 (08 HOURS) Test on Cognition
UNIT-2 (08 HOURS) Tests on Personality
UNIT-3 (08 HOURS) Test in Intelligence
UNIT-4 (08 HOURS) Test in Abnormal Psychology

Continuous Assessment Pattern

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

Name of The Course	Summer Project/ Field Work			
Course Code	PSY5013			
Prerequisite	Basic understanding of the psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		0	0	4	2

Course Objective: The major goals for the internship/field experience are twofold: first, to allow the student to demonstrate the skills they have acquired in a supervised setting; and secondly, to allow the student to increase their skill level by acquiring new knowledge.

Course Outcome:

CO1	Students will demonstrate their ability to apply comprehensive psychology knowledge in a supervised setting
CO2	Students will demonstrate the sensitivity and skills necessary to work with individuals from diverse backgrounds
CO3	Student will develop knowledge of ethical practices required at work
CO4	Students will develop new skills to work in different specialized areas
CO5	Students will observe and interact with professionals working in clinical or other applied settings
CO6	Students will develop professional skills and clarify career goals

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks

50	00	50	100

SEMESTER III

Name of The Course	Psychology of Gender			
Course Code	PSY6001			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: The objective of this paper is not only giving a theoretical understanding but also sensitize them towards real issues from psychological perspective. The student will learn to think differently and may be encouraged to take up action research. This paper will help them to create an understanding about social realities and build their competence to think about intervention strategies for social well being.

Course Outcomes

CO1	Students will be able to demonstrate in-depth knowledge in the major concepts and theories of the psychology of gender.
CO2	Students will be able to understand the biological and learned differences that affect thinking, relating, developing, and in general, the functioning of the genders.
CO3	Students will be able the understand the importance of empowerment, capacity building, social choices and cultural competencies in regard with gender
CO4	Students will be able to analyze and articulate through extensive reading and writing the media, institutional and sociocultural influences on the psychological development of gender role, identity, beliefs, and behaviors
CO5	Students will critically examine and reflect on gender issues with reference to diverse sociocultural contexts
CO6	Students will articulate cultural and historical differences regarding accepted gender roles

Text Book (s)
- The Psychology of Gender by Beall, A.E. and Sternberg (Eds) Guilford Press, 1993
- Handbook of Gender Research In Psychology (Vol 1) by Chrisler, J.C. and Mc Curry, D.R. (Eds) Springer,2010
- Feminism and Methodology by Harding, S. (Ed) Indiana Univ. Press , 1987
- Prescriptive Gender Stereotypes and Backlash Toward Agentic Women, Laurie A. Rudman Rutgers University Peter Glick Lawrence University, Journal of Social Issues, Vol. 57, No. 4, 2001, pp. 743–762

Reference Book (s)
- Does gender bias against female leaders persist? Quantitative and qualitative data from a large-scale survey
- Kim M Elsesser and Janet Lever, *Human Relations* 2011 64
- Individualization and Equality: Women's Careers and Organizational Form, James Wickham, Gráinne Collins, Lidia Greco and Josephine Browne, *Organization* 2008
- "Doing Gender" as Canon or Agenda : A Symposium on West and Zimmerman, Nancy C. Jurik and Cynthia Siemsen, Gender & Society 2009.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Gender in Thought and Action; Social Construction and Psychological Processes; Theories and Issues
UNIT-2 (08 HOURS) Social Choice and Culture
Empowerment; Capacity Building; Social Choice and Cultural Competencies
UNIT-3 (08 HOURS) Gender and development
Poverty , Globalization, Gender and development Across life Span (Work of Amartra Sen)
UNIT-4 (08 HOURS) Research Methodologies
Research Methodologies from Gender Perspective; Historical Materialism and Feminist Ideology. Inner Journey In Rama Metha's " Inside The Haveli"
UNIT-5 (08 HOURS) Emotion and Gender
Emotion and Gender: The experience of emotions, The expression of emotions, Perception of Emotion in Boys and Girls, Attributions for Emotion Interventions; Educational and Structural Interventions; Indian Experiences of OD in Public and Private Enterprises. Employee Empowerment, Emotional Intelligence and employee productivity; Managing work stress
UNIT-6 (08 HOURS) Gender intersects (Recent Development in the Area)
Gender intersects: discrimination and marginalization, such as ethnicity, socioeconomic status, disability, age, geographic location and sexual orientation, among others.

Continuous Assessment Pattern

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

Name of The Course	Rehabilitation Psychology			
Course Code	PSY6002			
Prerequisite	Basic Understanding of Therapeutic Interventions in Clinical Psychology			
Corequisite	None			
Antirequisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives: The course in rehabilitation psychology with extensive theoretical inputs and supervised clinical practice in preparation for an internship to acquire necessary professional skills to practice independently in the area of rehabilitation. The rationale underlying the course is that two clusters of skills are particularly important to effective clinical practice; a) identifying problems/needs of persons with disability, and b) systematic problem solving - selecting and implementing appropriate intervention strategies to mitigate disability.

Course Outcomes

CO1	Exploring the concept of psychological rehabilitation, history and approaches
CO2	Understanding syndrome analysis and rehabilitation in minimal brain dysfunction
CO3	Learn and apply various health promotion assessment methodologies
CO4	Learning various methods of psychological rehabilitation
CO5	Learn to develop an intervention plan to improve the health and quality of life of individuals with a disability or chronic illness.
CO6	Understanding research orientation of the field psychological rehabilitation

Text Book

- Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
- Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
- Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Life styles. New York. Brunner/ Mazel.
- Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
- Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
- Pomerlau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

Reference Book (s)
- Taylor, S.E. (2006). Health psychology. (6th Ed.) New Delhi: Tata McGraw Hill.

Detailed outline of the course

UNIT-1 (08 HOURS) Basic concepts
Psychological rehabilitation: Historical antecedents and approaches. Types of brain injury
UNIT-2 (08 HOURS) Barriers and Cognition
Methods of localization of cognitive functions in the brain. Lobular syndromes: frontal, parietal, occipital, temporal lobe syndromes
UNIT-3 (08 HOURS) Neuropsychological Assessments
Screening and early identification of persons with disability, syndrome analysis and rehabilitation in minimal brain dysfunction. Epilepsy, Mental retardation and Learning disabilities.
UNIT-4 (08 HOURS) Identification of disability
Screening and early identification of persons with disabilities. Developmental Assessment. Psychological Assessment – Intellectual Assessment, Assessment of Adaptive Behaviour,
UNIT-5 (08 HOURS) Ethical Consideration and Intervention
Ethical Considerations: Estimating baseline functioning and Mild Cognitive Impairment, Behaviour modification through counselling- Individual and Group Counselling, Parental Counselling and Family Therapy.
UNIT- 6 Current Trends (8 hours)
Use of technology in assessment and promotion of innovative intervention to prevent disease and reduce health care cost, Low cost interventional plan, Preference to non-invasive rehabilitation program.

Continuous Assessment Pattern

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

Name of The Course	Organization Culture			
Course Code	PSY6003			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

1. To sensitize students to the need of managing differently in diverse cultural environments
2. To develop skills for diagnosing and understanding heterogeneity of cultures, and to function effectively in them.

Course Outcomes

CO1	Analyzing the impact that the founders, history, and tradition have on an organization's culture
CO2	Identify and characterize an organizational culture in an organization
CO3	Identify the impact of the organizational culture on the organization's functioning.
CO4	Analyzing contemporary approaches to designing organizations and systems that positively affect an organization's culture.
CO5	Analyzing strategy, structure, power networks, financial position, and systems of a specific organization and their impact on corporate culture.
CO6	Assessing the role organizational culture plays in the decision-making process both during crises and during daily organizational life.

Text Book (s)
- Šajgalíková, H.- Bajzíková, Ľ.: Organizácia a kultúra. Bratislava: Ofprint 2013.
- Trice, H, M. - Beyer, J. M.: The Cultures of Work Organizations, Englewood Cliffs, Prentice Hall 1993.
- Brown, A.: Organizational Culture, London, Pitman Publishing 1998.
- Lewis, R.D.: When Cultures Collide, Nicholas Brealey Publishing 2006.
- Alvesson, M.: Understanding Organisational Culture. Sage Publications Ltd. 2012.
- Trompenaars, F. – Voerman, E.: Servant-Leadership Across Cultures. Oxford: Infinite Ideas Ltd. 2010

Reference Book (s)
- Ehrhart, M.G., Schneider, B. & Macey, W.H. (2014). Organizational Climate and
- Culture: An Introduction to Theory, Research and Practice, Routledge
- Ang, S & Dyne, L.V. (2008). Handbook of Cultural Intelligence, Routledge
- Ferraro, G.P. (2007), The Cultural Dimensions of International Business (5th Ed.). New Jersey: Prentice Hall.
- Early, C. & Mosakowski, E. (2004). Cultural intelligence, HBR
- Furnham, A. (2005). The psychology of behaviour at work : the individual in the organization, 2nd ed., Psychology Press

Detailed outline of the course

UNIT-1 (08 HOURS)
Introduction to Organizational Culture and Climate: Historical antecedents of Organizational culture and climate and current state of the field, differences between Organizational culture and climate.
UNIT-2 (08 HOURS)
Foundations of Organizational culture: approaches to understanding organizational cultures and methods of studying them.
UNIT-3 (08 HOURS)
Theories/models of organizational culture, Culture as a variable and root metaphor, the emergence, effectiveness and change of organizational cultures.
UNIT-4 (08 HOURS)
Sources of Cultural Intelligence, Self-Assessment of Cultural Quotient (CQ). Culture shock and Acculturation: Nature of culture shock and Coping, Reverse culture shock, Art of Negotiation, Dos' and Don'ts of Cross cultural Negotiation, Challenges of Cross cultural Negotiations.
UNIT-5 (08 HOURS)
Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations.

UNIT-6 (08 HOURS)
Need for linguistic proficiency in international business, linguistic diversity. Developing global managers

Continuous Assessment Pattern

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

Name of The Course	Clinical Psychology			
Course Code	PSY6004			
Prerequisite	Understanding of Clinical and Health Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: To develop understanding of diagnosis and health related problems of this world.

Course Outcomes

CO1	Students will be able to understand the realistic impact of a changing healthcare environment and evolving role of Clinical Psychology as a healthcare specialty
CO2	Students will understand the methods of research in the arenas of assessment and intervention, emphasizing / defining and studying outcomes from multiple perspectives
CO3	Student will be able to understand the methods of assessment in clinical psychological practice within the contemporary healthcare environment
CO4	Students will be able to learn the comprehensive geriatric assessment and method of report writing of psychological assessment
CO5	Student will learn to implement psychological interventions supported by the empirical literature
CO6	To develop the knowledge and skills to apply current approaches to psychological intervention, including empirically supported techniques, relevant to their areas

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 ClinicalPractice*. New York: Plenum.
- Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.

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.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction
Nature, scope and definition of clinical psychology; History of clinical Psychology; What clinical psychologist do
UNIT-2 (08 HOURS) Assessment I
Child assessments and Application; Adult assessments and Application
UNIT-3 (08 HOURS) Assessment II
Classification of intelligence tests; Classification of projective tests
UNIT- 4 Report Writing
Geriatric Assessments and Application; Report writing of psychological assessments
UNIT-5 (08 HOURS) Interventions
Behavior therapy; Cognitive therapy; Rational Emotive behavior therapy
UNIT-6 (08 HOURS) Recent research in Clinical Psychology
Recent research work will be covered

Continuous Assessment Pattern

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

Name of The Course	Human Resource Development			
Course Code	PSY6005			
Prerequisite				
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:
1. To help develop the sensitivity to development of orientation to HR, effective and efficient organizational functioning in a competitive environment.
2. To give an exposure to current issues, concerns, dilemmas in dealing with the human dimensions in organizations**.**

Course Outcomes

CO1	Develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.
CO2	Manage the employment relationship, which is a shared responsibility between employers, management, human resources specialists, and employees.
CO3	Identify the human resources needs of an organization or department.
CO4	Assess training requirements and design a successful orientation and training program.
CO5	Evaluate the procedures and practices used for recruiting and selecting suitable employees.

CO6	Explain the responsibilities of management, HRM specialists, managers, and employees in managing the employment relationship in a unionized or a non-unionized environment

Text Book (s)

- Dessler, G., Chhinzer, N., & Gannon, G. (2019). Management of human resources: The essentials, (5th Cdn ed.) Toronto, ON: Pearson Education Canada.

Reference Book (s)

- Burke, R.J., Cooper, C.L. (Ed.). (2005). Reinventing Human Resource management: Challenges and New Directions. New York: Routledge.
- Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises (3rdedition). New Delhi: Sai Printographers.
- Raymond, A.N, Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2004). Fundamentals of Human Resource Management. China: McGraw Hill.
- Sanghi, S. (2004). Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations. New Delhi: Sage.

Detailed outline of the course

UNIT-1 (08 HOURS)
Managing HR: HR and organizational performance, Responsibilities of HR department, Skills of HRM, Personnel policies, Ethics in HRM, Trends in HR (Change in labor force, high performance work systems, changing economy, technological change in HRM).
UNIT-2 (08 HOURS)
Analyzing Work and Designing Jobs: Recruitment and hiring people, training and developing employees, Work flow in organizations, Managing performance, Job designing (Efficient jobs and Ergonomics), Separating and Retaining Employees, Employee Benefit.
UNIT-3 (08 HOURS)
Career Growth: Career stages, organizational perspective on careers, matching process, career mentoring program.
Unit 4
Competency: introduction, models, value addition to employees and organizations, application in HRM and competency mapping.
UNIT-5 (08 HOURS)
New Challenges and Directions: Collective Bargaining, Negotiation and Labor relations, HR revolution, HR as a competitive advantage, Reinventing HR functions, Managing people in Global Markets, Cross cultural preparations, E-HRM.
UNIT-6 (08 HOURS)
Employees' Welfare; Industrial Relations & Trade Unionism; Grievance Management

Continuous Assessment Pattern

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

Name of The Course	Testing Practicum-III			
Course Code	PSY6006			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	T	P	C

				0	0	4	4

Course Objectives: This course consists of tests and experiments related to Basic Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Industrial and Organizational Psychology. The course imparts training in classic as well as contemporary tests and experiments in the field of Psychology.

Course Outcomes

CO1	Conduct experiments and administer psychological scales to a subject
CO2	Make interpretations and draw conclusions based on the norms given in the manual
CO3	Using simple statistical techniques for carrying out group based small quantitative research projects.
CO4	Primary knowledge of how a research is designed.
CO5	Learn how to formulate hypothesis along with objective, data analysis, interpretation and conclusion.
CO6	Reading out to the meaningful conclusion.

Text Book (s)

● Handbook of Psychological Assessment, Gary, Groth- Marnat, A-Jordan Wright, John Wiley & Sons Publishers, 2016.
● Projective Techniques in Personality Assessment: A Modern Introduction, Albert Í. Rábíń, Springer, 27-Nov-2013

Detailed outline of the course

UNIT-1 (08 HOURS) Projective Test
UNIT-2 (08 HOURS) Intelligence Test
UNIT-3 (08 HOURS) Clinical Assessment
UNIT-4 (08 HOURS) Behavioral Assessment

Continuous Assessment Pattern

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

SEMESTER IV

Name of The Course	Diagnostics and Clinical Assessment			
Course Code	PSY6008			
Prerequisite	Basic knowledge of clinical psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		0	2	0	4

Course Objectives:

The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings.

Course Outcomes

CO1	Different technique of personality assessment and identify the most useful technique for certain condition.
CO2	Describe different sources of information and methods that can be employed for psychological assessment.
CO3	Appreciate the threats to valid assessment and be able to appropriately minimize or avoid such threats when they arise (e.g., clinician biases, tests with poor psychometric properties, behavioral obstacles during assessment).
CO4	Administer, score, and interpret results of the tests of intelligence according to guidelines discussed in class and those provided in the test manuals
CO5	Evaluate the psychometric properties of psychological assessment measures.
CO6	Interpret and integrate results of assessment procedures into a clearly written clinical report that is appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

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, IncHelmes, 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

Reference Book (s)

- Society for Personality Assessment (2005). The Status of the Rorschach in Clinical and Forensic Practice: An Official Statement by the Board of Hasan,Q. (199) Personality Assessment. New Delhi: Gyan Publishing House.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction to personality assessment
Personality Assessment, Different technique of personality assessment, approaches to personality assessment: ideographic and nomothetic, Distinction among assessment, test, and measurement
UNIT-2 (08 HOURS) Behavioral assessment
Features of behavioral assessment and tools for assessing learning disability, mental retardation and autism.
UNIT-3 (08 HOURS) Projective and objective techniques
Unstructured: Rorschach Ink blot test, TAT, Semi structured: Rosenweig picture frustration test and sentence completion test,
Unit 4 Intelligence Test
Intelligence tests- WAIS, MISC and Bhatia Battery
UNIT-5 (08 HOURS) Personality Assessment
Personality test- 16 PF, Eysenck personality inventory, MBTI
UNIT-6 (08 HOURS) Application of psychological assessment
Application of psychological testing in specific area- Industrial psychology and clinical psychology, Steps of report writing for research purposes.

