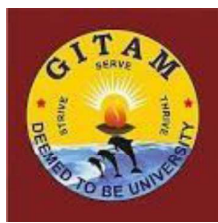


GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS
of
BA Economics

(w.e.f. 2021-22 admitted batch)

Academic Regulations

Applicable for the Undergraduate programmes in the Faculties of
Engineering, Humanities, Management and the Sciences

<https://www.gitam.edu/academic-regulations>

PROGRAM OUTCOMES (POs)

- Show strong conceptual knowledge in economic theories
- Apply the theoretical knowledge to the existing economic problems
- Collecting real time data using sound research and sampling designs from both primary and secondary sources
- Demonstrate knowledge of technical skills to do data analysis and interpretation
- Examine the present economic problems persisting at national and international level to offer solutions
- Critically evaluate the government economic policies to suggest optimal solutions with convincing arguments
- Examine the role of economic institutions and organisations at national and international level regarding the distribution of resources and revenues
- Develop the skills to participate in academic events such as conferences/work shops
- Portray the decision making skills for the problems at household and organizational levels
- Show the communication skills to utilize the existing opportunities
- Develop the skills to cope up with different challenges and show the team spirit at the workplace
- Ability to develop leadership and entrepreneurial qualities

PROGRAM SPECIFIC OUTCOMES (PSOs)

- Application of conceptual knowledge of economic theories and ideas for the current economic situations
- Demonstrate research orientation through projects or dissertations to optimally use technical skills

University Core (UC)

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses

Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

Softskills courses 5 and 6

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 6C)	0	0	2	0	0	1

Sports courses

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2

DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club Activity courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community Service courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
		Total Credits							12

Programme Core/ Major Core (PC/MaC)

Course code	Level	Course title	Pre requisite	L	T	P	S	J	C
	1	Microeconomic Theory	None	3	0	0	0	0	3
	1	Macroeconomic theory	None	3	0	0	0	0	3
	2	Basic Statistics and Mathematics for economics	NONE	4	0	0	0	0	4
	2	Theory of Public Finance	Microeconomic Theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Development Economics	Microeconomic Theory, Macroeconomic Theory	3	0	0	0	0	3
	2	International Economics	Microeconomic Theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Indian Economy - I	Theory of Public Finance, Development Economics, International Economics	3	0	0	0	0	3
	3	Basic Econometrics	Basic Statistics and Mathematics for Economics	4	0	0	0	0	4
	3	Indian Economy-II	Indian Economy-I	3	0	0	0	0	3
	3	Indian Public Finance	Theory of Public Finance	4	0	0	0	0	4
	3	History of Economic Thought	Theory of Public Finance, Development Economics,	3	0	0	0	0	3
		Internship / Project		0	0	0	0	5	5
		Total Credits							41

Major Elective (ME)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C	Credits for Electives
	100	Banking Theory and Practice	None	4	0	0	0	0	4	
	100	Economics of Environment	None	4	0	0	0	0	4	4
	200	Monetary Economics	Banking Theory and Practice	4	0	0	0	0	4	
	200	Agricultural Economics	Economics of Environment	4	0	0	0	0	4	4
	200	Financial Institutions and Markets	Monetary Economics	4	0	0	0	0	4	
	200	Rural Development	Agricultural Economics	4	0	0	0	0	4	4
	300	Economics of Insurance	Financial institutions and Markets	4	0	0	0	0	4	
	300	Economics of Sustainable Development	Economics of Environment	4	0	0	0	0	4	4
		Total Credits								16

Minors from other Departments

Political Science

Course Code	Level	Course title	Pre-requisite	L	T	P	S	J	C
POLS1011	1	Introduction to Politics	None	3	0	0	0	0	3

POLS1031	2	Western Political Thought 1	None	3	0	0	0	0	3
	2	Western Political Thought 2	Western Political Thought 1	3	0	0	0	0	3
	2	Indian Political System	None	3	0	0	0	0	3
	2	International Relations	None	3	0	0	0	0	3
	2	Political Theory	Western Political Thought 1 & 2	3	0	0	0	0	3
	3	Comparative Politics	None	3	0	0	0	0	3
	3	Public Administration	None	3	0	0	0	0	3
		Total Credits							24

Psychology

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Psychology	None	3	0	0	0	0	3
	2	Social Psychology	None	3	0	0	0	0	3
	2	Experimental Psychology	Introduction to Psychology	1	1	2	0	0	3
	2	Understanding Psychological Disturbances	Introduction to Psychology	3	0	0	0	0	3
	2	Lifespan Development	Introduction to Psychology	3	0	0	0	0	3
	3	Psychological Assessment	Experimental Psychology	2	0	2	0	0	3
	3	Counselling Psychology	Understanding Psychological Disturbances	3	0	0	0	0	3
	3	Yoga and Welbeing	Introduction to Psychology	1	1	2	0	0	3
		Total Credits							24

History

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Ancient India	None	3	0	0	0	0	3
	1	History of Medieval India-1 (1206-1526)	Ancient India	3	0	0	0	0	3
	1	Women in Indian History	None	3	0	0	0	0	3
	2	History of Medieval India - 2 (1526-1750)	History of Medieval India 1	3	0	0	0	0	3
	2	Modern History	None	3	0	0	0	0	3
	2	Glimpses of World History	None	3	0	0	0	0	3
	2	Indian National Movement	None	3	0	0	0	0	3
	3	Science and Technology in India-A Historical Perspective	None	3	0	0	0	0	3
		Total Credits							24

Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	<i>Sāttvikabhinaya</i> Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3

			Total Credis						24
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Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatanatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3
	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiosity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3

Visual Communication

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Visual Communication	None	3	0	0	0	0	3
	1	Visual Arts	None	1	0	4	0	0	3
	2	Fundamentals of Graphic Designs	None	1	0	4	0	0	3
	2	Photography	None	1	0	4	0	0	3
	2	2D Animation	None	1	0	4	0	0	3
	2	Audio Production	None	1	0	4	0	0	3
	3	Television broadcasting	None	2	0	2	0	0	3

	3	Visual Media Editing	None	1	0	4	0	0	3
		Total Credits							24

English

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3
	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
		Total Credits							24

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		Total Credits							24

Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of an examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

Online References

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- learnenglishteens.britishcouncil.org
- <https://freerice.com/categories/english-vocabulary>

Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

LANG1011: Communication Skills in English

L T P S J C
0 0 4 0 0 2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteeners.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s: 2 & 3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s: 3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrations/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources

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3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, <i>Self Awareness</i> : Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: <i>Self Control, Trustworthiness & Adaptability</i>	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	Total Hours	30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1011: Leadership Skills & Quantitative Aptitude (Soft Skills 2)

L T P S J C
0 0 2 0 0 1

Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: <i>The Communication Process</i> , Elements of Interpersonal Communication, <i>Non-Verbal Communication</i> : Body Language, Posture, Eye Contact, Smile, Tone of Voice, <i>Barriers to Communication</i> . Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
 2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
 3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
 4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.
-
1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
 2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
 3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
 2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
 3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
 4. Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)
-
1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
 2. Error Detection: Tenses and their Uses
 3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
 4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
 5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

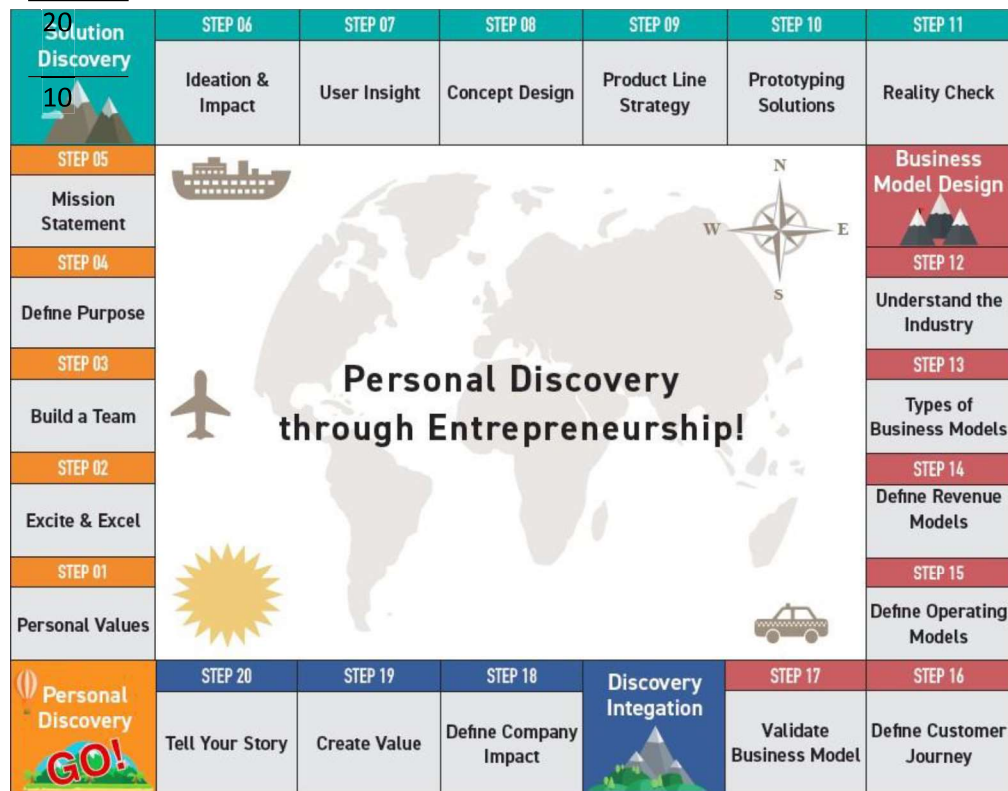
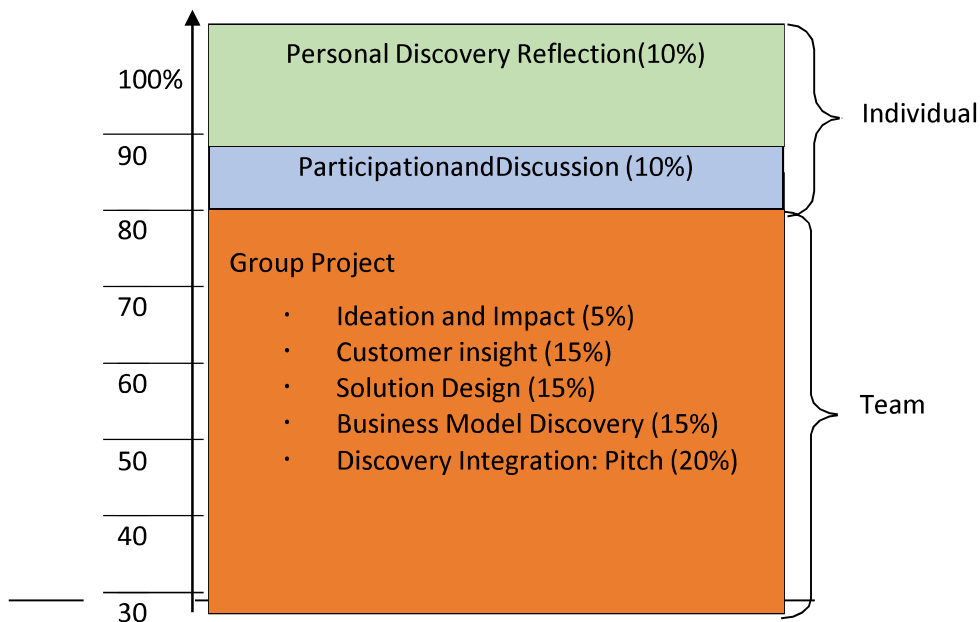
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can be used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading



[20 Steps and activities in this course]

Deliverables

There are a number of different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates. Rather, different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63
(with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78, plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do your customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

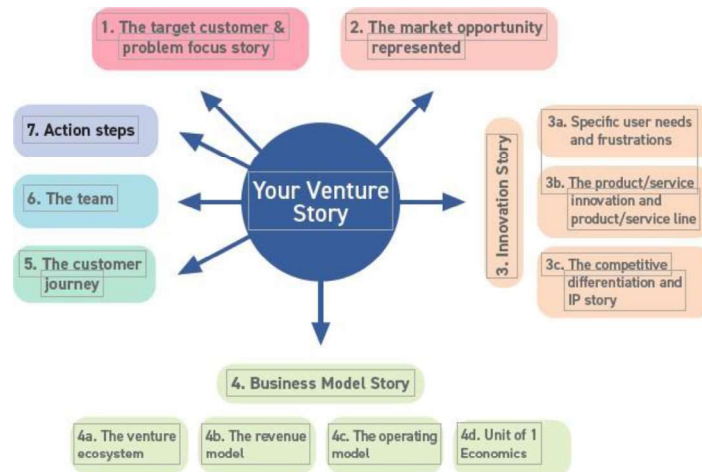
- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144
(You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
(Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20 (PowerPoint)
- Overall Pitch Design Template: Page 264



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch. The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are too complex to present to outside people who have not taken the course. Therefore, design this pitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses! You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journals as well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions as well as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