Continuous Assessment Pattern

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

Name of The Course	Career Counselling			
Course Code	PSY6009			
Prerequisite	Basic understanding of Educational Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The purpose of this course is to provide students with an understanding of career development and the role of the career counselor. The course is designed to examine theories of career development and decision making, sources of occupational information and methods of career counseling, assessment and program planning. Both theory and the practical application of career counseling will be explored through lectures, class discussions, readings, writings and projects. Students will have the opportunity to practice various career counseling techniques and gain an understanding of their own career development. Ethical and legal issues, contemporary trends and application of career counseling models to a variety of populations in school and community settings will be explored.

Course Outcomes

CO1	Identify and describe major theories of career development and decision-making
CO2	Learn the principles of career program development, implementation, administration and evaluation in school and community settings.
CO3	Understand the relationships among various life roles including those of work and family, and such factors as gender and cultural diversity
CO4	Learn the principles of career and educational placement, follow-up and evaluation in school and community settings
CO5	Explore contemporary trends and issues in career counseling and the delivery of services to clients in various settings including those in schools and the community at large.
CO6	Explore legal and ethical implications in career counselling

Text Book (s)

- Capuzzi, David & Stauffer, Mark D. (2006). Career Counseling: Foundations, Perspectives, and Applications. Boston, MA: Pearson, Allyn and Bacon. ISBN: 0-205-43108-9
- Niles, S. & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century.* (2nd ed.). Upper Saddle River, NJ: Pearson.

Reference Book (s)

- "Career Counseling Work In Progress DVD" (2005). Upper Saddle River, NJ: Merrill Prentice Hall.

Detailed outline of the course

UNIT-1 (08 HOURS) Introduction

Historical perspectives of career counseling and guidance, Ethical and legal considerations in career planning and placement	
UNIT-2 (08 HOURS) Theories and Techniques of Career Development I	
Trait factor, Development theories, Sociological theories, Psychological theories,	
UNIT-3 (08 HOURS) Theories and Techniques of Career Development II	
Social learning theories, Cognitive theories, Decision making Theories	
UNIT-4 (08 HOURS) Sources of Occupation Information and Use of Technology in Career Counseling	
Major sources of information, Information in career resources center, Computerized sources of occupational information, Electronic information systems, Computer-assisted guidance programs, Internet sites in career planning and counselling	
UNIT-5 (08 HOURS) Use of Assessment in Career Counseling	
The Career Assessment Interview, Use of tests in career counselling, Interest measurement, Values measurement, Aptitude measurement, Computerized counseling programs	
UNIT-6 (08 HOURS) Career Planning and Placement in School and Community Counseling Settings	
Resume writing, Information interviewing, Job search strategies, Preparation for the job interview Planning, Organization, Implementation, Administration and Evaluation of Counselling programs.	

Continuous Assessment Pattern

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

Name of The Course	Psychology of Trauma			
Course Code	PSY6010			
Prerequisite	None			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

Student will learn about responses to a variety of traumas including childhood trauma adult sexual assault terrorism, delinquency, crime and such relevant issues. An important focus of the course involve consideration of how sociopolitical contacts affects trauma research and interventions.

Course Outcomes

CO1	To understand and evaluate the theoretical/research on concept, complexity and impact of traumatic experiences on human lives.
CO2	Assess various responses to trauma, using psycho social model, resilience, and other recovery models.
CO3	Understand psychological trauma, recovery and growth pattern among individuals from diverse backgrounds.
CO4	Understand the relationships among multiple factors and complexity involved in traumatic stresses, adaptation and healing processes.

CO5	Understand the effects of crime delinquency, terrorism, violence and other trauma-causing events on people
CO6	Understand the principles of crisis intervention for people during crises, terrorism, and other trauma causing events.

Text Book (s)
- Herman, Judith Lewis (1992) Trauma and recovery. New York: Basic Books. ISBN 0-465-08766.
- Hunt, Nigel C. (2010). Memory, war and Trauma. Cambridge University Press. ISBN 970-0-521-71625-3

Reference Book (s)
- Phil Scaton (2004) Streets of Terror: Marginalization, criminalization and Authoritarian renewal, Social justice Vol.31, Nos.1-2 Page. 130-158

Detailed outline of the course

UNIT-1 (08 HOURS) Basic Concepts
Definition of Psychological trauma, relationship with society, Individual and environment
UNIT-2 (08 HOURS) The Marginalized
Marginalized: Impact of marginalization in society and individual. Poverty and marginalization, psychosocial impact
UNIT-3 (08 HOURS) Stress and Trauma
Stress: PTSD, Natural disasters, victims and their rehabilitation, Psychosocial consequences
UNIT-4 (08 HOURS) Trauma and its Consequences
Crime delinquency, terrorism, violence and its causal analysis
UNIT-5 (08 HOURS) Therapy
Group therapy, Therapy for adolescents traumatized by abuse, Therapy for children traumatized by violence
UNIT-6 (08 HOURS) Post Traumatic Growth
Recent research papers

Continuous Assessment Pattern

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

Name of The Course	Positive Psychology Intervention			
Course Code	PSY6011			
Prerequisite	General Psychology			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives: A positive psychology intervention (PPI) was defined in accordance with Sin and Lyubomirsky's (2009) article as a psychological intervention (training, exercise, therapy) primarily aimed at raising positive feelings, positive cognitions or positive behavior as opposed to interventions aiming to reduce symptoms.

Course Outcomes

CO1	To understand the basic assumptions, principles and concepts of positive psychology

CO2	To investigate positive psychology phenomena in real life
CO3	To critically evaluate positive psychology theory and research
CO4	To apply positive psychology approaches in daily living
CO5	Acquainting students with the growing body of research evidence in positive psychology
CO6	Maintaining and developing positive individuals, relationships, organizations and communities

Text Book (s)
- Baumgardner, S.R. Crothers M.K. (2010). Positive Psychology. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. UK: Routledge.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment. New York: Free Press/Simon and Schuster.

Reference Book (s)
- Snyder, C.R., & Lopez, S.J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Thousand Oaks, CA: Sage. Snyder, C. R., & Lopez, S. (Eds.) (2002).

Detailed outline of the course

UNIT-1 Introduction   (08 HOURS)
Positive Psychology, Assumptions and Goals, Perspectives on Positive Psychology: Western and Easternc, Character Strengths and virtues
UNIT-2 (08 HOURS) Positive Emotional States and Processes
Happiness and Well being- Meaning and Determinants of happiness, Hedonic and Eudemonic Approaches
UNIT-3 (08 HOURS) Models
Resilience, Trauma and Subjective well being, Emotional Intelligence: Models& theories
UNIT-4 (08 HOURS) Positive Cognitive States and Processes
Positive Emotions Broaden-and-Build Theory; Cultivating Positive Emotions , Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self – regulation and self –control.
UNIT-5 (08 HOURS) Applying positive psychology
Applying positive psychology: interventions and the use of character strengths. Students will have a group project on designing a positive psychology intervention.
UNIT-6 (08 HOURS) Coping in positive psychology
Coping in positive psychology focuses on resilience, post-traumatic growth, meaning and gratitude, the future of positive psychology

Continuous Assessment Pattern

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

Name of The Course	Psychotherapeutic Interventions			
Course Code	PSY6012			
Prerequisite	Basic understanding of counselling psychology			
Corequisite				
Antirequisite				
		L	**T**	**P**	**C**
		4	0	0	4

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

CO1	Understanding the procedures of different behaviour and cognitive behaviour therapies used in clinical psychology
CO2	Learning humanistic existential therapeutic techniques
CO3	Understanding the role of religious and spiritual practices in clinical intervention
CO4	Developing skills for relaxation techniques and biofeedback machines
CO5	Learning the selection and implementation of appropriate therapies for different mental disorders
CO6	Learning the selection and implementation of appropriate therapies for different mental disorders

Text Book (s)
- 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.
- 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.

UNIT-1 (08 HOURS) Behavioural and Cognitive behavioural
Flooding systematic desensitization, eye movement desensitization and reprocessing; Token economy, remack's principles; Modelling; Assertion training; Beck's cognitive therapy; Ellis's rational emotive behavior therapy
UNIT-2 (08 HOURS) Humanistic and Existential
Person centered and Gestalt therapies: Key concepts, therapeutic techniques and procedures; Existential therapy
UNIT-3 (08 HOURS) Psychoanalytic Therapy
Freudian psychoanalytic therapy: Key concepts, therapeutic techniques/ procedures.
UNIT-4 (08 HOURS) Other therapeutic Approaches
Reality therapy; Family system therapy; Transactional analysis.
UNIT-5 (08 HOURS) Religions and spiritual Approaches
Holistic: Meditation; Religions: Prayer, reading, scripture; Yoga therapy
UNIT-6 (08 HOURS) Relaxation training and bio medical therapies
Concept of relaxation and purpose of relaxation training, bio-feedback relaxation, Jacobson muscular relaxation, Benson's relaxation training

Continuous Assessment Pattern

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

Name of The Course	Assessment in Organizations			
Course Code	PSY6013			
Prerequisite	Basic understanding of organizational behavior			
Corequisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:

The purpose of this Post graduate level course is to provide learners with the knowledge and skills necessary to plan for an organizational diagnosis in order to identify and report societal, organizational, departmental, and individual performance needs. This course is designed to build introductory theoretical as well as practical knowledge and skills in needs assessment and performance analysis in private and public organizations.

Course Outcomes:

CO1	Identify the environment and culture of the workgroup.
CO2	Analyze and interpret critical business issues and challenges.
CO3	Utilize evidence-based literature to guide inquiry.
CO4	Utilize appropriate inquiry methods.
CO5	Assess needs and opportunities and Identify causal factors that limit performance.
CO6	Interpret results and make recommendations.

Text Book (s)
- Altschuld, J.W. (2010). *Needs assessments Kit (5 volumes)*. Thousand Oaks, CA: Sage.
- Other required readings are online or will be placed on electronic

Reference Book (s)
- Richard D. Daft (2013), Organization Theory and Design (11 th ed.), Mason, OH: South-Western, Cengage Learning.

UNIT-1 (08 HOURS) Introduction
Foundations of Organizational Analysis, Views of Organizations, Systems Thinking, Organizational Analysis Ethics
UNIT-2 (08 HOURS) Planning for Needs Assessment and Performance Analysis
Defining need assessment, Need assessment techniques, Performance analysis and techniques.
UNIT-3 (08 HOURS) Data Collection Techniques and Data Analysis
Data Gathering: Surveys, Qualitative And Ethics , Qualitative Analysis, Quantitative analysis
UNIT-4 (08 HOURS) Organizational Culture and Politics
Organizational Culture and Organizational Design, Decision-Making Process, Conflict, Power, and Politics
UNIT-5 (08 HOURS) Post-assessment, Action, and Linking Analysis to Strategic HR
Organisational Change, Role of change agent, Analysis of findings, HR and Strategic HR, Impact on Employees and its Evaluation for action
UNIT-6 (08 HOURS) Recent Developments
Recent research papers on Assessments in organisation.

Continuous Assessment Pattern

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

Name of The Course	Post Graduate Thesis			
Course Code	PSY6014			
Prerequisite	Understanding of research work			
Corequisite				
Antirequisite				
		L	T	P	C
		1	0	0	8

Course Outcomes

CO1	Validate their logic clearly and comprehensively in writing and orally
CO2	Examine literature and literature review from various publications
CO3	Develop research skills to expand their arguments from various perspective
CO4	Evaluate and formulate hypothesis for required problems and theories
CO5	Create research questions and apply relevant methods for data analysis
CO6	Apply their knowledge of academic writing in creating the thesis

Text Book (s)

As prescribed by the supervisor

Reference Book (s)

As prescribed by the supervisor

Continuous Assessment Pattern

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

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

Program: BA(H)Sociology

Scheme: 2020-2021

VISION STATEMENT OF GALGOTIAS UNIVERSITY

'To be known globally for value-based education, research, creativity and innovation'.

MISSION STATEMENT OF GALGOTIAS UNIVERSITY

- Establish state-of-the-art facilities for world class education and research.
- Collaborate with industry and society to align the curriculum.
- Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
- Encourage life-long learning and team-based problem solving through an enabling environment.

VISION OF THE SCHOOL OF LIBERAL EDUCATION (SLE)

To be known globally through Interdisciplinary research, creativity and innovation for the wellbeing of the society at large.

MISSION OFTHE SCHOOL OF LIBERAL EDUCATION (SLE)

☐ **M1: Facilitating the development of world-class education**

☐ **M2: Promoting scientific enquiry while simultaneously enabling behavioral approaches to human interactions**

☐ **M3: Providing interdisciplinary learning and skill enhancement that will help to create future citizens who are equipped to meet complexity, diversity and challenges.**

VISION OF THE DEPARTMENT OF SOCIOLOGY

☐ To be known globally to facilitate the creation of value based research oriented innovative, knowledge and scientific enquiry in Sociology.

MISSION OF THE DEPARTMENT OF SOCIOLOGY

☐ **M1:** To nurture students by providing a comprehensive understanding of the ever-transforming social world.

☐ **M2:** To enable learners to gauge social problems, challenges and help them to understand ways and means to approach/address the problems.

☐ **M3:** To foster a culture of innovative and interdisciplinary learning through, individual and group work, open community visit, presentation, book review and role play.

PROGRAMME EDUCATIONAL OUTCOME (PEOs)

☐ **PEO -1:** Graduates will be equipped with, to pursue higher education with the insight and capacity to design social welfare projects, working for NGOs, Civil Services.

☐ **PEO -2-:** Graduates will become innovative learner, independent researcher, team leader, entrepreneur and responsible individual.

☐ **.PEO-3:** Graduates will be able to use sociological knowledge and skills to engage with local and global communities for the purpose of social justice.

PROGRAMME SPECIFIC OBJECTIVES (PSOs)

Students of B A (H) Sociology Program shall be able to:

☐ **PSO-1** Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.

☐ **PSO-2** Critical understanding of major theoretical approaches and perspectives in sociology.

POs	PROGRAM OUTCOMES STATEMENTS _BA(H) SOCIOLOGY_2020-23
☐ PO-1	Create a strong knowledge base about social issues and problems
☐ PO-2	Explain sociological theories and current issues
☐ PO-3	Develop a critical understanding of social inequality, stratification, exclusion and mobility
☐ PO-4	Develop ability to have insights about groups and communities of diverse nature
☐ PO-5	Critical and creative thinking about society/ social phenomena
☐ PO-6	Instil skills for working with governmental and nongovernmental agencies and organizations
☐ PO-7	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability

☐ PO-8	Become ethical to be a useful part of the civil society and act meaningfully	
☐ PO-9	Inspire and encourage relevant future research and review	
☐ PO-10	Relate to social policies and critically analyse their impact on people	

Credit Cum Course distribution Chart

Course Category	Courses (No.)	Credits (per course)	Total Credits
University Core Compulsory Theory Courses	12	0.5 to 4	21
University Core Labs	2	1	2
University Core Elective Courses	2	2	4
School Core Compulsory Courses	5	2 & 4	18
School Core Elective Experiential Learning	3	4	12
School Core Elective Interdisciplinary Courses	2	4	8
Program Core Compulsory Courses	9	4	36
Program Core Elective Courses	8	4	32
Program Core Elective Internship and Dissertations	3	1, 2 & 8	11
Minor Discipline			
Overall	46	0.5 to 8	144

Program Mission Statement

The mission of the B.A (Honours) Sociology program is to help students develop a scientific understanding of society. Besides educating about changing approaches and trends in sociology, the program fosters application of that knowledge in real world settings. The program will prepare students to be socially responsible professionals with multifaceted skills required to be successful community developers, researchers, program analysts, educators, decision makers, and social activists.

Learning Goal 1: Understanding various aspects of Sociology as a discipline.

Learning Outcome -

GU B.A. (Hons.) graduates will be able to:

   a. Develop scientific knowledge and understanding of the concept, theories and factors affecting society
   b. Understand the basic values and principles, as well as approaches to Sociology
   c. Understand the history of emergence of sociology in India and abroad

Learning Goal 2: **For clear understanding of the theoretical interdependence and empirical relationship among different branches or aspects in sociology.**

Learning Outcome -

    a. **Relate sociological theory to a given social context,**

    b. **Deliver a possible solution to enable social reconstruction,**

    c. **Understand and apply basic concepts, principles, theories in society and in social work professions**

    d. **Ability to understand and analyse socio- economic problems with social work perspective**

Learning Goal 3: **Application of sociological theories and use of IT tools to understand/explain the society in particular and society in general,**

Learning Outcomes-

    a. Familiarize with problems in various realms of society,

    b. Acquire skills for working in different areas of sociology,

Learning Goal 4: **To become social researcher and out of the box thinker.**

Learning Outcomes-

    a. To develop in students the necessary attitude and skills to practice social research,

    b. Develop skills and attitudes for participatory community work for rural, urban and tribal communities,

    c. **To study role of social researchers in community development programmes.**

Key Program Highlights:

- Major and specialization courses
- School core and University courses
- Inter-disciplinary approach to Sociology
- Training in software packages related to empirical research in Social Science
- Training in communication skills
- Summer Internship, Experiential Learning, Thesis

		Semester 1							
Sl. No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	SOC1001	Introduction to Sociology	4	0	0	4	20	30	50
2	SOC1002	Sociology of India	4	0	0	4	20	30	50
3	SOC1003	Sociological Thinkers	4	0	0	4	20	30	50
4	FENG1001	Functional English - I	2	0	0	2	20	30	50
5	FENG1002	Lab Functional English - I	0	0	2	1	50	0	50
6		Creative / Liberal Arts	0	0	1	0.5	20	30	50
7		Environmental Studies	0.5	0	0	0.5	20	30	50
8		AI and its applications	2	0	0	2	20	30	50
9		Disruptive Technologies	2	0	0	2	20	30	50
10	SLE1001	Foundations of Social Sciences - I	4	0	0	4	20	30	50
		TOTAL CREDITS	**22**	**0**	**0**	**24**	**20**	**30**	**50**

		Semester II							
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	SOC1004	Political Sociology	4	0	0	4	20	30	50
2	SOC1005	Sociology of Gender	4	0	0	4	20	30	50
3	SOC1006	Social Research Methods	4	0	0	4	20	30	50
4	SOC1007	Family and Kinship	4	0	0	4	20	30	50
5	FENG1003	Functional English - II	2	0	0	2	20	30	50
6	FENG1004	Lab Functional English - II	0	0	2	1	50	0	50
7		Disaster Management	2	0	0	2	20	30	50
8	SLE1002	Foundations of Social Science - II	4	0	0	4	20	30	50
		TOTAL CREDITS	**24**	**0**	**1**	**25.0**	**20**	**30**	**50**

		Semester III							
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	BSL05T2001	Social change and Control	4	0	0	4	20	30	50
2	BSL05T5001 /BSL05T5005 /BSL05T5009	Specialisation -1 Paper -1	4	0	0	4	20	30	50
3	BSL05T5001 /BSL05T5005 /BSL05T5009	Specialisation -2 Paper -1	4	0	0	4	20	30	50
4	FREN2005/ GREN2005/ JAPA2005	Foreign Language - I (Japanese / German / French)	2	0	0	2	20	30	50
5		Aptitude Building and Logical Reasoning	4	0	0	4	20	30	50
6		Creativity, Innovations and Entrepreneurship & IPR	1	0	0	1	20	30	50
7	BSL05P2002	Experiential Learning - I	0	1	4	4	50	0	50
8	BSL05T2003	Social Internship - Six Week	0	0	4	2	50	0	50
		TOTAL CREDITS	**28**	**0**	**0**	**25**			

		Semester IV							
Sl No	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**MTE**	**ETE**
1	BSL05T2004	Sociology of Development	4	0	0	4	20	30	50
2	BSL05T5002	Specialisation -1 Paper -2	4	0	0	4	20	30	50

Sl No	Course Code	Name of the Course	L	T	P	C	IA	MTE	ETE
	/BSL05T5006 /BSL05T5010								
3	BSL05T5002 /BSL05T5006 /BSL05T5010	Specialisation -2 Paper -2	4	0	0	4	20	30	50
4		Waste Management	1	0	0	1	20	30	50
5	FREN2006/ GREN2006/ JAPA2006	Foreign Language - II (Japanese / German / French)	2	0	0	2	20	30	50
6	BSL05P2005	Experiential Learning - II	0	1	4	4	50	0	50
7	SLE2006	Introduction to Indian Philosophy	2	0	0	2	20	30	50
8	SLE2007	Qualitative and Quantitative Analysis & Reasoning	4	0	0	4	20	30	50
		TOTAL CREDITS	25	0	0	25			

Semester V

Sl No	Course Code	Name of the Course	L	T	P	C	IA	MTE	ETE
							Assessment Pattern		
1	BSL05T5003 /BSL05T5007 /BSL05T5011	Specialisation -1 Paper -3	4	0	0	4	20	30	50
2	BSL05T5003/ BSL05T5007 /BSL05T5011	Specialisation -2 Paper -3	4	0	0	4	20	30	50
3		Ethics And Professional Competency	1	0	0	1	20	30	50
4		Campus To Corporate	3	0	0	3	20	30	50
5	BSL05T5013	Interdisciplinary - I	4	0	0	4	20	30	50
6	BSL05P3002	Experiential Learning - III	0	1	4	4	50	0	50
7	SLE3001	Writing for the Social Sciences & Humanities	4	0	0	4	20	30	50
8	BSL05T3004	Dissertation Phase I	0	0	2	1	20	30	50
		TOTAL CREDITS	20	0	10	25	20	30	50

Semester VI

Sl No	Course Code	Name of the Course	L	T	P	C	IA	MTE	ETE
							Assessment Pattern		
1	BSL05T5004 /BSL05T5008 /BSL05T5012	Specialisation -1 Paper -4	4	0	0	4	20	30	50
2	BSL05T5004 /BSL05T5008 /BSL05T5012	Specialisation -2 Paper -4	4	0	0	4	20	30	50
3	BSL05T5014	Interdisciplinary - II	4	0	0	4	20	30	50
4	BSL05T5066	Dissertation	0	0	2	8	20	30	50
		TOTAL CREDITS	12	0	10	20			

List of Electives Discipline Specific

Basket-1 Specialization Courses

Sl No	Course Code	Name of the Electives	L	T	P	C	IA	MTE	ETE
							Assessment Pattern		
1	BSL05T5001	Health And Society	4	0	0	4	20	30	50
2	BSL05T5002	Health And Medicine	4	0	0	4	20	30	50
3	BSL05T5003	Food ,Health And Nutrition	4	0	0	4	20	30	50

4	BSL05T5004	Global Health And Environment	4	0	0	4	20	30	50
		TOTAL CREDITS	16	0	0	16			

Basket-2 Specialization Courses

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5005	Environment and Society	4	0	0	4	20	30	50
2	BSL05T5006	Risk Society, Health, Climate and Disaster	4	0	0	4	20	30	50
3	BSL05T5007	Climate Change and Sustainable Development	4	0	0	4	20	30	50
4	BSL05T5008	Global politics and law on Environmental Issues.	4	0	0	4	20	30	50
		TOTAL CREDITS	16	0	0	16			

Basket-3 Specialization Courses

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
SN	Course Code	Course Title	L	T	P	C	20	30	50
SN	Course Code	Course Title	L	T	P	C	20	30	50
1	BSL05T5009	Dynamics Of Rural And Urban Society	4	0	0	4	20	30	50
2	BSL05T5010	Sustainability Of Rural And Urban Life	4	0	0	4	20	30	50
3	BSL05T5011	Demographic Profile Of Rural And Urban Community	4	0	0	4	20	30	50
4	BSL05T5012	Social Policy, Planning And Development.	4	0	0	4	20	30	50
		TOTAL CREDITS	16	0	0	16			

INTERDICIPLINARY STREAMS

(Any two is to be chosen, each group will offer two courses. Choice must be from other than the major)

Group A: Economics

Group B: Applied Psychology

Group C: English

Group D: Political Science

Group E: Sociology (Major)

INTERDICIPLINARY ELECTIVES OFFERED BY DEPARTMENT OF SOCIOLOGY

GROUP E: Sociology (offered for other than Sociology Program)

Interdisciplinary Elective

Basket-1

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	BSL05T5013	Social Inequality, Stratification and Mobility.	4	0	0	4	20	30	50
2	BSL05T5014	Religion, Science and Society	4	0	0	4	20	30	50

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	ECO2009	Cashless Economy and Start-ups	4	0	0	4	20	30	50
2	ECO2010	Global Economic Issues	4	0	0	4	20	30	50

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1	POL3081	Indian Government and Politics	4	0	0	4	20	30	50
2	POL3091	Indian Foreign Policy	4	0	0	4	20	30	50

Sl No	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	MTE	ETE
1			4	0	0	4	20	30	50
2			4	0	0	4	20	30	50

SEMESTER-1

Name of The Course	INTRODUCTION TO SOCIOLOGY			
Course Code	SOC1001			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:
- To be familiar with the origin and development of sociology in Europe
- To understand multidimensional effects of renaissance and enlightenment
- To be familiar with the origin and development of sociology in India
- To understand social background of origin, growth and development of popular ideologies.
- To develop critical understanding of sociological concepts
- To enable students to relate concepts to analyze and understand the contemporary society

Course Outcomes

CO1	Develop understanding about necessity of sociology as a separate branch of knowledge
CO2	To understand multidimensional effects of renaissance and enlightenment upon European society during 1250 AD To 1850 AD.
CO3	To understand law of societal evolution, progress and develop
CO4	To understand social background of origin ,growth and development of popular Ideology
CO5	To develop critical understanding of thoughts, concepts of Classical Sociologists.
CO6	To enable students to relate classical theories and concepts to analyze and understand the contemporary society

Text Book (s)
- Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press.
- Ritzer George, Sociological Theory, Mc.Graw Hill, New York, Latest edition 2000 – 5thedition
- Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi:
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*,London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Reference Book (s)
- Berger, Peter, 1963, *Invitation to Sociology*, Hamondsworth: Penguin
- Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press
- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

UNIT-1 (08 HOURS):	Sociology: Discipline and Perspective

Thinking Sociologically, Emergence of Sociology: Factors responsible for emergence of sociology, renaissance and enlightenment in Europe, mercantile revolution, scientific revolution, industrial revolution and French revolution , Founders of sociology: Saint Simon, August Comte, Adolph Quetlet, Ibn Khauldoon, Giambatista, G. Vico. Development of sociology in 19th century: Development of sociology in Europe, Asia and other countries of the world. Development of Sociology in India.
UNIT-2 (08 HOURS)   Sociology: Meaning, Definition, nature, scope, subject matter
Sociology: Meaning, Definition, nature, scope, subject matter. Sociology and other disciplines: Sociology and its relationship to Philosophy, History, Anthropology, Economics, political science , psychology & other emerging disciplines
UNIT-3 (08 HOURS)   Basic concepts
Interaction, Group, community, Society, Human and Animal Society, Association, Social Institutions: Family ,Marriage, kinship, religion, education, Social structure, status and role, Social system, Social Process: Integrative and disintegrative ,Social Change
UNIT-4 (08 HOURS)   The individual and Society
Culture, Civilization, Norms, values, mores, Folkways, Socialization, Relation between individual and society. Types of society, Features of society.
Unit 5   Recent Trends in Sociology (8 hours)
Changing patterns of Interactions and its impact on social structure. Development of Sociology ,Global Society and Social Process New Branches of Sociology and their scope .
Unit 6   Recent Trends in Sociology   (8 hours)
New Social Discourses, Role of Sociology in 21st century.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political	Critical understanding of major theoretical approaches and perspectives in soci

Cos				nature			.				and economic aspects of life.	ology
CO-1	2			2							3	
CO2					2							2
CO3	2										2	2
CO4				2	1							
CO5					2						2	2
CO6	2			3							2	

1=addressed to small extent, 2= addressed to Medium extent, 3 Address to Great Extent

Name of The Course	SOCIOLOGY OF INDIA
Course Code	SOC1002
Prerequisite	None
Co requisite	none
Anti requisite	none

			L	T	P	C
			4	0	0	4

Course Objectives:
- To develop critical understanding of social structure of Indian society.
- To enable students to develop theoretical and live understanding of social life in rural and urban communities in India.
- To enable students to develop critical understanding of impact of demographics factors on society in India
- To understand the ethnic and cultural diversities in Indian society
- To develop critical understanding about the functioning of social institutions in present perspective
- Enable students to understand forces responsible for maintaining continuity and change in Indian society.

Course Outcomes

CO1	To understand ethnic and cultural diversities in Indian society
CO2	To enable students to develop critical understanding of impact of demographics factors on society in India
CO3	To understand social background of origin ,growth and development of popular Ideology
CO4	To critical understanding about the functioning of social institutions in present perspective.
CO5	To enable students to develop critical understanding about the functioning of social institutions in present perspective
CO6	Enable students to understand forces responsible for maintaining continuity and change in Indian society

Text Book (s)

- Nagla, B K,
- Singh Yogendra,1973 : Modernization of Indian Traditions, Delhi: Thomson Press
- Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan Publishing Corporation
- Uberoi, Patricia, 1993: Family, Kinship and Marriage in India (New Delhi: Oxford University Press
- Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley:University of California Press

Reference Book (s)

- Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press
- Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*. Delhi: Oxford University Press,

UNIT-1 (08 HOURS) Introduction
India: An Object of Knowledge: **The Colonial Discourse**   **The Nationalist Discourse**   **The Subaltern Critique**   **Indian Society: Concepts and Institutions: Caste: Concept and Critique, Agrarian Classes, Industry and Labour, Tribe: Profile and Location**   **Indian Village: Structure and Change, Villages, Towns, Cities, rural**   **Urban linkages, tribes, weaker section, Dalits and O.B.C.'s, women and minorities population profile and related issues.**
UNIT-2 (08 HOURS)
Cultural and ethnic diversity: diversities in respect of language, caste, regional and religious beliefs and practices and cultural patterns. Kinship: Principle and Pattern, Religion and Society
UNIT-3 (08 HOURS)
Basic Institutions of Indian society: Caste, class , Jajmani, marriage, religion, joint family, and democracy.--to understand above institutions in present perspective and their significance in maintaining continuity and change to Indian society
UNIT-4 (08 HOURS)
Indian Culture and Traditions: **Foundations of Indian culture, Increasing cultural lag in India.**   **Indian Traditions: Classification of Indian traditions, Little and Great Traditions, Parochialization and universalization of Indian traditions**   **Changes and transformation in Indian society,**   **Pluralism in India.**
UNIT 5 Recent Trends : Developing a sociological perspective   10 Hrs
Developing a sociological perspective to deal with contemporary Indian society
UNIT 6 Recent Trends   5 Hrs
Developing insight for analyzing social change in Modern Social world   **Construction of Social Reality.**

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs / Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1										2		2
CO2	2	2					2				2	
CO3			2							1	2	2
CO4	2						1				2	
CO5			2				2					
CO6	2									2		2

1=addressed to small extent, 2= addressed to Medium extent, 3 Address to Great Extent

Name of The Course	Sociological Thinkers			
Course Code	SOC1003			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:
- To enable students to understand the intellectual tradition of Classical social thoughts Of V. Pareto

- To develop a critical knowledge of sociological thoughts of G Moska and C Wright Mills
- To develop analytical understanding of conflict theory of Simmel, Coser and Dahrendorf.
- To understand dominant approach to the study of social conflict
- To develop critical understanding social conflict and its manifestations
- To enable students to relate perspectives to realities of present day social life,

Course Outcomes: On successful completion of this course students will be able to-

CO1	Develop critical understanding of social conflict.
CO2	Develop critical understanding of social laws of development of human knowledge, intellect and society.
CO3	Develop analytical understanding of functionalism, conflict, and Interactional approaches of sociological thoughts.
CO4	Develop critical understanding of thoughts, concepts of Classical Sociologists.
CO5	Analyse Max Weber and RK Merton's theories and concepts to analyze and understand the contemporary society
CO6	Interpret and introspect understanding of social actions, Social structure in our day to day life.

Text Book (s)

- Coser, Lewis, (1979): Master of Sociological Thought
- Giddens, A. 1971. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber. Cambridge: Cambridge University Press

- **George, Sociological Theory, Mc.Graw Hill, New York, Latest edition 2000 – 5thedition**
- *Allan, Kenneth (2005).* **Explorations in Classical Sociological Theory: Seeing the Social World**. *Pine Forge Press*. **ISBN 978-1-4129-0572-5**.
- *Berk, Bernard B. (2006). ''Macro-micro relationships in Durkheim's analysis of egoistic suicide''.* **Sociological Theory**. *24 (1): 58–80.* **doi**:**10.1111/j.0735-2751.2006.00264.x**.
- **Bottomore, Tom**; **Nisbet, Robert** *(1978).* **A History of Sociological Analysis**. *Basic Books*. **ISBN 978-0-465-03023-1**.
- **Bourdieu, Pierre**; *Passeron, Jean-Claude (1967). ''Sociology and philosophy in France since 1945: death and resurrection of a philosophy without subject''. Social Research. 34 (1): 162–212.* **JSTOR 40969868**.
- *Brinton, Mary C.; Nee, Victor (2001). The New Institutionalism in Sociology. Stanford University Press.* **ISBN 978-0-8047-4276-4**.