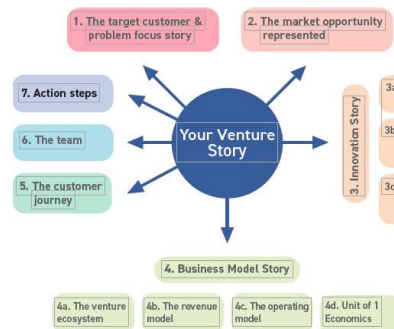
We ek	Sessi on	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	Course Overview	<ol style="list-style-type: none"> 1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas) 	Lecture and Discussion
	2	Personal Discovery (Step 01, Step 02)	<ol style="list-style-type: none"> 1. Personal Values 2. Strength and Weakness 	Individual: <ul style="list-style-type: none"> • Work with the templates provided on pages: • Core values: 22, 23 • Skills: 27, 28, 29, 30, 31 • Societal Contribution: 33, 34
2	3	Find Teammates (Step 03)	<ol style="list-style-type: none"> 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Find teammates <ol style="list-style-type: none"> (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?) 	Problem template: Page 9 <ul style="list-style-type: none"> • Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. • Sit back and assess: Team templates on Pages 44, 45, and 46. • Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	Define Purpose (Step 04) Create Mission (Step 05)	<ol style="list-style-type: none"> 1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement 	Team: <ul style="list-style-type: none"> • Purpose and Mission Templates: Pages 49 and 52 • Be prepare to present to the class. • Personal Discovery Reflection Journal Due

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	Ideation & Impact (Step 06)	Ideation Methods <ul style="list-style-type: none"> An in-class ideation exercise 	Team: <ul style="list-style-type: none"> Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: <ul style="list-style-type: none"> Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> Identify and find the right target users. Interview style and methods The Customer Interview template. 	Team: <ul style="list-style-type: none"> Customer Interviews Template, Step 7, Pages 75 Edit interview template for your project.
	8		Laddering methods for interviews	Team: <ul style="list-style-type: none"> Latent Needs Template, Step 7, Page 93
5	9	User Insights Customer Interviews (Step 07)	<ul style="list-style-type: none"> Finding latent needs Field work check-in 	Team: <ul style="list-style-type: none"> Latent Needs Template, Step 7, Page 93 Field work – customer interviewing
	10		<ul style="list-style-type: none"> Think about innovation across the entire use case Field work check-in 	Team: <ul style="list-style-type: none"> Full Use Case Template, Step 7, Page 99 Field work – customer interviewing
6	11	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Interpreting customer interview results Field work check-in 	Team: <ul style="list-style-type: none"> Field work – customer interviewing Also talk to retailers/dealers if appropriate
	12		<ul style="list-style-type: none"> Idea Reshaping based on Customer Interviews Field work check-in 	Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.
7	13	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Customer Research Reports Implications for product and service design 	<ul style="list-style-type: none"> Teams prepare PPTs for class presentation Customer Insight Template Hand-in Package
	14			

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	Concept Design (Step 08)	<ul style="list-style-type: none"> • Defining Customer Value • Understanding Customer Value Proposition 	Team: <ul style="list-style-type: none"> • Customer Value Proposition • Template: Step 8, Page 107 • Draft the CVP
	16		<ul style="list-style-type: none"> • Presentation and review of CVPs 	Team: <ul style="list-style-type: none"> • Complete CVP
9	17	Competitive Analysis and Positioning (Step 08)	<ul style="list-style-type: none"> • Understanding of Competitive Matrix • Competitive positioning: creating your separate space 	Team: <ul style="list-style-type: none"> • Identify major competitors, and dimensions for analysis • Template: Step 8, Page 109
	18		<ul style="list-style-type: none"> • Presentations of Competitive Analyses and Positionings 	Team: <ul style="list-style-type: none"> • Perform the competitive analysis and present results, including positioning
10	19	Product Line Strategy (Step 09)	<ul style="list-style-type: none"> • Product line framework: good, better, best on underlying platforms, plus application to Services. 	Team: <ul style="list-style-type: none"> • Identify good, better, best variations based on the underlying concept. • Product line template: Page 115
	20	Product Visioning Subsystem Design, and Prototype Sketch (Step 10)	<ul style="list-style-type: none"> • The structured bubble chart, showing implementation options and the team's choices • Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.) 	Team: <ul style="list-style-type: none"> • Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. • Underlying bubble chart showing your decision process. • Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
11	21	Reality Check (Step 11)	<ul style="list-style-type: none"> • The purpose of the Reality Check, testing the product concept, channel preferences, and much other. 	Team: <ul style="list-style-type: none"> • Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		<ul style="list-style-type: none"> • Guidance on the number or additional customers for the reality check survey • How to analyze and interpret the results 	<ul style="list-style-type: none"> • Customize the Reality Check template for your venture. • Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	Industry Analysis (Step 12)	<ul style="list-style-type: none"> • Team reports on Reality Check Results • Examine major components of an Industry Analysis • Review Templates 	<p>Team:</p> <ul style="list-style-type: none"> • Prepare and present the results of your reality check, plus any pivots you wish to make. • Concept Design (and Test) Hand-in Package • Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	Business Model (Step 13)	<ul style="list-style-type: none"> • Defining the Business Model: • Lecture on basic structure and different types. • Illustrating it as the flow of product, money, and information. 	<p>Team:</p> <ul style="list-style-type: none"> • Business Model Illustration Template, Step 13, Page 170

We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	Business Model (Steps 14, 15, 16, 17)	<ul style="list-style-type: none"> • Revenue and Expenses • The key decision points in the Revenue Model • The key decision points in the Operating Model • Designing the Customer Journey • Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.) 	Team <ul style="list-style-type: none"> • Step 14, Page 177 • Step 15, Page 187 • Step 16, Page 195 • Step 17, Pages 199 and 200 • Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	Impact Visioning (Step 18)	<ul style="list-style-type: none"> • Develop clear statements for business and societal impact. • Look at good existing examples of companies that do both. 	Team: <ul style="list-style-type: none"> • Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 • Business Model Design Hand-in Package
	28	Creating Value (Step 19)	<ul style="list-style-type: none"> • Develop a project of the profitability in make low volumes for a product, a service, and a Web app. • Discuss applications of the framework to your venture. 	Team: <ul style="list-style-type: none"> • Develop and present Unit of 1 Economics Template, Step 19, Page 229 • Keep working on the Final presentation

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29	Tell Your Story	<ul style="list-style-type: none">• Presentation Format and Style• Format:<ul style="list-style-type: none">(1) Title Slide with names and contact information(2) The Target Customer and the Problem to be Solved(3) The Market Opportunity(4) The Innovation Story(5) The Business Model Story(6) The Customer Journey(7) The Team(8) The Proposed Action Steps.(9) Appendices (if needed or desired)• If you have built a prototype during the class, please bring it and show it to us! <p>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)</p>	<p>Team:</p> <ul style="list-style-type: none">• The PPT Presentation  <ul style="list-style-type: none">• Practice, practice, practice!• Not too many words on one slide• Use pictures• Use template to develop your thinking, but try to create slides that are not just the templates.
	30			
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	<p>Team: Your Venture PPTs</p> <p>Individual: Insight Learning Reflection Journal</p>

Course Outcomes

- Identify one's values, passions, skills and their will to contribute to society
- Formulate an idea and validate it with customers
- Demonstrate prototyping and analyze the competition for the product
- Create business models for revenue generation and sustainability of their business
- Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curricular activities
- Learn to manage time effectively
- gain confidence

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description:

This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

Course Objectives:

1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

Unit I: India as a Nation

6 hrs

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108. doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution

6 hrs

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

Module Learning Outcomes

Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India

Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.

Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship

6 hrs

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333.

Valerian Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

Unit 5: Separation and Distribution of Powers

6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.

Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

Course Outcomes

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

References

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities
(Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non-government community service organizations

Course Outcomes

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

ENVS1001: Environmental Studies

L	T	P	S	J	C
3	0	0	0	0	3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

UNIT – I Multidisciplinary nature of environmental studies & Natural Resources:

No of Hours:
10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT – II Ecosystem and biodiversity

No of Hours:
10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity”

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

UNIT – Environmental Pollution

No of Hours:

III

10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

Learning Outcomes:

After completion of this unit, the student will be able to

UNIT – IV Social Issues and the Environment

No of Hours:

10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

UNIT – V Human Population and the Environment and Environment Protection Act and Field work

No of Hours:

10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

Text Book(s)

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd Edition. Cengage Learning India. 2012.

Additional Reading

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

Reference Book(s):

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

Website(s):

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

[From Climate Science to Action | Coursera](#)

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

L	T	P	S	J	C
0	0	2	0	0	1*

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

Course Objectives:

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

Course Outcomes:

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment: Issue/ Argument
 4. Integrated Reasoning

Course Outcomes:

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2021: Preparation for CAT/ MAT - 1 (Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
 2. Orient the students for CAT/ XAT, etc. through mock tests
-
1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
 2. Data Interpretation: Data Interpretation and Data Sufficiency
 3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
 4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

Course Objectives:

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
 2. To sharpen the test-taking skills in all four major areas of all campus drives
-
1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
 2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
 3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
 4. Reasoning II: Logical and Verbal Reasoning

Course Outcomes:

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment II: Issue/ Argument
 4. Integrated Reasoning II

Course Outcomes:

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2051: Preparation for CAT/ MAT - 2 (Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.
1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.

This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

Unit 3: Investment Products and Measuring Investment Returns

Investment Products: Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity

Measuring Investment Returns: Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

Unit 4: Retirement Planning

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

Unit: 5 Tax Planning

Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

Text Books

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

Reference Books

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation. *The Power of Critical Thinking* by Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics

No of Hours: 13

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the dynamics of critical thinking; L2
2. differentiate arguments from claims; L2
3. aware of obstacles to critical thinking; L2
4. aware of subjective and social relativism; and L2
5. logically put forward arguments L3

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Reason and Reasoning**No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be:

1. aware of how to think logically. L2
2. understand the importance of beliefs and doubts; L2
3. aware of conflicting claims; L2
4. aware of fallacies and premises. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments**No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive & Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. develop a variety of arguments for a given problem; L3

2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations

No of Hours: 12

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes:

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing. L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V: Critical Thinking in Humanities and Social Sciences

No of Hours: 12

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings:

- Alec Fisher, *Critical Thinking: An Introduction Second Edition*. Cambridge University Press, 2001.
- Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.
- James Shiveley, “Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues’ Libraries Moduleed, 2009.
- John Barell, *Developing More Curious Minds*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.
- Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.
- Madhu Chanda Sen. *An Introduction to Critical Thinking*. Pearson Publications, 2010.
- Richard Epstein, *Critical Thinking*. Wadsworth Publishing, 2005.
- S Harding, “Rethinking Standpoint Epistemology: What is Strong Objectivity?”, in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.
- Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.
- Terence Ball, “History and the Interpretation of Texts”, in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.
- Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Academic Writing

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

Course Structure

Module I: Introduction to the Process of writing and Genres

Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

- 1) "What is Academic Writing?" By L Lennie Irvin
- 2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing

Hours: 12

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

- 1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html
- 2) Research and Sources (section 35-42) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays

Hours: 12

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

Essential Reading

- 1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
- 2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review

Hours: 12

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

Essential Reading

- 1) Different discipline specific reviews for different programme of students

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing

Hours: 12

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important,
<https://www.kent.edu/stark/ethical-writing-reliable-sources>

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3
- Acknowledge and cite scholarship used in own writing L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings

Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.

- Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.
- Berger, John. *Ways of Seeing*. Penguin Books. 1972.
- Terrinoni, Enrico. *Working on Texts: Reading Literature Critically*. Universal Publishers, 2012.
- Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.
- Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.
- Hogue, Ann. *First Steps in Academic Writing*. 2nd Ed. Pearson- Longman. 2008.
- Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.
- Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.
- Textual Analysis.Bauer, Martin W., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
- Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
- Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.
- Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie. Wadsworth, Cengage Learning. 2012
- Fiction Reading On Head And Heart*.Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.
- Reading, Hearing, And Seeing Poetry Performed*. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.
- A Textbook for the Study of Poetry*, F.M. Connel. 1913.
- A Practical Guide to Academic Writing for International Students*. Routledge.2018.
- A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

Course Objectives

- Familiarise notions of “humanities,” “humanities computing,” and “digital humanities”
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

Course Outcomes

After pursuing the course, students will be able to –

- 1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
- 2) Familiarise themselves with latest methods of digital computation and its impact and usages
- 3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
- 4) Realise the domain of and significance of digital Humanities in its terminologies and methods
- 5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

Module I: Digital Humanities: Origin

No of Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:

- 1) Understand connection between digital humanities and literature research; L2
- 2) Understand different aspects of its origin and evolution; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies

No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization No. of Hours: 12

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

Essential Reading

Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism;
L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV

Humanities, Space and Meaning

No. of Hours: 12

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

Essential Reading

Jo Guldi, “What is the Spatial Turn?” Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. <http://spatial.scholarslab.org/spatial-turn/>

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V

Digital Humanities: A Critical Analysis

Hours: 12

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, *Digital Humanities Quarterly* 7, no. 1 (2013). <http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html>

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution


Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Suggested Readings:

- Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
- Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) <http://dhdebates.gc.cuny.edu/debates/text/20>
- Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" <http://dhdebates.gc.cuny.edu/debates/text/16>
- Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.
- Bethany Nowviskie, "Skunk in the Library." <http://www.nowviskie.org/2011/a-skunk-in-the-library/>.
- Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.
- Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015.
- Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.
- Daniel Apollon, Claire Bélisle, and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
- Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.
- Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.
- Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020.
- Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.
- John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" <http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/>
- Joshua Rothman, "An Attempt to Discover the Laws of Literature," *New Yorker* (March 20, 2014). <http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-of-literature>.
- Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.
- Kathleen Fitzpatrick, *The humanities, done digitally*, *Debates in the Digital Humanities*, Matthew Applegate, *Guerrilla Theory: Political Concepts*, *Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.
- Matthew G. Kirschenbaum, *What is digital humanities and what's it doing in English departments?*, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/38>

- Richard Grusin, “The Dark Side of the Digital Humanities—Part 2.”
<http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/>
- Rosenzweig, Roy and Dan Cohen. Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005.
- Sabharwal, Arjun. Digital curation in the digital humanities: Preserving and promoting archival and special collections. Chandos Publishing, 2015.
- Schnapp, Jeffrey. Digital Humanities. Cambridge: MIT Press, 2021.
- Schreibman, Susan and Ray Siemens, editors. A Companion to Digital Literary Studies. New Jersey: Blackwell Publishing, 2008.
- Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities*, 2004, <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1>
- Tara McPherson, “Why are the Digital Humanities So White?” (in Gold)
<http://dhdebates.gc.cuny.edu/debates/text/29>
- Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. Defining digital humanities: a reader. Routledge, 2016.
- Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice. Facet Publishing, 2012.
- Wendy Hui Kyong Chun, “The Dark Side of the Digital Humanities—Part 1.”
<http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/>

Microeconomic Theory
(Major Core-1/Minor Core-1)

	Course Code	Course Title	L	T	P	S	J	C
	ECON1001	Microeconomic Theory	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	None	Contact hours					48
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

Students examine the interaction between individuals and firms in various types of markets. Topics include the fundamental principles of microeconomics; supply and demand and markets. The course will illustrate how economic concepts can be applied to analyze real-life situations. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Course Outcomes

Upon completion of Principles of Microeconomics, students should be able to:

1. Understand the basic concepts of economics and the central problems of an economy
2. Analyse the utility and demand theories to observe consumer behaviour
3. Examine the production function analysis with reference to firms
4. Understand the theory of costs and revenue and
5. Evaluate the different forms of market structures

Course Content

Unit-I: Basic Concepts - Definitions of Economics; Micro and Macroeconomics; Concepts – utility, demand, supply, market, opportunity cost; central problems of economy – scarcity and choice; marginal concepts in economics – introduction to differentiation; partial and general equilibrium.

No. of Hours - 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the definitions of economics
2. distinguish between micro and macro economics
3. analyse the central problems of an economy
4. understand the marginal concepts in economics

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.

Unit-II: Consumer Behaviour: Cardinal and Ordinal approaches; Law of Diminishing marginal utility; Law of Equi-marginal utility; Indifference curves – Properties of indifference curves; Price (Budget) line – Equilibrium of the consumer with the help of indifference curves; Demand Analysis – Law of demand – Elasticity of Demand – Price, Income and cross elasticity; Consumer surplus. **No. of Hours - 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the utility theories
2. analyse the consumer equilibrium
3. understand the law of demand and elasticity concept

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.

Unit-III: Theory of Production - Production Function; Cobb-Douglas Production Function; Laws of Production – Short run and Long run; Law of Supply – Elasticity of Supply. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concept of production function
2. understand the laws of production
3. understand the law of supply and elasticity concept

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.

Unit-IV: Theory of Cost and Revenue: Cost Concepts; Cost function; Behavior of costs – Short run and Long run; Economies and diseconomies of scale; Revenue Concepts; Introduction to market structure. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the cost concepts and revenue concepts
2. analyse the behaviour of costs
3. analyse the economies and diseconomies of scale

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.

Unit-V: Market Structure – Price and Output Determination under various Markets – Perfect competition, Monopoly, Monopolistic Competition, Duopoly, Oligopoly.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the market structure
2. compare different market features and their price and output determination

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

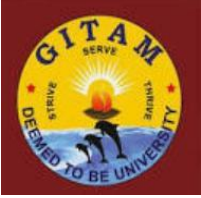
Essential Reading

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.

References

1. Ahuja, H.L. (2019). *Advanced Economic Theory – Microeconomic Analysis*, 21st Ed. S. Chand Publishing, New Delhi.
2. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
3. Gregory N. Mankiw. (2018). *Principles of Economics*, 8th Ed., Cengage Learning, U.S.
4. Karl E. Case, Ray C. Fair & Sharon E. Oster. (2017). *Principles of Microeconomics*, 12th Ed., Pearson Education Ltd.
5. Robert S. Pindyck & Daniel L. Rubinfeld. (2018). *Microeconomics*, 9th Ed., Pearson Education Ltd., New York.
6. Snyder, C., Nicholson, W. (2010). *Fundamentals of microeconomics*. Cengage Learning.

Macroeconomic Theory
(Major Core-2/Minor Core-2)

	Course Code	Course Title	L	T	P	S	J	C
	ECON1011	Macroeconomic Theory	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	None	Contact hours					46
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

The course will provide the students with an introduction to the basic macroeconomic principles and would enable the student to appreciate the workings of real and money markets. Throughout the course a focus will be on ‘critical thinking’ to analyze macroeconomic problems.

Course Outcomes

After completing this course, the student should be able to understand

1. Understand the basic concepts of macroeconomics and the national income accounting
2. Analyse the classical theory of output and employment determination and quantity theory of money
3. Examine the Keynesian theory of output and income determination and the demand for money
4. Evaluate the IS-LM model and effectiveness of monetary and fiscal policies and
5. examine the theories of business cycles and inflation

Course Content

Unit-I: Basic Concepts – Concepts of consumption, saving, investment, aggregate demand and aggregate supply, Monetary and fiscal policies; Circular Flow of Money and Goods; National Income Accounting. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the basic macroeconomic concepts
2. analyse the circular flow of money and goods
3. understand the concept of national income and its components

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Dwivedi, D.N. (2018). *Macroeconomics – Theory and Policy*, 5th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

Unit–II: Classical Theory - Determination of Output, Employment and Income; Quantity theory of money – Fisher, Cambridge; Effects of fiscal and monetary policies in classical theory. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classical theory of output, employment and income
2. analyse the classical theory of money
3. examine the fiscal and monetary policies in classical theory

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Dwivedi, D.N. (2018). *Macroeconomics – Theory and Policy*, 5th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

Unit –III: Keynesian Theory – Determination of equilibrium output and income, aggregate demand, Keynesian theory of demand for money and interest rate, impact of monetary and fiscal policies. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the Keynesian theory of demand for money
2. analyse the monetary and fiscal policies with reference to Keynesian theory

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Dwivedi, D.N. (2018). *Macroeconomics – Theory and Policy*, 5th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