Reference Book (s)

- *Durkheim, Émile (2007).* **''The rules of sociological method (1895)''**. *In Appelrouth, Scott; Edles, Laura Desfor (eds.).* **Classical and Contemporary Sociological Theory: Text and Readings**. *Thousand Oaks, CA: Pine Forge Press. pp.* **95–102**. **ISBN 978-0-7619-2793-8**.
- *Durkheim, Émile (2009) [1953]. Sociology and philosophy. Routledge Revivals. Translated by D. F.*
- *Pocock, with an introduction by J. G. Peristiany. Taylor & Francis.* **ISBN 978-0-415-55770-2**.
- *Calhoun, Craig J. (2002). Classical Sociological Theory. Wiley-Blackwell.* **ISBN 978-0-631-21348-2**.
- *Collins, Randall (1975).* **Conflict Sociology: Toward an Explanatory Science**. *New York: Academic Press*
- *Gibbs, Jack P.; Martin, Walter T. (1958). ''A theory of status integration and its relationship to suicide''.* **American Sociological Review**. *23 (2): 140–147.* **doi**:**10.2307/2088997**. **JSTOR 2088997**

UNIT-1 (08 HOURS) Sociological Thinkers: August Comte , Emile Durkheim
August Comte: Law of Three Stages, Positivism, Hierarchy of Sciences, Law of Three Stages, Positivism, Hierarchy of Sciences

Emile Durkheim: Functionalism and methodology, Social Solidarity, Division of labour, Social Facts, Collective Representation, Anomie , Religion and Society
UNIT-2 (08 HOURS)   Herbert Spencer   , B Malinowski, A R Radcliffe Brown, V Pareto, C W Mills   and G Mosca
Herbert Spencer : Evolutionary approach, Organic Analogy , Society   **B Malinowski, A R Radcliffe Brown: Classical functional analysis**   **Vilfredo Pareto , G . Mosca   and C Wright Mills : Elite and Society.**
UNIT-3 (08 HOURS)   KARL MARX , G . Simmel, L .A. Coser and Dahrendorf,
KARL MARX: Materialist Conception of History Concept of power and its relevance in present perspectives   **G . Simmel, L .A. Coser and Dahrendorf,**   Conflict Theory   Functions & Dysfunctions of Conflict.
UNIT-4 (08 HOURS)   MAX WEBER, R K Merton   **10 hours**
MAX WEBER: Social Action and Ideal Types, Stratification ,Religion and Economy,   **RK Merton: Functionalism, Middle range theory, Anomie,Deviance**
Unit 5   T. Parsons & C. L. Strauss   10 Hrs
Talcott Parsons : Action Systems, Pattern Variables, AGIL model
Unit 6   Recent Trend   5 Hrs
Structuralism, Elementary Structures of Kinship, The structuralism's approach to myth

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1									2			
CO2	2					2				2		
CO3		2							1		2	
CO4						1						
CO5		2				2					2	
CO6									2			

1=addressed to small extent, 2= addressed to Medium extent, 3 Address to Great Extent

Name of The Course	Functional English I			
Course Code	FENG1001			
Prerequisite	Understanding of the basics of English language, pronunciation and technical as well as academic writing			
Corequisite				
Antirequisite				
	L	T	P	C
	3	0	0	3

Course Objectives:

The objective of the course is to:

1. Understand simple texts and a range of high frequency vocabulary in context
2. Describe aspects of personal and everyday life in both oral and written form
3. Produce short and simple connected texts on familiar topics
4. Basic understanding into pronunciation of English sounds

<u>**Course Outcomes:**</u>

On the successful completion of the course, the student would be able to:

1. Develop the understanding into the communication and language as its medium
2. Develop the basic understanding of spoken English
3. Improve their reading fluency skills through extensive reading
4. Use and assess information from academic sources, distinguishing between main ideas and details
5. Compare and use a range official support through formal and informal writings.
6. Able to understand instructions, requests and class lectures.

<u>**Additional References**</u>

1. Course Title: **Communication Skills**by Dr. T. Ravichandran,Department of Humanities and Social Sciences (NPTEL)
   https://www.youtube.com/watch?v=cQruENyLNYI&list=PLbMVogVj5nJSZB8BV29_sPwwkzMTYXpaH
2. Course Title: **English Language for Competitive Examinations** By Prof. Aysha Iqbal (NPTEL)
   https://www.youtube.com/watch?v=6xFaXIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw
3. Course Title: **Better Spoken English** by Prof. Shreesh Chaudhary, Department of Humanities and Social Sciences, IIT Madras. (NPTEL)
   https://www.youtube.com/watch?v=0AM35Nu5McY&list=PLbMVogVj5nJT3a24lj4KOkQCOElxcDQrs
4. Course Title: **Understanding Creativity and Creative Writing** by Prof. NeelimaTalwar(NPTEL)
   http://www.digimat.in/nptel/courses/video/109101017/L01.html

UNIT-1 (08 HOURS)
Communication: Definition, Types (Verbal and Non-verbal), Models, Language as a tool of communication; The flow of Communication, Communication Networks; Barriers to Communication
UNIT-2 (08 HOURS)
Professional Communication; Features of professional communication; Importance of Business/Technical Communication
UNIT-3 (08 HOURS)
Word Formation; Basic sentence structure; Common Errors: Subject- Verb agreement, prepositions, Articles, Place of adverb, Consistency of tenses,
UNIT-4 (08 HOURS)
Paragraph Writing: Methods, unity and coherence; Reading Skills: Types, Strategies, Barriers
UNIT-5 (08 HOURS)

Official Communication: Letter, Memo, Agenda and Minutes of meeting
UNIT-6 (08 HOURS)
Notice and circular, andemail; Job Application

Continuous Assessment Pattern

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

Name of The Course	Lab Functional English I
Course Code	**FENG1002**
Prerequisite	**Understanding of the basics of English language, pronunciation and technical as well as academic writing**
Corequisite	**Understanding English language**
Antirequisite	

	L	T	P	C
	0	0	1	2

Course Objectives:

- To develop fluency in conversation and efficiency in interactional skills
- To developLSRW vizlistening, speaking reading writing skills
- To learn how English is used in real-life situations.
- To learn to use grammar communicatively so that students become effective and efficient communicators in English.

Course Outcomes:

1. To develop the art of self-introduction.
2. To develop the art of speaking impromptu.
3. To develop the art of analyzing media sources.
4. To enhance the pronunciation skills.
5. To develop the art of discussion analytically.
6. To develop the art of an effective presentation.

Additional References

T.Balasubramanian,ATextbookofEnglishPhoneticsforIndianStudents,Macmillan,2008.
J.Sethietal,APracticalCourseinEnglishPronunciation(withCD),PrenticeHallofIndia,2005
HariMohanPrasad,HowtoPrepareforGroupDiscussionsandInterviews,TataMcGrawHill,2008

Continuous Assessment Pattern

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

UNIT-1 (08 HOURS) **Introduction:** All the students will be introduced, the lab activities and assessment along with giving self-introduction. **Extempore:** The teacher will prepare a list of topics. Each student will select any one of these randomly and speak on the same
UNIT-2 (08 HOURS) **Movie Review:** The students will be asked to prepare a review of a movie of their own choice. The students will be evaluated on the basis their logical thinking, content, language and confidence. **Phonetics (Sounds):** To enhance the pronunciation skills of the students the teachers a brief introduction to phonetics and sound system will be given to the students. Along with it the students will also practice various sounds (both consonant and vowels) in RP using the software "Clear Pronunciation".
UNIT-3 (08 HOURS) **Phonetics (Transcription):** The students will learn to write and read phonemic transcription. Along with this the students will prepare a register and their transcription using software "Clear Pronunciation". **Practice on Clear Pronunciation:** The students will practice on the software "Clear Pronunciation" so as to revise what they learnt through the exercise of week 4 and 5.
UNIT-4 (08 HOURS) **Practice on Tense Buster:** To hone their writing skills the students will practice on the software "Tense Buster". The Students will learn about common mistakes and how to avoid them. **Role Play:** It will be a group activity and the students will choose a scene from a drama given by the teacher and enact the same.
UNIT-5 (08 HOURS) **Group Discussion:** The teacher will assign one topic to each group. The students will discuss on the same and will be evaluated based on their subject knowledge, promptness, rationality, confidence, etc.
UNIT-6 (08 HOURS) **Group Presentation by Students:** The teacher will assign one topic to each group. The students will deliver a group presentation on the same topic and will be evaluated based on their PowerPoint, content, presentation skills, time management, etc.

Name of The Course	Foundation of Social Science I			
Course Code	SLE 1001			
Prerequisite	None			
Corequisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Reference Book (s)

1. Gordon, H.S. (1991). Chapter 1: Sociality and social science. The history and philosophy of social science (pp. 1-16) . London & New York: Routledge.
2. Porter, T., and Ross, D. Introduction: Writing the history of social science (pp. 1-12) Chatterjee, P. The social sciences in India (pp. 482-497).
3. Sedikides, C., Gaertner, L. and, O'Mara, E. (2010). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self .Psychol Stud (January–March 2011), 56 (1), pp. 98–107
4. Martin Heidegger's On Being and Time
5. Gibran, K. Selections from The Prophet . On Joy and Sorrow , On Reason and Passion , On Self Knowledge
6. Oyserman, D., Elmore, K., and Smith, G. (2012). Self, self-concept, and identity, in Leary, M., and Tangney, J.P. (Eds.). Handbook of self and identity, 2nd. ed. (pp. 69-95) . New York and London: The Guilford Press.
7. Chughtai, I. (1957). Kallu . (short story)
8. Selections from Jhoothan by Omprakash Valmiki
9. Ambedkar, B.R. (1916) "Castes in India: Their Mechanism, Genesis and
10. Deshpande, A. "The Economics of Caste", Chapter 1 in The Grammar of Caste: Economic
11. Discrimination in Contemporary India by Ashwini Deshpande

UNIT-1 (08 HOURS)   Social Sciences: Genealogy and Terminology
Meaning of Social Sciences; Beginning of Social Science; Renaissance; Social Science in India
UNIT-2 (08 HOURS)   The Individual: Understanding the basic building block of society
Understanding Self; Types of Self; Self Concept
UNIT-3 (08 HOURS)   The Individual and Social Identity
Identity, Social Identity; Social Construction of Identity
UNIT-4 (08 HOURS)   Class
Understanding Class; Marxist and Weberian Understanding of Class; Class Inequality
UNIT-5 (08 HOURS)   Caste
Understanding Caste; The reality of caste in India; Political Economy of the Caste System; Caste discrimination and affirmative action
Unit 6   Caste and Politics   8 Hrs
Contemporary debate on Caste and Politics

Continuous Assessment Pattern

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

Name of The Course	Political Sociology			
Course Code	SOC1004			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
		L	T	P	C

	4	**0**	**0**	**4**

Course Objectives: This course aims provide a broad understanding of political socialization, process, system and functioning in any society. The course also enable students to interpret role of politics , power and authority to real social world.

Course Outcomes: On successful completion of this course students will be able to-

CO1	Examine political sociology and its importance.
CO2	Analyze the concept of power and authority.
CO3	Examine the political process in society.
CO4	Examine political culture and its role in socialization.
CO5	Develop critical understanding of political movements.
CO6	Examine the politics and its role in present perspective

Text Book (s)
- Bottomore, Tom. 1983, Political Sociology, Bombay: BI Publications
- Fortes, M. and E.E. Evans Pritchard (Eds), 1940. African Political Systems. London: Oxford University Press

- Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, University of London Press

- Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication

Reference Book (s)
- Lukes, Steven. 2005, Power: A Radical View, 2 Ed., Hampshire: Palgrave, Chapter 1, 'Power: A Radical View', pp. 14-59
- Fuller, C.J. and V. Benei (Eds.), 2000. The Everyday State and Society in Modern India. Social Science Press
-

UNIT-1 (08 HOURS)
Political Sociology: Meaning, definition, nature, scope, importance.   **Politics, Political Process, Political system, Meaning and definitions**   **Nature and context of the Sociological study of Politics**
UNIT-2 (08 HOURS)
Basic Concepts: Power and Authority   State, Governance and Citizenship   **Elites and the Ruling Classes**
UNIT-3 (08 HOURS)
Political Systems : Totalitarian and Democratic
UNIT-4 (08 HOURS)
Everyday State and Local Structures of Power: **State and Politics in India**   **Political culture and socialization, voting behaviour, society behaviour, society and the developmental state, polity and identity, nation and culture.**
Unit 5   Recent Polity Identity and Nation   8Hrs
Polity and identity, nation and culture. , Idea of Multiple Identity,   Nation Building Process
Unit 6   Recent Trends   **8 Hrs**
Polity and identity, nation and culture.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs / Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1	3									2	3	3
CO2		2					2					1
CO3			2							1	2	
CO4							1					2
CO5	3		2				2				2	
CO6										2		3

1=addressed to small extent, 2= addressed to Medium extent, 3 Address to Great Extent

Name of The Course	SOCIOLOGY OF GENDER
Course Code	SOC1005

Prerequisite	None
Corequisite	None
Antirequisite	None

		L	T	P	C
		4	0	0	4

Course Objectives: This course provides in-depth understanding sociological aspect s of gender and related issues

Course Outcomes: On successful completion of this course students will be able to-

CO1	Understand the concept of gender
CO2	Understand Gender as a Social Construct
CO3	Gender differences and inequalities
CO4	Understand Socialization and gender roles.
CO5	Enable to critically understand Relationship of gender , power and authority
CO6	Relate social issues from gender perspective.

Text Book (s)

- S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological reader*, London: Routledge
- Sherry Ortner 1974 "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere

Reference Book (s)

- Davis, Angela Y. 1981. *Women, Race and Class*. Women's
- Susie Tharu and Tejaswini Niranjana 1999 'Problems for a contemporary theory of gender'
- Nivedita Menon (ed.) *Gender and politics in India*, New Delhi: Oxford University Press
- Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." Signs 12(2):276-292.
- Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." Economic and Political Weekly. 23(18). WS11-WS19.

UNIT-1 (08 HOURS)	
Gender Sociology: concepts, approaches and perspectives to the study of gender.	
UNIT-2 (08 HOURS)	
Gender as a Social Construct „Sex, Gender, Sexuality Production of Masculinity and Femininity Women in the family: Socialization and gender roles, Private/public dichotomy, Sexual division of labour.	
UNIT-3 (08 HOURS)	
Gender differences and inequalities, Gender, Class, Caste, Race, Family, Work, and Property Rights	
UNIT-4 (08 HOURS)	
Gender, power and resistance, Power and Subordination, Resistance and Movements	
Unit 5	8 hours
Resistance and Movements	
Unit 6	8 Hours
Current trends	

Continuous Assessment Pattern

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

SCHOOL OF LIBERAL EDUCATION

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs \ Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1	1	1					2					2
CO2								2				
CO3						1		2		2		2
CO4		3										
CO5						2				3		2
CO6							2					3

1= small extent, 2= Medium, 3 =Major

Name of The Course	Social Research Method			
Course Code	SOC1006			
Prerequisite	None			
Corequisite	None			
Antirequisite	None			
		L	T	P	C

				4	0	0	4

Course Objectives:

- The objective of this course is to expose students to organized inquiry of social phenomena.
- It outlines the different components of the research process along with critical decisions that a researcher may be confronted with.
- It will elucidate an understanding of the nature of research problem, sources of data collection, research design, the different methods of obtaining, analyzing, interpreting and presenting the same.

Course Outcomes: On successful completion of this course students will be able to-

CO1	Understand meaning, definition and objectives of social research
CO2	Understand about how to plan your research and selection of a research design.
CO3	Understand methods of data collection
CO4	Understand statistical techniques used in social research.
CO5	Use Computers in Social Research
CO6	Use social research for community organization, welfare and development

Text Book (s)

- Ahuja, Ram (2001): Research Methods, Rawat publication,jaipur,1998.

- Young, P.V. (1988): Scientific Social Survey and Research, New Delhi Prentice Hall.

- Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues,*Bloomington: Indiana University Press, Pp. 1-1

Reference Book (s)

- Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan
- Beiteille, A. 2002, *Sociology: Essays on Approach and Method,* New Delhi: OUP, Chapter 4 Pp. 72-94

UNIT-1 (08 HOURS)
Social Research: Definition, Nature and purpose; Steps in Social Research; Objectivity in Social Research, Reflexivity.
UNIT-2 (08 HOURS)
Qualitative and Quantitative research: Meaning, definition, nature and scope, application in social sciences. Methodological Perspectives: The Comparative method ,Feminist Method, Research Designs; Social Survey; Hypothesis- Types & significance; Sampling and Sampling Procedure, Focus Group Discussions
UNIT-3 (08 HOURS)
Techniques of Data Collection: Types of Data; Techniques- Observation, Interview, Questionnaire, Schedule and Case Study Modes of Enquiry: Theory and Research, Analysing the data Qualitative and Quantitative
UNIT-4 (08 HOURS)
Statistical Methods Graphical and Diagrammatic Presentation of Data, (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon,, Smoothed frequency curve and Ogives)
UNIT 5   8 hrs
Measures of Central Tendency, (Simple Arithmetic Mean, Median and Mode). Measures of Dispersion, (Standard Deviation, Variance and Covariance)., Use of Computers in Social Research.

Unit 6			8 hrs
Uses of Modern research tools in sociological researches			

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs \ Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
						3					2	
		3			1							2
							3	2			2	
					2			3				2
							3				2	

				1	2			2			

1= small, 2= Medium, 3 Major

Name of The Course	**FAMILY AND KINSHIP**				
Course Code	SOC1007				
Prerequisite	None				
Co requisite	none				
Ant requisite	none				
		L	T	P	C
		4	0	0	4

Course Objectives:
- To develop an understanding of the meaning, nature and importance of sociology of family.
- Develop an understanding of the perspectives of sociology of family
- To examine the various approaches to the study of familyits forms and functions in industrial society.
- To understand the concepts of family and marriage in relation to sociology of kinship.
- Examine the relationship between gender and kinship.
- Examine the impact of new reproductive technologies in kinship relations.

Course Outcomes: On successful completion of this course students will be enabled to :-

CO1	Develop an understanding of the meaning, nature and importance of sociology of kinship.
CO2	Develop an understanding of the key terms of sociology of kinship.
CO3	Examine the various approaches to the study of kinship.
CO4	Understand the concepts of family and marriage in relation to sociology of kinship.
CO5	Examine the relationship between gender and kinship.
CO6	Examine the impact of new reproductive technologies in kinship relations.

Text Book (s)

- Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press,
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press,
- Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in The Family in India: Critical Essays, New Delhi: Orient Longman
- Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' American Ethnologist

Reference Book (s)
- Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in The Journal of the Royal Anthropological Institute of Great Britain and Ireland
- Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), Family, Kinship and Marriage in India
- Lévi-Strauss, Claude, 1969, The Elementary Structures of Kinship, London: Eyre and Spottiswoode
- Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) Kinship and Family: An Anthropological Reader, U.S.A

UNIT-1 (08 HOURS)   Family, Household and Marriage

Family, Household and Marriage, Family and larger society, Interrelationship with other institutions
UNIT-2 (08 HOURS)   Future of family
Future of family, The kibbutz-the abolition of family?
UNIT-3 (08 HOURS)   Approaches to the study of kinship
Kinship Meaning and types, rule of descent, Kinship Usages, Kinship in Indian culture, Kinship bonds in North and South India Approaches to the study of kinship: Descent, Alliance and Cultural
UNIT-4 (08 HOURS)   Re-casting Kinship
Relatedness Kinship and Gender, Re-imagining Families, New Reproductive Technologies
Unit 5   Contemporary sociological aspects of family and household
Industrialization and the process of Fission and Fusion of family system in India Re interpretation of Kinship, Social Issues and Social problems.
Unit 6   8 Hrs
Contemporary sociological aspects of family and household

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic	Critical understanding of major theoretical approaches and perspectives in sociology
Cos												

										aspects of life.	
CO-1	2	2			2						
CO2		1		1							
CO3	3		2		1	2			2		2
CO4			3						3		3
CO5		2		2		2				2	
CO6	2		2			2					

1= small extent, 2= Medium Extent, 3=Major Extent

Semester - Summer

S N	Course Code	Course Title	L	T	P	C	Course Type
1	BSL05P1001	Social Internship	0	0	4	2	Departmental Core
2		**TOTAL CREDITS**				2.0	Departmental Core

Name of The Course	Summer Internship				
Course Code	BSL05P1001				
Prerequisite	none				
Co requisite	none				
Anti requisite	none				
		L	T	P	C
		0	0	4	2

Course Objectives: Students are required to learn subject and theories in practical aspects by placing themselves in any NGO or open community

Course Outcomes: After Successful Completion of summer internship students are able :

CO1	To relate sociological theories into practice
CO2	To practice sociological knowledge with in organizations and Agencies
CO3	Acquaintance with social transactions, social relations, social formations, social control, social values and culture.
CO4	Getting the deep knowledge about various social groups like tribal community, women bulk etc.

Description:
Students are required to learn subject and theories in practical aspects by placing themselves in any NGO or open community

Continuous Assessment Pattern

Internal Assessment (IA)	Seminar presentation	Project evaluation	Total Marks
50	20	30	100

Name of The Course	Foundation of Social Science II				
Course Code	SLE 1002				
Prerequisite					
Corequisite					
Antirequisite					
		L	**T**	**P**	**C**
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

- Understand the history and development of the social sciences as fields of study
- Introduce you to major concepts and frameworks of thinking relevant in the social science disciplines
- Introduce you to global applications of concepts in the social sciences and humanities
- Make connections between theories and disciplinary approaches

Course Outcomes

CO1	Define the issues related to racial and ethnic discrimination. (K1)
CO2	Explain the concept of Gender and Sexual Equality. (K2)
CO3	Identify the role played by Communalism in society. (K3)
CO4	Inspect the concept of nation, nationalism and patriotism. (K4)
CO5	Explain the ideas related to colonialism, Decolonisation and Postcolonialism. (K5)
CO6	Evaluate the impact of Globalisation and Neoliberalism. (K5)

Reference Book (s)

1. Diego Junior da Silva Santos, Nathália Barbosa Palomares, David Normando, Cátia Cardoso Abdo Quintão, Race versus ethnicity: Differing for better application (4 page article)
2. "Still I Rise" by Maya Angelou
3. "What is Woman" in 'The Politics Book', London: DK Publishers, pp. 284-289
4. "The most respectable women are the most oppressed" (Mary Wollstonecraft) in 'The Politics Book', London: DK Publishers, pp. 154-155
5. hooks, bell. (2000). Feminism is for everybody. Introduction, Chapters 1, 2, 3, 8, 10
6. Hasan, Z. (2010). Gender and the perils of identity politics in India.
7. Narrain, Arvind (2016), "Human Rights", Arvind Narrain and Vinay Chandran (ed.) Nothing to fix: Medicalization of Sexual Orientation and Gender Identity, India: Sage

8. Chandra, Bipin (2008), Communalism: A primer, New Delhi: National Book Trust
9. Horvath, Ronald J. 1972. "A Definition of Colonialism," Current Anthropology, vol. 13, pp. 45–57
10. Young. Robert. J.C. (2016), Postcolonialism: A Historical Introduction, UK: Wiley Blackwell, pp. 57-69
11. Roberto Bonfatti's Decolonization: the Role of Changing World Factor Endowments
12. Anderson. Bendict. Imagined Identities, pp
13. Barrington. Lowell. W. "Nation and Nationalism": The Misuse of Key Concepts in Political Science
14. Understanding Globalization and its Future: An Analysis by Usman Riaz Mir, SyedaMahnaz Hassan and Mubashir Majeed
15. NEOLIBERALISM by Bob Jessop

UNIT-1 (08 HOURS) Race and Ethnicity
Concept of Race, Ethnicity; Differences between Race and Ethnicity; Racial Discrimination
UNIT-2 (08 HOURS)Gender, Feminism, and Patriarchy, Gendered Identities
The Concept of Sex and Gender; Sexual Identities; Gender Inequality; Masculinity &Feminity
UNIT-3 (08 HOURS)Communalism, Nation, Nationalism and Patriotism
Communalism, Causes and Consequences of Communalism; Idea of Nation, Nationalism and Patriotism; Differences among them.
UNIT-4 (08 HOURS) Colonisation and Postcolonialism; Decolonisation; Subaltern
Understanding the process of colonialism; Decolonisation; Understanding Postcolonialism and the concept of subaltern
UNIT-5 (08 HOURS)   Globalisation and Neoliberalism
The Concept of Globalisation, Globalization and socio economic Change.
UNIT-6 (08 HOURS)   Globalisation and Neoliberalism   8Hrs
Critical approach to Globalisation; Understading Neoliberalism

Continuous Assessment Pattern

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

SEMESTER-3

Name of The Course	Social Change And Social Control
Course Code	BSL05T2001
Prerequisite	None
Co requisite	None
Anti requisite	None

	L	T	P	C
	4	0	0	4

Course Objectives: Course Objectives: This course focuses on sociological understanding of

1. Meaning.& nature of social change
2. To understand role factors of social change
3. To develop critical understanding of Patterns and theories of social change.
4. To understand the role of industrialization in social change.
5. To develop critical understanding of sanskritization and urbanization in India.
6. To enable students to understand the concept, and impact of social control.

Course Outcomes After Successful completion of the course students will be able to:

CO1	Develop right understanding of meaning nature and factors of social change
CO2	Understand the role of economic, demographic and technological factors of social change

CO3	Develop critical understanding about patterns and theories of social change
CO4	Understand as fact that Industrialization is one of the major process of directing and determining social change
CO5	Give a critical examination of sanskritization and urbanization in India. .
CO6	Analyze impact of agencies of social Control in the society.

Text Book (s)

1. W.F. Ogburn and M.F. Nimkoff: A handbook of Sociology, Routledge and Kegan Paul Ltd. London 1960

Reference Book (s) –

1. Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
2. Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Oxford University Press

UNIT-1 (08 HOURS)   Introduction to Social Change: .
Meaning. Nature and factors of Social Change : Biological Factors. Demographic Factors, Technological Factors , Economic Factors Cultural Factors, Info-tech factors.
UNIT-2 (08 HOURS)   Theories of Social Change
Demographic and Biological Theories: Evolutionary, Diffusionist approach, and Marxist theory, Technological Deterministic Theory, Linear and Cyclical theories of Social change.
UNIT-3 (08 HOURS)   Other process of social change   .
Industrialization, Urbanization, Modernization and Sanskritisation SocialEvolution, Social Change in India
UNIT-4 (08 HOURS)   Social Control
Definition, Need and Importance of Social Control, Types, Of Social Control, Theories of Social control Agencies of Social Control
UNIT 5   Agencies of Social Control   (8 hours)
Family, Propaganda, Public Opinion, Education and State, Religion, Media, Internet and other virtual means and ICT.
Unit 6   Social Control   and Social Media   8 Hrs
Social Media, Internet and other virtual means and ICT.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1					2					2	2	3
CO2												
CO3					2							
CO4				2		2		2				2
CO5					2							2
CO6					3							

1=addressed to small extent, 2= addressed to medium extent , 3= Address to a major extent

SEMESTER -4

Name of The Course	Sociology of Development			
Course Code	BSL05T2004			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives: This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective

Course Outcomes: After successful completion of this course students are able to:

CO1	Understand concepts, theories and perspectives related to the social development.
CO2	Examine Social and psychological aspects of development
CO3	Illustrate socio-economic aspects of development
CO4	Relate impact of economic development on social development
CO5	Analyze Human development from various approaches and perspectives
CO6	Relate the sustainable development ,its realms, issues and challenges

Text Book (s)

Bhattacharyya, Purushottam and Roy, Ajitava Chaudhuri (ed.) 2000.Globalisationand India: A Multidimensional Perspective. Lancers Books: New Delhi.

Desai, A.R. (ed.) 1971. Essays on Modernisation of Underdeveloped Societies, Vol 1. Thacker and Co. Ltd.: Mumbai.

Dube, S.C. 1992. Understanding Change.Vikas Publishing House: New Delhi Dube, S.C.1988. Modernisation and Development. Sage Publication: New Delhi

Gandhi, M.K. 1938. Hind Swaraj or Indian Home Rule.Navajivan Trust: Ahmedabad

Gandhi, M.K.1968. The Selected Works of Mahatma Gandhi Vol.III.Navajivan Trust: Ahmadabad

Hazel,Henderson. 1999. Beyond Globalisation: Shaping a Sustainable Global Economy. West Hartford,CT:

Kumarian Khor, Martin. 2001. Rethinking Globalisation: Critical Issues and Policy Choices. Books for Change: Bangalore

Reference Book (s)

Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) Understanding Impoverishment: The Consequences of Development Induced Displacement. Oxford: Berghahn books. Pp. 49-78.

Sharma, Aradhana. Logics of Empowerment: Development, Gender and Governance in Neoliberal India. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion Kuppuswamy, B. (2004). Social Change in India, Konark publishers Pvt. Ltd. Delhi Mohanty, R. N. (2002).

Understanding Social Change, Kitab Mahal Nanda, B.R. 1958.

Mahatma Gandhi: A Biography. Oxford University Press: Delhi Ritzer, George. 2000.

Modern Sociological Theory. 5th edition. McGraw Hill Higher Education SighaRoy, D.K. 2003.

Social Development and the Empowerment of the Marginalised: Perspectives and Strategies. Sage Publication: New Delhi. Singh, Sheobahal (2010).

Sociology of Development, Rawat, jaipur Singh, Y. 1977.

Modernisation of Indian Tradition.Rawat Publications: Jaipur & Delhi. Streten, P. 1998.

"The Contribution of Non-Governmental Organisations to Development". In Political Economy Journal of India. Vol-6 No.2: 111-21

UNIT-1 (08 HOURS) Introduction to Development Theories, Concepts and Perspectives 10 Hrs.

Unpacking Development, Characteristics of Development, Theorizing Development :Perspectives on Development, Dimensions of Development, Models of Development
UNIT-2 (08 HOURS)   Economic Growth
Characteristics of economic growth, Developmental Regimes in India, Why countries desire economic growth?, . Key drivers of economic growth, Economic growth and development, Barriers to economic growth
UNIT-3 (08 HOURS)   Human Development
, Human Development: Human Development in the United Nation's Agenda, Human development Approach vs. the Conventional Development Approach, Indicators of human development, Economic development and human development, Barriers to human development   The Concept Issues in Developmental Praxis
UNIT-4 (08 HOURS)   Social development
Social development: Meaning and definitions , Features of Social Development , Social Development in the United Nation's Agenda , Social Development in India , Factors facilitating Social Development , Factors hindering Social Development
Unit 5   Sustainable Development: Concepts, Realms, Issues and Challenges
Sustainable Development :Meaning and definition ,Origin of the concept , World Conventions on Sustainable Development ,Objectives of sustainable Development , Requirements of sustainable Development , Dimensions of Sustainable Development ,
Unit 6   8   hrs
Key Issues in Sustainable Development , Challenges to Sustainable Development

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
2CO-1												
CO2		2								2		
CO3												
CO4			2	2		2				2		2
CO5					3				3		3	
CO6			2		2	2	1				2	2

1=addressed to small extent, 2= addressed to medium extent , 3= Address to a major extent

Name of The Course	**INTRODUCTION TO INDIAN PHILOSOPHY**
Course Code	**BTSL05T2007**
Prerequisite	**None**
Co requisite	**none**
Anti requisite	**none**

	L	T	P	C
	4	0	0	4

Course Introduction:

Indian Philosophy originated more than five thousand years ago and developed in circumstances considerably different from those of the west and therefore it has developed very many concepts peculiar to itself. Hence the concerns and focus of philosophical debates in classical India also happen to be different.

Course Objective:
The aim of this course is to acquaint the students to the broad outlines of Indian philosophy. This course will help our students studying in various programs to understand basic understanding of Indian philosophy that will enable them to relate, grasp and critical thinking in their disciplines.
Course Outcomes: After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of Indian philosophy
CO2	Develop a understanding of doctrine of karma
CO3	Develop a critical understand to Indian philosophical school of thoughts
CO4	Illustration of Upanishads, and their significance to live a fulfilled life.
CO5	Develop a critical understanding Philosophical orientation of Charvak, Budhaism, Jainism and their significance in our life.
CO6	To understand the relationship of Brahaman and maya with the help of Advaita Vedant and Visistadvaita .

Reference Books:

- Sinha, Harendra Pratap, An Introduction to Indian Philosophy, Delhi, Bharatiya Kala Prakashan
- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.
- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.

Text Books :

- Pandey, Sangam Lal (1983), Pre-Śaṃkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)

Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100
Unit_ I Introduction to Indian Philosophy 8 Lectures			

Module_ 1. Introduction to Indian Philosophy
     2. Common Features of Indian Philosophical Schools
     3. The Upanishads: doctrine of the self and critique of ritual
     4. Bhagavad Gita: Doctrine of Karma,

Unit _II   **8 Lectures**

Module_ 1. Charvaka: Metaphysics and Epistemology
     2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination
 	
 (Pratityasamutpada)
     3. Jainism: Anekantavada and Syadvada

Unit_ III   **10 Lectures**

1. Nyya-Vaiśeṣika and Mimaṃsa on the Nature of Knowledge
     2. Saṃkhya: Prakṛti and Puruṣa, Theory of Evolution
     3. Asatkaryavāda and Satkaryavada Debate

Unit_ IV   **8 Lectures**
1. Advaita Vedanta of Śaṃkara: Nature of Brahman and Maya   **2. Visiṣṭadvaita of Ramanuja: Nature of Brahman and Refutation of Maya**
Unit V   **8 Lectures**

New outlook towards life, Culture, religion and Society.
Unit VI 8 lectures
Contemporary religion Philosophy.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs \ Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1	1		2		2		2		2		2	3
CO2											2	
CO3												
CO4											2	
CO5	2		2									
CO6		3				2		2				2

1=addressed to small extent, 2= addressed to medium extent , 3= Address to a major extent

Name of The Course	Qualitative and quantitative analysis & reasoning.			
Course Code	SLE2007			
Prerequisite				
Co requisite				
Antirequisite				
		L	T	P	C
		4	0	0	4

Course Objectives:
• Basic understanding of critical issues in ehavioural sciences and research methodology, especially qualitative research.
• The student will be facilitated to get closure to critical inner realities of own self and enhance sensitivity to be empathic toward inner realities of others through the use of qualitative research methods.
• Qualitative researchers need to be able to communicate interpretation and meaning from their findings, being aware and taking into account how their own lenses through which they see the world.