Unit–IV: IS-LM Model – Two sector, three sector and four sector, effectiveness of monetary and fiscal policies. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the IS-LM model in two, three and four sectors
2. analyse the effectiveness of monetary and fiscal policies in IS-LM model

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Dwivedi, D.N. (2018). *Macroeconomics – Theory and Policy*, 5th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

Unit-V: Theory of Business Cycles and Inflation – Business cycles – Phases, Theories of Business Cycle – Schumpeter, Samuelson and Hicks; Inflation – Meaning and Types, Theories of Inflation – Classical, Keynesian and Modern Theories; Inflation and Unemployment. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of business cycles and inflation
2. analyse the theories of business cycles and inflation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Dwivedi, D.N. (2018). *Macroeconomics – Theory and Policy*, 5th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th Ed., Pearson Education.
2. Branson, W. (2013). *Macroeconomics: Theory and Policy*, 3rd Ed., East West Press.
3. Gordon, Robert J. (2012). *Macroeconomics*, 12th Ed., Addison-Wesley.
4. Jones, C. (2013). *Introduction to Economic Growth*, 2nd Ed., W. W. Norton.
5. Jones, C. (2016). *Macroeconomics*, 4th Ed., W. W. Norton.
6. Mankiw, Gregory N. (2016). *Macroeconomics*, 9th Ed., Worth Publishers, New York.
7. Oliver Blanchard. (2017). *Macroeconomics*, 7th Ed., Pearson Education Ltd., Indian Edition.
8. Rudiger Dornbusch, Stanley Fischer & Richard Startz. (2018). *Macroeconomics*, 12th Ed., Tata McGraw Hill Publishers Ltd., New Delhi.

**Basic Statistics and Mathematics for Economics
(Major Core-3)**

	Course Code	Course Title	L	T	P	S	J	C
	ECON1021	Basic Statistics and Mathematics for Economics	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	None	Contact hours					50
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

To understand economic theories and the relationship between various economic variables specifically at an advanced level needed some basic mathematics and statistics knowledge. This paper focus on basic statistics such as tabulation, graphical presentation of data and central tendency to deal with the real-life economic data. Also, this paper introduces the basics of mathematical tools such as differentiation and integration which are frequently used in optimisation problems.

Course Outcomes

After completing this course, the student should be able to

1. Understand the basics of functions and matrices and their applications in economics
2. Analyse the economic applications of differentiation and integration
3. Examine the tabulation and graphical presentation of data
4. Understand the measures of central tendency and dispersion
5. Analyse the concept of probability and theoretical distributions

Course Content

Unit-I: Sets, functions and matrices: Sets - The Concept of Sets, Laws of Set Operations; Functions - Types of Functions, Functions of Two or More Independent Variables; Matrices – Basic laws of matrices, Determinants, Economic Applications.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of sets functions and matrices
2. apply the mathematical concepts in economics

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jacques, Ian. (2018). *Mathematics for Economics and Business*, 9th Ed., Pearson Education Ltd., London.

Unit-II: Differentiation and Integration: Differentiation - Rules of Differentiation, Partial Differentiation, Total Differentials and Rules of Differentials, Total Derivatives, Exponential and Logarithmic Functions, Optimization Problems; Integrals – Basic rules of definite and indefinite integrals; Economic Applications of differentiation and integration. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of differentiation and integration
2. application of differentiation and integration in economics

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jacques, Ian. (2018). *Mathematics for Economics and Business*, 9th Ed., Pearson Education Ltd., London.

Unit-III: Tabulation and Graphical Presentation of Data: Formation of Data – Discrete Frequency Distribution, Continuous Frequency Distribution; Tabulation of Data; Types of Tables; Presentation of Data through Diagrams; Graphic Presentation of Data – Time Series and Frequency Distributions. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the tabulation and
2. understand the graphical presentation of data

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. David P. Doane & Lori E. Seward. (2016). *Applied Statistics in Business and Economics*, 5th Ed., McGraw-Hill Education, New York.

Unit-IV: Measures of Central Tendency and Dispersion: Methods of Central Tendency – Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean; Measures of Dispersion – Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation; Skewness, Moments and Kurtosis. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of central tendency
2. understand the concepts of dispersion

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. David P. Doane & Lori E. Seward. (2016). *Applied Statistics in Business and Economics*, 5th Ed., McGraw-Hill Education, New York.

Unit-V: Introduction to Probability and Theoretical Distributions: Basic concepts of probability, Laws of Probability, Discrete and Continuous Random Variables, Theoretical Distributions – Binomial, Poisson and Normal Distributions. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of probability and laws of probability
2. understand the theoretical distributions

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. David P. Doane & Lori E. Seward. (2016). *Applied Statistics in Business and Economics*, 5th Ed., McGraw-Hill Education, New York.

References

1. Edward T. Dowling. (2001). *Introduction to Mathematical Economics*, 3rd Ed., McGraw-Hill Publishers, New York.
2. Geoff Renshaw. (2012). *Maths for Economics*, 3rd Ed., Oxford University Press, New York.
3. Gupta, S.P. (2018). *Statistical Methods*, 45th Ed., Sultan Chand & Sons Publishers, New Delhi.
4. Sharma, J.K. (2020). *Business Statistics*, 5th Ed., Vikas Publishing, New Delhi.

Theory of Public Finance
(Major Core-4/Minor Core-3)

	Course Code	Course Title	L	T	P	S	J	C
		Theory of Public Finance	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Microeconomic Theory, Macroeconomic Theory	Contact hours					40
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

Every year government will place its revenue and expenditure levels in the form of budget in parliament. At that time, each and every economic agent starts analyzing the budget of government and gives their interpretation. The government tries to defend what it portrays in budget and the opposition tries to find out the pitfalls in allocation of resources. Even a layman also tries to know about new taxes introduced and incentives provided by the government to raise their level of savings. In this context, this public finance course introduces the various concepts regarding the role of government in resource allocation, theories of revenue, expenditure and taxation etc. to become aware of these tenets of public finance.

Course Outcomes

After completing this course, the student should be able to

1. Understand the theory of public goods and externalities and market failures
2. Analyse the theories and effects of public expenditure
3. Evaluate the different forms of taxes and the theory of taxation
4. Examine the different forms of budget and the budgetary deficits and
5. Evaluate the public debt management and the role of fiscal policy

Course Content

Unit-I: Theory of Public Goods: Meaning and Scope of Public Finance; Terminology and Types of Goods in Public Finance; Public Goods and Resource Allocation; Externalities and Market Failures; Property Rights and Coase Theorem; Principle of Maximum Social Advantage.
No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the types of goods in public finance
2. analyse the theory of externalities and market failures
3. examine the property rights and resource allocation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L. (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-II: Public Expenditure: Classification of Public Expenditure; Canons of Public Expenditure; Theories of Public Expenditure - Wagner's Law of increasing State Activities, Peacock-Wiseman Hypothesis; Effects of Public Expenditure.