Course Outcomes: The students will be able to:

CO1	Understand scope of the Quantitative and Qualitative Research
CO2	Describe Research in a student's perspectives/lenses
CO3	understand critically about any topic of research
CO4	Familiar with Research Methods
CO5	acquainted with the ethical and plagiarism issues.
CO6	Acquisition of skills and competence in qualitative and qualitative research

Text Book (s)
1: Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
2: Howitt, D. (2016). Introduction to Qualitative Research Methods in Psychology, 3rd Edition, Pearson United Kingdom.

Reference Book (s)
Statistical methods for the social sciences Fifth edition. : Boston : Pearson : [2018] : xii, 591 pages : ISBN: 978-0-13-450710-1

UNIT-1 (08 HOURS) Introduction
Definition and meaning of research
types of research
UNIT-2 (08 HOURS)   Sampling method and Data Collection
Sampling Methods
methods of Data Collection and Management
UNIT-3 (08 HOURS)   Quantitative research methods
Introduction to quantitative research
research designs
UNIT-4 (08 HOURS)   Introduction :Qualitative research methods
10 Hrs
Introduction to qualitative research: Meaning Definition , Nature and Scope.
UNIT-5 (08 HOURS)   Qualitative research methods
Case Studies, Observations, Interviewing
Unit 6   Ethics in Research and research writing   8hrs
Research Ethics: issues, rights, and responsibilities

Presentation and writing.

Continuous Assessment Pattern

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

SEMESTER-5

Name of The Course	Writing for Social Sciences and Humanities			
Course Code	SLE3001			
Prerequisite	None			
Co requisite	None			
Ant requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:

What are the objectives of this course?
- **To familiarize students with basic writing skills**
- **To introduce students to various kinds of sources and types of bibliography styles**
- **To introduce students to the ethics of research and writing**
- **To present focused and logical arguments that support a research question/ hypothesis**
- **To familiarize students with different parts of an academic essay**
- **Draft, revise, edit, and share essays and other academic writings**

Course Outcomes

CO1	Read various sources and write a summary
CO2	Learn different styles of bibliography
CO3	Write essays for different audiences
CO4	Present academic essays with a proper flow
CO5	Flow of argument on a variety of topics
CO6	Drafting an article and review

Reference Book (s)

1. University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/
2. http://grammar.ccc.commnet.edu/grammar/
3. Academic Phasebank, University of Manchester,http://www.phrasebank.manchester.ac.uk/
4. University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7Developing Research Questions,' Monash University, https://www.monash.edu/rlo/research-writing- assignments/understanding-the-assignment/developing-research-questions

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UNIT-1 (08 HOURS) Introduction
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5. Writing Social Sciences- A personal narrative, Rawat Publication, ISBN-10, 8131610985, ISBN-13, 978-8131610985, 1 Jan 2019 by ParamjIt Singh Judge.
6. 'How to write a Research Question?' The Writing Centre, https://writingcenter.gmu.edu/guides/how-to-write-a-research-question\
7. 'Formulation of Research Hypothesis,' Oakland University, https://oakland.edu/Assets/upload/docs/AIS/Syllabi/Tayler_Research_Hypothesis.pdf
8. The Writing Centre, Harvard University, https://writingcenter.fas.harvard.edu/pages/resources
9. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
10. University of Technology, http://www.lib.uts.edu.au/sites/default/files/attachments/blog/Avoiding_Plagiarism_Slides_Power_Session_to_send_out.pdf
11. University of Birmingham, https://intranet.birmingham.ac.uk/as/studentservices/conduct/plagiarism/guidance-students.aspx
12. AIMS Community Centre, http://www.aims.edu/student/online-writing-lab/sources/primary-vs-secondary
13. University Writing Centre, The University of Texas at Austin, http://uwc.utexas.edu/handouts/
14. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
15. SIS Research Manual, Jawaharlal Nehru University, https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf
16. University of New South Wales, Learning Centre Resources, http://www.lc.unsw.edu.au/node/7

Introduction to the Course, Ice–Breakers; Write and Read: Public Speaking, How to write a sentence using conjunctions? How to write a sentence using phrases? Understanding the nuances of narration, sentence structure, writing sentences. Flow of sentences, What are analytical and descriptive sentences?

UNIT-2 (08 HOURS) Finding Research Gap

Construction of Research Question, Questions / Hypothesis, Literature Review, Definition, Rational and Scope, Understanding plagiarism and types of plagiarism, Sources: Primary and Secondary

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UNIT-3 (08 HOURS) Writing and Explaining

Summary writing and Paraphrasing, Paraphrasing Newspaper and Research Articles, Movie Screening, Writing a Movie Review
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UNIT-4 (08 HOURS) Paragraph Organization

Writing Skills and Note Taking, Formatting a paragraph: Introduction, Body, Conclusion
---
UNIT-5 (08 HOURS) Reviewing an Article

Editing and Omitting Strategies, Review and Peer Review, Drafting an Article, Revision and Review of Final Essay
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MAJOR SPECIALIZATION_1
Sociology of Health and Medicine

Name of The Course	Health and Society			
Course Code	BSL05T5001			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives: In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

Course Outcomes: This course focuses on:

CO1	To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.
CO2	To make him understand that health is one of the basic rights of every citizen
CO3	To bring home the inter-relationship between society and health
CO4	To understand the problems of health in India in its four dimensions
CO5	To understand the relationship between political economy and health at the national and international levels
CO6	To analyze community health and role of state.

Text Book (s)

❖ Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press. Coe. Rodney M. 1970. Sociology of medicine. New York: McGraw Hill.

❖ Cocker ham, William C. 1997. Medical sociology. New Jersey: Prentice Hall. Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall. Conrad, Peter et al. 2000.

❖ Handbook of medical sociology, New Jersey: Prentice Hall. Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.

Reference Book (s)

❖ Albrecht, Gary L. 1944. Advances in medical sociology Mumbai: Jai Press.

❖ Gunatillake, G. 1984. Intersectoral linkages and health development: Case studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand (WHO Offset series) Geneva: WHO.

❖ Rao, Mohan. 1999. Disinvesting in health: The World Bank's prescription for health New Delhi: Sage. Sociology 97 Schwatz,

❖ Howard. 1994. Dominant issues in medical sociology. New York: McGraw Hill. Scrambler,

❖ Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

UNIT-1 (08 HOURS)	Introduction to Sociology of health

its aim and scope. Contribution of sociology to health. Definition of health – four dimensions of health. Health and its relationship to other social institutions. Evolution of social medicine in India and abroad. Social sciences and four dimensions of health.
UNIT-2 (08 HOURS)   Social Epidemiology
Social Epidemiology – vital and public health concepts and statistics. Epidemiology of disease- natural history of disease- man and his environment- social etiologic -social epidemiology and-ecology of disease.   Social components in therapy and rehabilitation. Culture and disease. Attitudes, beliefs and values associated with diseases. Problems of therapy and rehabilitation. The sick role and patient role.
UNIT-3 (08 HOURS)   Hospital as a social organization
Hospital as a social organization. Types of hospitals –General hospitals, Specialty hospitals, sanatoria, dispensaries, teaching and corporate hospitals. Functions of hospitals – co-ordination and supervision in hospitals. Inter personal relationship in hospital settings. Hospital as a community organization. Medical social service in hospitals
UNIT-4 (08 HOURS)   Community health- the concept
Community health- the concept - community health problems in India. Concept of Integrated health service. The Primary Health Centres their organization and functioning. Implementation and utilization of health programmes in rural and urban communities
UNIT 5   Community Health and Sanitation
Community Health and Sanitation: Role of sanitation in community health, Health and sanitation Policies of Govt. Of India: Swaksh Bharat Abhiyaan etc.
Unit 6 :   The State and health   08 Hrs
The State and health - health as a fundamental right. Health policy of the government of India. Financing of health care- health insurance   Rehabilitation –the concept- the principles of rehabilitation. Rehabilitation agencies – state and private. Rights of the handicapped. Care of the handicapped

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1												
CO2					2							2
CO3												
CO4	2		2				2		2			
CO5		3				3		3				3
CO6	3						3					

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Health and Medicine			
Course Code	BSL05T5002			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives: The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical

knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Course Outcomes: After successful completion of the course students are enabling to:

CO1	Understand Social and Cultural Dimensions of Illness and Medicine
CO2	Understand sociology of health and medicine
CO3	Relate Social and Cultural Dimensions of Illness and Medicine
CO4	Illustrate Community medicine, Social Medicine, Folk Medicine, Ethno medicine
CO5	Examine Theoretical Orientations in Health and Illness
CO6	Critical understanding of Medical Practices , Health Policy in India

Text Book (s)

Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).

Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)

Reference Book (s)

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham Medical Pluralism in Contemporary India. New Delhi: Orient BlackSwan. (Pages 232-254)

UNIT-1 (08 HOURS) Introduction to the Sociology of Health and Medicine
Introduction to the Sociology of Health and Medicine , Origins and Development , Conceptualising Disease, Sickness and Illness , Social and Cultural Dimensions of Illness and Medicine
Unit2- Illness: Socio-Cultural perspective 8 hrs
Social and Cultural Dimensions of Illness and Medicine, Community medicine, Social Medicine, Folk Medicine, Ethno medicine
UNIT-3 (08 HOURS) Theoretical Orientations in Health and Illness
Theoretical Orientations in Health and Illness , Political Economy , Systems Approach , Discourse and Power ,
UNIT-4 (08 HOURS) Negotiating Health and Illness
Negotiating Health and Illness
Unit 5 Recent trends
8 Hrs
Medical Practices , Health Policy in India
Unit 6
08Hrs
Feminist Approach, Radical approach

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1												
CO2					2							2
CO3												
CO4	2		2				2		2			
CO5		3				3		3				3
CO6	3						3					

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Health and Nutrition
Course Code	BSL05T5003
Prerequisite	None
Co requisite	None
Anti requisite	None

		L	T	P	C
		4	0	0	4

Course Objectives: This subject introduces students to the cultural, ethical and social dimensions of human nutrition in a variety of local and international contexts including Australian Indigenous culture. Students explore different cultures and the associated social and environmental factors that impact on their understanding of food, diet and eating. Students will learn to analyse and evaluate a variety of diets and culturally based dietary medicine systems from a physiological perspective taking into consideration

both current research and cultural aspects of food use. This subject provides the underpinnings of cultural competency and essential context when constructing dietary interventions in later nutritional medicine and clinical practicum subjects.

Course Outcomes

CO1	Identify and discuss the social and cultural factors that impact on dietary and individual food choices.
CO2	Apply sociological perspectives to explain the relationship between people and food in both local and international contexts
CO3	. Examine and distinguish different cultures and social classes, and the associated social, economic and environmental factors that impact upon their concept of food, diet and eating.
CO4	Identify and explore appropriate articles relevant to food and nutrition issues.
CO5	Establish strategies for modifying dietary behaviour in individuals and groups from a sociological perspective.
CO6	Analyze Eating Disorders, Obesity and Body Image in social perspective

Text Book (s) Gould, Harold A. (I965) Modern Medicine and Folk Cognition in Rural India in Human Organization, No. 24. pp. 201- 208.
 Leslie, Charles (1976) Asian Medical Systems: A Comparative Study, London: University of California Press, Introduction. (Pages 1-12) .
 Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.

Reference Book (s)

Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health. Amsterdam : OPA. Chapter7 (Pages 203-237)

 Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In Economic and Political Weekly, Feb. 19-26. Pages 625-632.
 Qadeer, Imrana (2011) Public Health In India, Delhi: Danish Publishers, Part III, (Pages 221-252)

UNIT-1 (08 HOURS) Introduction to Determinants of Health and Food
Social Determinants of Health and Introduction to Food : Food, Culture, Society & the Individual (Including the Sociological Perspective) • Social determinants of health Sociology and nutritional medicine management • Overview of factors that impact on food choices • Using social science perspectives and social theory to understand food and nutrition issues • The value of qualitative research in nutrition The Determinants of Food Choice • Biological- hunger, appetite, and taste • Economic- cost, income, and availability • Physical- access, education, skills (cooking), and time • Culture, family, peers, and meal patterns • Psychological - mood, stress, and guilt • Attitudes, beliefs, and knowledge of food
UNIT-2 (08 HOURS) Food, Culture and Identity :
Food, Culture and Identity: Middle Eastern & Indian Culture • Influences on Middle Eastern and Indian culture • What defines Middle Eastern culture ? • What defines Indian culture? • What are the explicit food practices of these populations? • Influences of Middle Eastern and Indian culture on contemporary food and nutrition practices, The influences of Chinese and South East Asian culture on contemporary food and nutrition practices
UNIT-3 (08 HOURS) Contemporary Food Habits and Family Dynamics

Contemporary dietary influences • The sociology of vegetarianism • Fast foods, eating out, convenience, and 'dietary individualism' The Family System • Family dynamics • Maternal ideologies and infant feeding
UNIT-4 (08 HOURS) The System and Politics of Food
The System and Politics of Food -: Globalisation & Agribusiness • Food manufacture and agribusiness o Public perception of biotechnology and organic farming o Globalisation versus ruralisation o Unsustainable food production – origins and alternatives o The role of supermarkets in food manufacture and choice Politics and policy o The medicalisation of food o Greening of food and labelling o Dietary guidelines o Corporate interests
UNIT-5 (08 HOURS)   Food, Gender and Ageing, Eating Disorders, Obesity and Body Image
Food, Gender and Ageing • Influences of gender on food and nutrition • Gender division of household and food tasks • Cultural and sociological perspectives of ageing on food choice and eating
Unit 6   8 Hrs
Eating Disorders, Obesity and Body Image • Understanding eating disorders • Exploring the experiences of those with eating disorders and the impact this has on nutritional management • Understanding obesity • Body acceptance: exploring women's and men's self-experiences • Stigmatisations associated obesity and the impact this has on nutritional management

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political	Critical understanding of major theoretical approaches and perspectives in soci

Cos				natu re			.				and economic aspects of life.	olog y
CO-1											3	2
CO2					2							
CO3												
CO4	2		2								3	
CO5		3			3							3
CO6	3										2	1

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Global Health and Environment			
Course Code	**BSL05T5003**			
Pre requisite	**None**			
Co requisite	**None**			
Anti requisite	**None**			
		L	**T**	**P**	**C**
		4	**0**	**0**	**4**

Course Objectives:

This course will provide knowledge , skill, about Global Public Health and students may go on to a diverse array of careers in law, health, public administration, and social service, as well as ,public health, or other related disciplines.

Course Outcomes This course enable students to :

CO1	Understand global environmental and its impact on health
CO2	Understand social structures and interactions through the lens of public health issues and principles
CO3	Strength in theoretical creativity and substantive empirical research on important social issues related to health
CO4	Understand global health policies and issues
CO5	Apply their knowledge to address some of the most pressing and complicated environmental health challenges facing the global community.
CO6	Develop cultural competence to address global health issues

Text Book (s)

Good, Byron (1994) Medicine, Rationality and Experience: An Anthropological Perspective. Cambridge: Cambridge University Press. Chapter 6. (Pages 135- 165). Annandale, Ellen (1988) The Sociology of Health and Medicine. Cambridge: Polity Press. Banerji, Debabar (1984) The Political Economy of

Western Medicine in Third World Countries. In (ed.) John McKinlay Issues in the Political Economy of Healthcare. New York: Tavistock

Reference Book (s)
Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.
Talcott Parsons (1951) The Social System, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).

UNIT-1 (08 HOURS) Introduction	**.**
Globalization and its impact on Health, Behaviour .	
UNIT-2 (08 HOURS) Global Health agencies	
Global Health agencies, WHO , Guidelines of WHO	
UNIT-3 (08 HOURS) Globalization and Health issues	
Spread of Epidemic due to globalization	
UNIT-4 (08 HOURS) Health challenges facing the world today	
strategies and programs promoting human health will be highlighted and global health governance structures	
UNIT 5 Impact of Globalization on Culture and health.	
Impact of Globalization on Culture and health	
Unit 6	**8 Hrs**
Para medicals and health	

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1			2	2							2	
CO2												
CO3		2				2		2	3			
CO4						2		2	2			2
CO5												
CO6	2	3					2		3		2	

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Major Specialization_2_Environmental Sociology

Name of The Course	Environment and Society			
Course Code	BSL05T5005			
Pre requisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

● To apply a sociological perspective to environmental issues by introducing the basicconcepts, theories and literature of environmental sociology.

● To examine the causes and consequences of, and potential solutions to, environmentalissues, as they relate to human society.

● To introduce students to the wealth of questions posed and researched by environmental sociologists.

● To encourage students to think critically about the subject matter of the course and develop their own questions about human societies and the environment.

● To encourage students to relate the material of this class to everyday life experiences.