No. of Hours – 06

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classification and canons of public expenditure
2. analyse the theories of public expenditure
3. examine the effects of public expenditure

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L. (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-III: Public Revenue / Theory of Taxation: Concepts of Tax - Tax Base, Buoyancy and Elasticity of a Tax; Canons of Taxation; Characteristics of a Good Tax System; Objectives of Taxation; Classification of Taxes; Theories of Division of Tax Burden - Expediency Theory, Socio-Political Theory, Benefits Received Theory, Cost of Service Approach and Ability to Pay Theory; Taxable Capacity; Theories of Tax Shifting - Concentration Theory, Diffusion Theory and Demand and Supply Theory; Incidence of Tax on different cases; Effects of Taxation.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the basic concepts and classification of taxes
2. analyse the theories of division of tax burden
3. examine the theories of tax shifting

4. evaluate the effects of taxation on economy

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L. (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-IV: Budget: Classification of Budgets; Balanced Budget, Balanced Budget Multiplier; Deficit Financing; Budgetary Deficits - Concepts and Measures; Performance and Program Budgeting System; Zero-based Budgeting. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classification of budgets and concepts of budgetary deficits
2. analyse the deficit financing and its impact

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L. (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-V: Public Debt and Fiscal Policy: Classification of Public Debt; Burden of Public Debt; Debt Redemption Methods; Role of Fiscal Policy in the Economy; Fiscal Policy Instruments; Types of Fiscal Policy; Crowding-out and Crowding-in Effect. **No. of Hours – 06**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the burden of public debt and debt redemption methods
2. analyse the role of fiscal policy in the economy

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Bhatia, H.L. (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

References

1. David N. Hyman. (2010). *Public Finance – A Contemporary Application of Theory to Policy*, 10th Ed., South-Western Cengage Learning, Mason, USA.
2. Jonathan Gruber. (2016). *Public Finance and Public Policy*, 5th Ed., Worth Publishers, New York.
3. Richard A. Musgrave & Peggy B. Musgrave. (1989). *Public Finance in Theory and Practice*, McGraw-Hill Book Company, Singapore.
4. Sarma, J.V.M. (2018). *Public Finance*, 1st Ed., Oxford University Press, New Delhi.

Development Economics
(Major Core-5/Minor Core-4)

	Course Code	Course Title	L	T	P	S	J	C
		Development Economics	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Microeconomic Theory, Macroeconomic Theory	Contact hours					40
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

The world is divided into developed and underdeveloped or developing regions based on some parameters such as GDP, HDI. To understand the causes behind the development and underdevelopment of different regions of the world, we need a theoretical perspective of what is development, what are the factors that causes development. Hence, this course is designed to discuss elaborately all the conceptual, theoretical views of economic development.

Course Outcomes

After completing this course, the student should be able to

1. Understand the concepts and approaches of economic growth and development
2. Analyse the classical theories of economic development
3. Examine the structural theories of economic development
4. Analyse the theories of economic growth
5. Evaluate the problems of economic development

Course Content

Unit-I: Economic Development – Concept and Approaches – Economic Growth and Economic Development; Measurement of Economic Development; Economic Growth and Income Distribution – Kuznets Hypothesis; Sustainable Development; Factors of Economic Growth; Obstacles to Economic Development. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concept and approaches of economic growth and development
2. analyse the concepts of income distribution and sustainable development
3. examine the factors of and obstacles to economic development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jhingan M.L. & B.K. Jhingan. (2020). *The Economics of Development and Planning*, 42nd Ed., Vrinda Publications (P) Ltd., Delhi.

Unit-II: Theories of Economic Development – Adam Smith; David Ricardo; Karl Marx; Joseph Schumpeter; Malthus; Classical Theory. **No. of Hours – 08**

Learning Outcome

After studying this unit, a student will be able to

1. compare and contrast the theories of economic development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jhingan M.L. & B.K. Jhingan. (2020). *The Economics of Development and Planning*, 42nd Ed., Vrinda Publications (P) Ltd., Delhi.

Unit-III: Structural Theories of Economic Development – Rostow Stages of Growth; Lewis Theory; Fei-Ranis Theory; Big-push Theory; Balanced and Unbalanced Growth Theory; Dualistic Theories; Dependency Theory; Theory of Circular Causation. **No. of Hours – 10**

Learning Outcome

After studying this unit, a student will be able to

1. compare and contrast the structuralist theories of economic development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jhingan M.L. & B.K. Jhingan. (2020). *The Economics of Development and Planning*, 42nd Ed., Vrinda Publications (P) Ltd., Delhi.

Unit-IV: Theories of Economic Growth – Harrod-Domar Model; Solow Model; Kaldor Model; Models of Technical Change; Endogenous Growth Theory. **No. of Hours – 08**

Learning Outcome

After studying this unit, a student will be able to

1. compare and contrast theories of economic growth

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Jhingan M.L. & B.K. Jhingan. (2020). *The Economics of Development and Planning*, 42nd Ed., Vrinda Publications (P) Ltd., Delhi.

Unit–V: Problems of Economic Development: Poverty – Concept and Measurement; Inequality – Concept and Measurement; Types of Economic Planning; Choice of Techniques; Cost-benefit Analysis; Investment Criteria. **No. of Hours – 06**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts and measurements of poverty and inequality
2. analyse the types of economic planning
3. examine the choice of techniques and investment criteria

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Jhingan M.L. & B.K. Jhingan. (2020). *The Economics of Development and Planning*, 42nd Ed., Vrinda Publications (P) Ltd., Delhi.

References

1. Debraj Ray. (1999). *Development Economics*, Oxford University Press, New Delhi.
2. Gerald M. Meier and James E Rauch, (2005): *Leading Issues in Economic Development*, 8th Ed., Oxford University Press, New York.
3. Hayami, Yujiro and Yoshihisa Godo. (2005). *Development Economics: From the Poverty to the Wealth of Nation*, 3rd Ed., Oxford University Press, New Delhi.
4. Michael P. Todaro & Stephen C. Smith. (2015). *Economic Development*, 12th Ed., Pearson Education Ltd., New York.
5. Thirlwall A.P. & Penelope Pacheco-Lopez. (2017). *Economics of Development: Theory and Evidence*, 10th Ed., Red Globe Press, London.

International Economics
(Major Core-6/Minor Core-5)

	Course Code	Course Title	L	T	P	S	J	C
		International Economics	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Microeconomic Theory, Macroeconomic Theory	Contact hours					42
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

The main goal of “International Economics” course is to introduce students to both classical and modern theories of international trade in goods and services, as well as empirical research on trade. A substantial fraction of the course is dedicated to examination of efficient trade policies, introductory level of theories of international finance flows, determination of interest and exchange rates in interconnected economies.