Course Outcomes

CO1	To develop an understanding of basic concepts of environmental sociology.
CO2	To analyze the various approaches and theories to understand environmental sociology, Social and political ecology.
CO3	To develop an understanding of eco-feminism and feminist environmentalism so that the relationship of gender and environment can be understood.
CO4	To examine the various environmental movements to protect the environment from external sources
CO5	To examine the impact of environmental hazards on individuals and society.
CO6	Illustrate impact of mass mobilizations for environmental awareness.

Text Book (s)

1. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed.
2. Sutton. Phillip (2004), Nature, Environment and Society, New York: Palgrave Macmillan
3. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York

Reference Book (s)

1. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin
2. Shiva, V. (1988). Women in Nature. In Staying Alive: Women, Ecology and Development. Zed Books.
3. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed. Ch 1 (pp. 1-15)
4. Sutton. Phillip (2004), Nature, Environment and Society, New York: Palgrave Macmillan, Page 1-6
5. Gould. Kenneth A., Pellow. David N., and Schnaiberg. Allan (2003), *Interrogating The Treadmill Of Production: Everything You Wanted To Know About The Treadmill, But Were Afraid To Ask*. Routledge, London and New York, 2nd ed. Ch 1 (pp. 1-13)
6. Political Ecology: A Critical Introduction by Paul Robbins, pp. 11-24
7. Bandopadhyay, Jayanta & Shiva. Vandana (1986), The Evolution Structure, and Impact of Chipko Movement in *Mountain Research and Development, 6(2),* Page 133-142`
8. Baviskar, Arnita (1995). In the Belly of River: Tribal Conflicts over Development in the Narmada Valley, New Delhi: Oxford University Press. (Introduction chapter)
9. Transcript of the interview of Vandana Shiva "Transcript: Vandana Shiva & the Anti-GMO Debate" Published by the Takeaway.
10. Shiva, Vandana, Anilkumar. Prerna and Singh. Neha Raj (2019) Seeds of Sustenance and Freedom vs Seeds of Suicide and Surveillance, A Report, New Delhi: RFSTE
11. Najam. Adil, Runnalls. David, and Halle. Mark (2007) Environment and Globalization: Five Propositions, Canada: International Institute of Sustainable Developments

UNIT-1 (08 HOURS) Environmental Sociology

Introduction, meaning, nature and importance of environmental sociology.
The Idea of nature, The social construction of Nature, The hybridity of nature, Social Ecology
UNIT-2 (08 HOURS) Approaches to environment and society
Treadmill of Production, Ecological Modernization, Risk, Eco-feminism and Feminist Environmentalism and Political Ecology and Green Accounting
UNIT-3 (08 HOURS) Environmental Movements and their impact on society
Forest based movement – Chipko   Water based movement – Narmada   Land based movements – Anti-mining and Seed
UNIT-4 (08 HOURS)   Globalizing Environmentalism and injustice
From environmentalism versus development to sustainable development; Perspectives from Global South
UNIT-5 (08 HOURS) Environmental Hazards
Impact of Man Made and Natural Disasters and Hazards on society
Unit 6--Recent Trend   8 Hrs
Environmental accountability & Advocacy, green auditing, Use of AI &Technology.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology

	1	2	3	4	5	6	7	8	9	10	11	12
CO-1	2						3		2			
CO2												
CO3		2		2	3		2					2
CO4		2		2	2							2
CO5								3				
CO6	2								2			

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Risk Society: Health, Climate and Disaster			
Course Code	BSL05T5006			
Prerequisite				
Co requisite				
Anti requisite				
	L	**T**	**P**	**C**
	4	**0**	**0**	**4**

Course Objectives:

By the end of this course, you should have an understanding of:

• **The theoretical framework along with a historical backgroundof the Risk Society, through the readings of Ulrick Beck and Giddens**

• **Application of Risk Society approach to analyse the social effects of Science, Climate Change, Environmental Risk and Environmental Justice.**

• **Current debates over the role of markets, economic globalization, and neoliberalism, as well as states and civil society, in generating and/or Risk Society.**

• **Debates over Urban Disasters and hazards, and 'hidden hazards'.**

• **A range of issues pertaining to governing climate change and assessment of risk.**

• **The ability to apply these key course concepts/frameworks to analyze specific current environmental and social policy debates, both internationally and domestically.**

Course Outcomes

CO1	Identify main theoretical perspectives and research problems that are considered part of the 'core' or 'classic' Risk Perspective.
CO2	Examine emerging approaches and questions that characterize contemporary Risk Society because of globalisation and health & health care issues.
CO3	Generate new theoretical and analytical questions related to the causal mechanisms underlying environmental degradation, climatic change and the risk management
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in knowledge of disasters, risk assessment and risk governance
CO5	Identify new research questions related to the study of the risk society and propose ways to study questions concerned with management of those.
CO6	Examine Impact of climatic changes on human behaviour and social relaionships

Text Book (s)

- **Ulrich Beck's Risk Society: Towards a New Modernity**
- **Ulrich Beck's the Challenge of World Risk Society**
- **Facing Hazards and Disasters published by National Research Council of the National Academies, Washington Press**

Reference Book (s)

- VeerleHeyvaert's Governing Climate Change: Towards a New Paradigm for Risk Regulation, *The Modern Law Review*, Vol. 74, No. 6 (NOVEMBER 2011), pp. 817-844
- Eugene A. Rosa, OrtwinRenn and Aaron M. McCright's "Reflexive Modernization Theory and Risk: The Work of Ulrich Beck and Anthony Giddens" in The Risk Society Revisited
- BRYAN S. TURNER's **Risks, rights and regulation: an overview**
- CLAUS MOLDRUP & JANINH MARIE MORGALL's Risk Society—reconsidered in a drugcontext
- Soraya Boudia, Jas Nathalie. Risk and Risk society in Historical Perspective. History and Technology, Taylor & Francis (Routledge), 2007, 23 (4), pp.317-331. hal-00447423
- ANDY ALASZEWSKI's Editorial **Risk, Health and Globalisation: a special issue**
- Eugene A. Rosa, OrtwinRenn and Aaron M. McCright's The Three Companions of Risk: Complexity, Uncertainty, and Ambiguity in The Risk Society Revisited
- Tom Horlick-Jones's Urban Disasters and Megacities in a Risk Society
- **Urban Disasters and Megacities in a Risk Society by Tom Horlick-Jones**

UNIT-1 (08 HOURS) Introduction to the Risk Society
Historical Background, Risk Society, Giddens and Beck on Risk Society, Reflexive Society, World Risk Society
UNIT-2 (08 HOURS) Risk Society and Climate
Risk Society and Global Climate Change; Science in the Global Risk Society; Environmental Risks and Environmental Justice
UNIT-3 (08 HOURS) Risk Society and Health
Globalisation of Health and Health Care Risk; Risk Society and Drug
UNIT-4 (08 HOURS) Risk Society and Disaster
Urban Disasters in a Risk Society; Hidden Hazards
UNIT-5 (08 HOURS) Risk Assessment and Risk Governance
We All Live in Bhopal? Staging Global Risk
Unit 6   8 Hrs
Governing Climate Change: Towards a New Paradigms of Climate Change

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1				2							3	
CO2												
CO3	3		2			2		2	3		2	
CO4	2		2			2		2	2			
CO5												3
CO6				2								

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Climate Change and Sustainable Development			
Course Code	BSL05T5007			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:
By the end of this course, you should have an understanding of:

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• The conceptual framework along with a historical backgroundof the Climate Change and Global Warming
• The causes and consequences of environmental degradation, climatic change because of the capitalist mode of development.
• Current debates and controversies around climate change which raises suspicion over the climate change and some clarifications.
• Theoretical and methodological overlaps surrounding Sustainable Development.
• The historical, politico-legal and institutional framework of Sustainable Development
• The ability to apply these key course concepts/frameworks to analyze specific current environmental and social policy debates, both internationally and domestically.

Course Outcomes

CO1	Identify major perspectives and research problems that are considered part of the Climate Change and Global Warming and their impact on environment
CO2	Identifying and examining basis of denials of the climate change phenomena and understanding their political economy.
CO3	Generate new theoretical and analytical questions related to the causal mechanisms underlying environmental degradation, climatic change in the capitalist mode of development.
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in the concept of Sustainable Development.
CO5	Describe the historical, politico-legal and institutional framework of Sustainable Development
CO6	Analyze Culture and Sustainable Development

Text Book (s)
- Robin Attfield's *Sustainable Development* in "The Ethics of the Global Environment"
- Sir John Houghton's*Global Warming*
- Rolls Gelbspan's*Boiling Point*

Reference Book (s)
- Bell, Chapter 10: *Mobilizing the Ecological Society*
- Bell, Chapter 11: *Governing the Ecological Society*
- Tomislav Klarin's*The Concept of Sustainable Development:From its Beginning to the Contemporary Issues*
- Jonathan M. Harris' *Sustainability and Sustainable Development*
- *Maggie Black. 2007. The No-Nonsense Guide to International Development. "Enter Sustainability" (excerpt), 94-103.*
- Sajed Kamal"s*The Renewable Revolution*
- Kerry Emanuel's*What We Know about Climate Change*
- *Grand Challenges in Environmental Sciences* by Committee on Grand Challenges in Environmental Sciences, National Research Council, published by National Academy Press
- Aaron M. McCrightand Riley E. Dunlap's*Cool dudes: The denial of climate change among conservative white males in the United States*

UNIT-1 (08 HOURS) Climate Change I: The Issue
Concept of Climate Change; History; Global Warming; Impact of Climate change on Ecosystem, Food supply, water resources, Health; Science of Climate Change; Politics surrounding Climate Change; Fighting Climate Change
UNIT-2 (08 HOURS)Climate Change II: The Controversy
Denial of Climate change; Trump's case, Compromised Media and Activists
UNIT-3 (08 HOURS)Capitalism & Technology

Green Technology and Green Entrepreneurs; Environment and NanoTechnology; Ecological Computing; The Next Industrial Revolution
UNIT-4 (08 HOURS) Sustainable Development: Theoretical Debates
Definition and Concept, Paradoxes of Sustainable Development; Aspects of Sustainable Development, Culture and Sustainable Development, Sustainable Development, Development and Growth
UNIT-5 (08 HOURS)   Sustainable Development: Legal Framework
Historical background, International Institutional Framework, Earth Development Goals, Sustainable Development Goals,
Unit 6   8 Hrs
Summit, Kyoto Protocol, Paris Summit and Bonn Summit Millennium

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
Cos												
CO-1							2					

CO2									2
CO3	2	2	3		2	2			
CO4	2	2	2		2	2			
CO5									2
CO6			2						

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Global politics and law on Environmental Issues			
Course Code	BSL05T5008			
Prerequisite	None			
Co requisite	None			
Anti requisite	None			
		L	T	P	C
		4	0	0	4

Course Objectives:

By the end of this course, you should have an understanding of:

• The conceptual framework along with a historical backgroundof the global environmental governance

• The causes and consequences MNCs on Environmentalism and environmental activism and understanding the role of international NGOs.

• The constructive impact on environmental governance through civil society, democracy and decentralisation.

• Theoretical and methodological overlaps surrounding issues and concerns of Global South and that of Global North.

• The issues and challenges in the present regime of Sustainable Development.

• The ability to apply these key course concepts/frameworks to analyze specific current environmental and social policy debates, both internationally and domestically.

Course Outcomes

CO1	Identify the global environmental governance framework along with its crisis and challenges
CO2	Identifying and examining the role of international NGOs and relation between Envrionmentalism and MNCs.
CO3	Generate new theoretical and analytical questions related to conservation of environment through participation of civil society, democracy and decentralisation
CO4	Identify theoretical and methodological overlaps, contradictions and gaps in the environmental concerns and issues of Global South and North
CO5	Describe the issues and challenges in the concept of Sustainable Development by the Global South
CO6	Describe the prevailing inequality in the World and different need of poor states

Text Book (s)

- Global Environmental Governanceby James Gustave Speth and Peter M. Haas
- Global Justice and NeoliberalEnvironmental Governance by Chukwumerije Okereke
- Social Movements in the Global SouthEdited bySara C. Motta and Alf Gunvald Nilsen
- The Crisis of Global EnvironmentalGovernanceEdited by Matthew Paterson
- The Limits of the Green Economy: From reinventing capitalism to repoliticising the present by AnneleenKenis and Matthias Lievens

Reference Book (s)

1. Barbara Gemmill's Designing a New Architecture for GlobalEnvironmental Governance
2. Earthly PoliticsLocal and Globalin EnvironmentalGovernanceedited bySheila Jasanoff andMarybeth Long Martello
3. Environmental Valuesin a Globalising WorldEdited by Jouni Paavola andIan Lowe
4. Agency, Democracy, and Nature by Robert J. Brulle
5. Bissell, "Participatory Approach to Strategic Planning" (chapter 14 of Conca &Dabelko, eds., 2004). Course Text.
6. Paul Wapner, Politics Beyond the State: Environmental Activism and World Civic Politics (chapter 11 of Conca &Dabelko, eds., 2004). Course Text.
7. Ronfeldt, " NGOs, Networks, and Future Social Evolution" (chapter 9 of Olson &Rejeski, eds., 2005). eText.
8. McDonough &Braungart, "The Guardian Reborn: A New Government Role in Environmental Protection" (chapter 12 of Olson &Rejeski, eds., 2005). eText.
9. Bell, "Advancing Sustainability: A Critical New Role for Government" (chapter 13 of Olson &Rejeski, eds., 2005). eText. Dryzek, The Politics of the Earth: chapter 10 - "Save the World Through New Politics"; chapter 11 "Ecological Democracy".

UNIT-1 (08 HOURS) Global Environmental Governance (i)
Global Environmental Governance; The Crisis of Global Environmental Governance
UNIT-2 (08 HOURS)Global Environmental Governance (ii)
The International Administrative Framework; International NGOs; MNCs and Environmentalism; Global Environmental Movement and their achievements
UNIT-3 (08 HOURS)Environment, Civil Society, Politics, and Governance
Democracy and Environment; Participatory Approach to conservation; NGOs and Civil Societies in Conservation; Ecological Democracy; Community Participation
UNIT-4 (08 HOURS)The North-South Divide
Environmentalism versus Development versus Sustainable Development; Globalizing Environmentalism; Pollution and Climate change; Contentions and Contestations between North and South; Who loses and who gains in global environmental governance
UNIT-5 (08 HOURS)   Sustainable Development Debate
Concept; Understanding Sustainable Development from Global South Perspective.
Unit 6   5Hrs
The prevailing inequality in the World and different need of poor states

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs \ COs	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1			2									2
CO2												
CO3					2		2		2		2	
CO4					2		2		2		2	
CO5												
CO6				2								2

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Major Specialisation_3 Rural and Urban Sociology	
Name of The Course	Dynamics of rural and urban society
Course Code	BSL05T5009
Pre requisite	None
Co requisite	None
Anti requisite	

	L	T	P	C
	4	0	0	4

Course Objectives:

This course provides insight to rural and urban India through sociological understanding of social structure, change and development. The course will equip the students with conceptual, theoretical and empirical clarity with regard to the comprehension of rural life and application as sociological skills to plan, monitor and evaluate rural development programme in India.

Course Outcomes

CO1	Understand Nature and Scope of Rural Sociology and Urban Sociology
CO2	Understand Rural Urban contrast and dichotomy.
CO3	Analyze Rural Social Structure and change in socio economic relationships.
CO4	Describe Theoretical Perspectives on Peasantry and Agrarian class Structure
CO5	Illustrate Rural and Urban social problems
CO6	Examine Developmental Concerns in Rural society

Text Book (s)

Wiser, W.H. 1936. The Hindu Jajmani system, Lucknow: Lucknow Publishing House.

Beteille, Andre.1974. Six Essays in Comparative Sociology, New Delhi: OUP

Rao,M.S.A. 1992. Urban Sociology in India.

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan

Reference Book (s)

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966.

Peasant, New York: Prentice Hall.

Wilson, Robert,A Schultz,David, A , 1978. Urban Sociology, prentice Hall.

Jayapalan, N 2002. Urban Sociology,Atlantic Publishers

UNIT-1 (08 HOURS)   Introduction to Rural Sociology
Rural Sociology-Nature and Scope of Rural Sociology; History of Rural Sociology. Importance of the study of Rural Sociology.   Urban Sociology-Nature and Scope of Urban Sociology Rural Urban contrast - Rurbanism
UNIT-2 (08 HOURS)   Rural Social Structure and change
Changing Rural Family: Structure and functions, Caste: Elaboration of caste ranking, Caste-class nexus, Rural Economy and Polity: Agrarian classes - landlord, peasant, tenant, and labourer; changing rural power structure after 73rd and 74th constitutional amendment. Role of Panchayats in Development.
UNIT-3 (08 HOURS)   Theoretical Perspectives on Peasantry and Agrarian class Structure
Lenin's theory of agrarian capitalist development, Chayanov's theory of peasant economy, Marx on peasantry; Post-Marxian views on the peasantry –Daniel Thorner, Theories of patterns of city growth: Concentric zone theory- Sector model- Multiple Nuclei theory; Urbanism as a way of life.
UNIT-4 (08 HOURS)   Rural and Urban social problems
Urban social problems: Crime and Juvenile delinquency, Slums, Beggary, prostitution, Drinking water- housing- health and sanitation-Bonded and Migrant labourers, Untouchability; Rural Violence; Landlessness; Rural Indebtedness.
UNIT-5 (08 HOURS)   Developmental Concerns in Rural society

Path of Development, Different Phases of Development, Land reforms and its consequences; implications of green revolution; feminization of agriculture, Food Security and Sustainable agriculture; cultivators' suicide Rural poverty,
Unit 6   8Hrs
ICT and Rural Development; Globalization and agriculture (IPRs, WTO/GATT etc)

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs / Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1						2				2		
CO2											2	
CO3	1				2			2				
CO4	2				2			2				
CO5											3	
CO6						2				2		

1=addressed to small extent, 2= addressed medium extent ,3 = addressed major extent

Name of The Course	Sustainability of Rural and Urban life
Course Code	BSL05T5010
Prerequisite	None
Co requisite	None
Anti requisite	None

	L	T	P	C
	4	0	0	4

Course Objectives: This course has been designed to address the synergy and complimentarily of the rural and urban community life from sociological perspective.

Course Outcomes

CO1	Acquire a critical understanding of the rural life situation in the country;
CO2	Appreciate the need for social interventions to address issues of rural and urban social problems
CO3	Understand impact of rural urban continuum on economy and social life of the community
CO4	Understand impact of sustained development on rural and urban community
CO5	Illustrate various issues of both rural and urban community
CO6	Describe Urban Local Self-Government and its functions and dysfunctions.

Text Book (s)

Dynamics of Sustainable Rural Development: Raghava Reddy and P Subramanian
Rural Development in India-Emerging Issues & Trends: N Lalitha
New Panchayath Raj System-Local Self-Government in Community Development: V Sudhaker

Reference Book (s)

Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966.

Peasant, New York: Prentice Hall.

UNIT-1 (08 HOURS)   Introduction to Rural Development
Rural Development: Concept, Meaning & Determinants. Different Models of Rural Development , Problem of Rural Development: Poverty, Unemployment, Illiteracy, Social Inequality, Housing, Health and Sanitation.
UNIT-2 (08 HOURS)   Rural Development
Role of Village and Cottage Industries in Rural Development, Programmes and Schemes of Rural Development Under Five Year Plans Structure & Function of Rural Development Administration, Role of Cooperatives in Rural Development, Participation of GOs & NGO's in Rural Development.
UNIT-3 (08 HOURS)   Urban Development
Meaning, Definition, Goals & Objectives History of Urban Development, Process of Urban Development Major Problems of Urbanization and Industrialization, Slums and Slum Up -gradation, Programmes and Policies of Urban Renewal
UNIT-4 (08 HOURS)   People's Participation in Urban Development
People's Participation in Urban Development, Civil Society in Urban Development, Collective and Individual Initiatives, Redressed of Citizen's Grievances, Consumer, Protection
Unit 5   Urban Local Self-Government: 8 Hrs.
Concept & Significance, Constitutional and Legal

Status, Structure and Functions of Nagar Nigam; Nagar Palika; Nagar Mahapalika; Town Area; Cantonment Board.	
Unit 6 8 Hours	
Current trends	

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

POs / Cos	PO1 Create a strong knowledge base about social issues and problems	PO2 Explain sociological theories and current issues	PO3 Develop a critical understanding of social inequality, stratification, exclusion and mobility	PO4 Develop ability to have insights about groups and communities of diverse nature	PO5 Critical and creative thinking about society/ social phenomena	PO6 Instil skills for working with governmental and nongovernmental agencies and organizations	PO7 Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	PO8 Become ethical to be a useful part of the civil society and act meaningfully	PO9 Inspire and encourage relevant future research and review	PO 10 Relate to social policies and critically analyse their impact on people	PSO1 Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	PSO2 Critical understanding of major theoretical approaches and perspectives in sociology
CO-1			2		2		2				2	2
CO2	1			2				3	2			
CO3		2				2	2				2	2
CO4		2	2		2				2	2		
CO5	2			2		3		2	2		1	3

CO6	2	1	2			2	1	3			2	22

1=addressed to small extent, 2= addressed to medium extent, 3 Address to major extent

Name of The Course	Social policy, planning and development of rural and urban community.
Course Code	BSL05T5011
Pre requisite	None
Co requisite	None
Anti requisite	None

			L	T	P	C
			4	0	0	4

Course Objectives:
1. Understanding Social Policy, Planning and its process.
2. Understand the concept, process, indicators and determinants of social development.
3. Develop capacity to formulate strategies necessary for social development.
4. Understand important social policies in India.

Course Outcomes:- On successful completion of this course students will be enabling to:

CO1	Understanding Meaning, definition , nature and importance ,Need and Significance of social policy
CO2	Develop Understanding Social Policy, Planning and its process.
CO3	Understand the concept, process, indicators and determinants of social development.
CO4	Develop capacity to formulate strategies necessary for social development. Understand important social policies in India
CO5	Critical Understanding of Models of Social Policies.
CO6	Analyze Social Policies and their role in social welfare in India

Text Book (s)

❖ Datt and Sundharam (1995), "Indian Economy", S.Chand and Company Ltd.

❖ Alfred J. Kahn (1969), "Theory and Practice of Social Planning". Russell Sage Foundation, New York. AVARD (1980), Block Level Planning, AVARD Publications: Hyderabad.

❖ Misra. S.N. (1984), Rural Development Planning ---Design and Method, Satvakan Publications, New Delhi.

Reference Book (s)

❖ Kulkarni, P.D. 1979 Social Policy and Social Development in India, Madras, ASSWI.

❖ Pathak, S. 1981 Social Welfare: An Evolutionary and Developmental Perspective, Delhi, MacMillan India.

❖ Midgle, James, Social Development, Delhi Sage Publications, 1995

UNIT-1   Introduction : Concept of Social policy
Social policy: Concept, Meaning, Definition, Objectives, characteristics, Principles of social policy, Need and Significance of social policy.
UNIT-2 (08 HOURS)   Social Planning
Social planning: Concept, Objectives, need for planning, Levels and types of Planning: National, State, Block. Components and Approaches of Social Planning, Transportation Planning Environmental/Natural Resources Planning, Linkage between social policy and planning
UNIT-3 (08 HOURS)   Models of Social Policy

Residual Welfare Model, Unified Model, Integrated model of social policy, Sect oral Model, Industrial achievement Model Institutional redistributive Model.
UNIT-4 (08 HOURS)   Introduction To   Social Development
Definitions, meaning and concept, Objectives Significance of social development Scope, Social development as a process of change ,
UNIT-5 (08 HOURS)   Theories of Social Development
Theories and perspectives:-economic, socio-cultural, political, legal, Social Policies and Social Development, Problems of social and human development
Children's Policy in India, Health Policy in India, National Education Policy, National policy for Women empowerment, Welfare of Weaker Sections Policy in India.
UNIT-6 (08 HOURS)   Social Policies in India
Children's Policy in India, Health Policy in India, National Education Policy, National policy for Women empowerment, Welfare of Weaker Sections Policy in India.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
Cos												
CO-1				2						2		

CO2										2	
CO3			3				3				3
CO4			2				2				
CO5										3	
CO6			2					2			

1=addressed to small extent, 2= addressed to medium extent, 3 Address to major extent

Name of The Course	Sociology of Demographic profile of rural and urban community
Course Code	BSL05T5012
Pre requisite	None
Co requisite	None
Anti requisite	None

		L	T	P	C
		4	0	0	4

Course Objectives:
1. To bring out the distinct features of the rural society.
2. To introduce importance of study urban society.
3. To understand demographic structure of rural and urban India.
4. To introduce the importance of demographic factors on rural and urban society.

Course Outcomes:- On successful completion of this course students will be enabling to:

CO1	Develop Understanding of the distinct features of the rural and Urban society
CO2	Understand demographic structure of rural and urban India.
CO3	Develop Understanding of demographic factors of rural and urban society.
CO4	Developing a critical understanding of Rural demography of India
CO5	Illustrate Urbanization process in India
CO6	Describe Rural – Urban migration, Religious Composition, Literacy and Education, Gender discrimination, status of women.

Text Book (s)

Srinivas, M. N. (1989). The cohesive role of Sanskritisation and other essays. Oxford: Oxford University Press.
Nyrop, R., & Shinn, R. (1975). Area handbook for India,Washington, DC: The American University

Jeffery, P., & Jeffery, R. (1997).Population, gender and politics: Demographic change in rural north India. Cambridge: Cambridge University Press.

Basu, A. (1992). Culture, the status of women and demographic behaviour. Oxford: ClarendonPress.

Reference Book (s)
Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan.

Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Wolf, Eric R. 1966.
Peasant, New York: Prentice Hall.

Wilson, Robert,A Schultz,David, A , 1978. Urban Sociology, prentice Hall.

Jayapalan, N 2002. Urban Sociology, Atlantic Publishers

UNIT-1 (08 HOURS) Introduction Rural Sociology
Rural Sociology-Nature and Scope of Rural Sociology; History of Rural Sociology, Importance of the study of Rural Sociology
UNIT-2 (08 HOURS) Urban Sociology
Urban Sociology-Nature and Scope of Urban Sociology, Importance of the Study of Urban Sociology; Urbanism as a way of life; Factors of Urbanization.
UNIT-3 (08 HOURS) Rural demography of India
Village Social Structure, Agrarian Social Structure and Change, Land ownership pattern in Rural Society, Jajmani System, Caste and social structure; dominant caste,Changing trends in inter caste relations.
UNIT-4 (08 HOURS) Urban demography of India
Urban Planning - Definition of urban locality, urban place - Urban agglomeration and other related terms, Urban Renewal, Measuring Urbanization, Trends of world Urbanization, Urbanism as a way of life.
UNIT-5 (08 HOURS)
Location of cities - nature, culture, function, Rural – Urban migration, Religious Composition, Literacy and Education,
Unit 6   8 Hours
Gender discrimination, status of women.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2

POs / Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability.	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology
CO-1	2					2					2	
CO2												2
CO3					3					3		
CO4					2					2		
CO5												2
CO6	2					2					2	

1=addressed to small extent, 2= addressed to medium extent, 3 Address to major extent

Interdisciplinary Course

Name of The Course	Social Inequality, Stratification and Mobility.			
Course Code	BSL05T5013			
Prerequisite	None			
Co requisite	none			
Ant requisite	none			
		L	T	P	C
		4	0	0	4

Course Objectives:
- To enable them in understanding Perspectives on Social structure
- To understand social structure and social relations in present context.
- Develop critical understanding of fundamental social institutions
- To understand problems caused due to structural factors of a society.
- To develop critical understanding to social dynamics.
- To enable students to explore and address the issues of social disharmony.

Course Outcomes: On successful completion of this course students will be enabling to:

CO1	Understand major perspectives on, natural inequalities and social inequalities.
CO2	Understand Impact of industrialization on social structure and social relations
CO3	To explore the causes and consequences of changes happing to fundamental social institutions in India
CO4	Develop critical understand Structural Issues like Inequality of Caste, Class Gender and Ethnicity.
CO5	Analyzing the causes and consequences of social mobility in Closed and Open Systems of Stratification
CO6	Build up capacity to organize community to address social and economic inequality .

Text Book (s)
- Jonathan H Turner,Structure of sociological theories,7th Edition,2002.
- Ahuja, Ram (2000): Social Problems in India, New Delhi: Rawat Publications
- Bottommore. T.B. 1972, SOCIOLOGY: A guide to problems and literature. Bombay : George Allen and Union (India).
- Robert A. Rothman, Inequality & Stratification - Race, Class, & Gender, 3rd Edition, 2008
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers.

Reference Book (s)
- Sen, Amartya (Trinity College, Cambridge) India: Economic Development and Social Opportunity ,1991
- T. H Marshall, Citizenship and social class. and other essays, Cambidge University Press,1950
- **Supurna** Banerjee **and Nandini** Ghosh.Introduction. Debating Intersectional ties: Challenges for a Methodological Framework,1989

UNIT-1 (08 HOURS) Introducing Stratification:
Natural inequalities and social inequalities   **Hierarchy and differences, theories on social stratification**   **Structural Inequality:** Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency,   **Social Mobility: Nature and types of Mobility , Mobility in Closed and Open Systems of Stratification,**
UNIT-2 (08 HOURS)   Contemporary Issues and Debates in Stratification
Contemporary Issues and Debates in Stratification   **Education as a site of Inequality-educational inequalities in contemporary India, Educational Anomie, Rise of Meritocracy , Impact of Modern education, Industrialization on social stratification**   **Impact of green revolution, democratization and information and communication technology on caste and class in rural India.**
UNIT-3 (08 HOURS)   Structural Issues and inequality

Jatis, Caste, Sub caste, Occupations, race, Varna, Class and new systems of stratifications and their role in society, tribe and nation, Status consistency and Status inconsistency,
UNIT-4 (08 HOURS)   Race and Ethnicity
1. Definitions of race and ethnicity   2. The social construction of race **a. radicalization   b. racial formation theory** **3. Prejudice, discrimination and institutional racism** **4. Consequences of racial stratification   a. racial segregation   b. race, ethnicity, and life chances** **5. Diverse group experiences** **6. Intersections of class and race**
Unit 5   Addressing Social Inequalities in Contemporary India   8 Hrs
Changing forms of social inequality, Rise of Meritocracy,
Unit 6   8 Hours
Role of technology in Social division.

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs Cos	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse nature	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability .	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political and economic aspects of life.	Critical understanding of major theoretical approaches and perspectives in sociology

CO-1												
CO2			3		2						2	
CO3	1							3				3
CO4								2				
CO5			2		2						2	
CO6												

Name of The Course	Religion Science and Society
Course Code	BSL05T5014
Prerequisite	None
Corequisite	None
Antirequisite	None

			L	T	P	C
			4	0	0	4

Course Objectives: This course aims to provides a broad vision, knowledge, understanding and rational outlook to understand and analyze religion

Course Outcomes: On successful completion of this course students will be able to-

CO1	Examine the various approaches to the study of religion.
CO2	Develop a critical understanding of state, religion and emancipation.
CO3	Examine the various religious practices like rites of passage and practices of inversion.
CO4	Critically examine the structure, function and dysfunctions of religion
CO5	Interpret and understand the causes and consequences of world religions.
CO6	Examine the sociological analysis of impact of science and technology on society.

Text Book (s)

- T. N. Madan, Religion in India, OUP, New Delhi, 1991
- A. Nandy, Trivedy, Mayaram and Yagnik, Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self, OUP, Delhi, 1987
- Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford
- Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press
- Max Weber.1978. Economy and society. Edited by Guenther Roth and Claus Wittich. California: University of California Press

Reference Book (s)

- Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
- Mauss, Marcel.2008 (2003). On prayer. USA: Berghahn Books

UNIT-1 (08 HOURS)   Introduction To sociology of Religion

Religion: Why Sociologists Study Religion? Meaning and Definitions, Concepts, Theories. Cult , Sect, Denomination. Social and Religious: Formulating Religious ,Asceticism and Accumulation Theodicy and Eschatology , State, Religion and Emancipation Religious and Solitude	
UNIT-2 (08 HOURS) Elements of Religious	
Elements of Religious Sacred, Myth, Ritual , Time-Space, Rationality Religious Practices Rites of passage, Practices of inversion	
UNIT-3 (08 HOURS)	
Techniques of Religious Prayer ,Craft ,Body Religion in India: Functions and dysfunctions, Impact of religion on Indian society Communalism in India., Sociological Analysis of religious behaviour of Indians	
UNIT-4 (08 HOURS)	
Impact of science on society, Science and Scientific Controversies, Technology and Privacy	
UNIT 5 Religion Science and Society: 8 Hrs	
Current Trends in Religion: Secularization., Classical and Modern Thinkers on Religion and Secularization.	
Unit 6 8 Hrs	
A new Religious Consciousness. Religion, Magic and Science.	

Continuous Assessment Pattern

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)and Program Specific Outcomes(PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2
POs	Create a strong knowledge base about social issues and problems	Explain sociological theories and current issues	Develop a critical understanding of social inequality, stratification, exclusion and mobility	Develop ability to have insights about groups and communities of diverse	Critical and creative thinking about society/ social phenomena	Instil skills for working with governmental and nongovernmental agencies and organizations	Ability to relate to people's life and develop empathy to work with them with purpose and sustainability	Become ethical to be a useful part of the civil society and act meaningfully	Inspire and encourage relevant future research and review	Relate to social policies and critically analyse their impact on people	Identify, Comprehend and Demonstrate a critical sociological understanding of social, cultural, political	Critical understanding of major theoretical approaches and perspectives in soci

Cos				natu re			.				and economic aspects of life.	olog y
CO-1				2						1		
CO2	2					2	2					2
CO3			3						3			
CO4			2						2			
CO5	2					2	2					2
CO6												

1=addressed to small extent, 2= addressed