Course Outcomes

On completion of the course, the students would be able to

1. Understand the importance and issues in international trade
2. Analyse the traditional and modern theories of international trade
3. Examine the trade barriers and capital flows
4. Analyse the balance of payments structure and foreign exchange determination and
5. Evaluate the trade policies and international finance

Course Content

Unit-I: Introduction: Importance of International Trade; Important Issues in International Trade; History and Present State of World Trade Flows; Difference between International Trade and International Macro Economics. **No. of Hours – 06**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the importance and issues in international trade
2. analyse the history and present state of world trade flows

Pedagogy Tools – lecture method, discussion, video lectures, blended learning
Essential Reading

1. Salvatore, Dominick. (2013). *International Economics*, 11th Ed. John Wiley & Sons Inc., U.S.A.

Unit-II: Trade Theories: Adam Smith's Absolute Advantage; Ricardo's Comparative Advantage; Modern Theories of International Trade – Heckscher-Ohlin Theory, Stolper-Samuelson Effects. **No. of Hours - 06**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classical theories of international trade
2. analyse the modern theories of international trade

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Salvatore, Dominick. (2013). *International Economics*, 11th Ed. John Wiley & Sons Inc., U.S.A.

Unit-III: International Factor Movements and Trade Barriers: International Labour Mobility; International Capital Flows and FII's, MNCs and FDI; Tariffs and Non-Tariff Barriers; Protection and Imperfect Competition; Government Interference in Trade. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of international capital flows
2. analyse the various forms of trade barriers
3. examine the government interference in trade

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Salvatore, Dominick. (2013). *International Economics*, 11th Ed. John Wiley & Sons Inc., U.S.A.

Unit-IV: Balance of Payments and Foreign Exchange: Meaning of Balance of Payments (BoP), BOT, Types of Accounts in International Trade; Foreign Exchange – Meaning and Determination of Exchange Rate; Various Approaches; Central Bank Intervention in the Foreign Exchange Rate Determination. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure of balance of payments
2. understand the foreign exchange rate determination

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Salvatore, Dominick. (2013). *International Economics*, 11th Ed. John Wiley & Sons Inc., U.S.A.

Unit-V: Trade Policies and International Finance: Trade Policies for Import Substitution and Infant Industry Argument; Export Oriented Development Strategies; The East Asian Miracle; Latest Trade Policy; IMF; GATT; WTO; Financial Crisis of 2008; Regional Trade Corridors.
No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the trade policies and different strategies
2. analyse the global financial crisis
3. examine the role international financial institutions

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Salvatore, Dominick. (2013). *International Economics*, 11th Ed. John Wiley & Sons Inc., U.S.A.

References

1. Dennis R. Appelyard & Alfred J. Field Jr. (2014). *International Economics*, 8th Ed., McGraw-Hill/Irwin Publishers, New York.
2. Feenstra, R., Taylor, A. (2014). *International Economics*, 3rd Ed., Worth Publishers.
3. James Gerber. (2018). *International Economics*, 7th Ed., Pearson Education Limited, Harlow, England.
4. Paul R. Krugman, Maurice Obstfeld & Marc J. Melitz. (2012). *International Economics: Theory and Policy*, 9th Ed., Addison-Wesley Publishers, U.S.A.
5. Thomas A. Pugel. (2016). *International Economics*, 16th Ed., McGraw-Hill Education, New York.

Indian Economy-I
(Structure, Resources and Developmental Issues)
(Major Core-7/Minor Core-6)

	Course Code	Course Title	L	T	P	S	J	C
		Indian Economy-I (Structure, Resources and Developmental Issues)	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Theory of Public Finance, Development Economics, International Economics	Contact hours					48
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

India being the second largest populated country, fifth largest economy in the world and one of the fastest growing economies at present century, evolved since independence. This course on Indian economy deals with its structure, resources and developmental issues. The growth of national income and its composition, natural resources, human resources along with infrastructural development discussed in detail. India is still facing the problems of several developmental issues such as poverty, unemployment, income inequalities etc. Despite facing these problems for decades our policy makers have been making different policies to eradicate these stigmas through adopting planning by several organizations at various levels. These policies also discussed critically to understand the root causes and find out solutions.

Course Outcomes

After completing this course, the student should be able to

1. Understand the structure of the Indian economy and the growth of national income
2. Analyse the state of natural resources and infrastructure and the government policies
3. Examine the structure and composition of population and human resource development policies
4. Evaluate the economic issues and policies related to poverty, unemployment etc. and
5. Evaluate the success and failures of planning process and institutions

Course Content

Unit-I: Structure of the Indian Economy: Indian Economy during British Rule; Nature of the Indian Economy - A Developing Economy; Trends in the Growth of National Income in India; Trends in Sectoral Composition of the National Income; Capital Formation in India.
No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure of the Indian economy
2. analyse the growth of national income in India
3. examine the composition of national income

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-II: Natural Resources and Infrastructure: Natural Resources in India - Land, Soil, Water, Forest, Mineral; Infrastructure in the Indian Economy - Electricity, Coal, Oil and Gas, Atomic Energy, Transport System in India - Railways, Road, Water and Air, Communications; Government Policies related to Natural Resources and Infrastructure; Environment and Development. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the natural resources and policies of the government
2. analyse the physical infrastructure growth and policies
3. examine the government policies related to transport system

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-III: Human Resources, Demography: Population Growth and Economic Development; Demographic Transition Theory; India's Population - Size and Growth Trends; Population Explosion - Causes and Remedies; India's Population Policy; Migration in India; Urbanisation in India; Labour Force Growth in India; Occupational Structure and Distribution in India; Human Resource Development - Education in India, Education Policy, National Health Policy. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the population growth and population policies
2. analyse the education and health policies

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-IV: Poverty and Unemployment, Income Inequalities and Regional Imbalances, Black Economy: Poverty - Concept, Estimates, Causes and Poverty Alleviation Programmes in India; Unemployment - Concept, Estimates, Causes and Employment Generation Programmes in India; Income Inequalities - Causes and Government Policies; Regional Imbalances - Concept, Magnitude and Regional Planning Policy in India; Black Economy - Definition, Estimation, Causes, Consequences and Government Measures.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the causes and consequences of various economic and social problems
2. analyse the government policies related to economic and social problems

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-V: Planning: Planning in India - Objectives, Strategy of Planning, Investment Pattern; Achievements and Failures of Planning; Planning Institutions - NDC, Planning Commission, NITI Aayog.

No. of Hours – 08

Learning Outcomes

After studying this unit, a student will be able to

1. understand the objectives and strategy of planning
2. analyse the role of different planning institutions

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

References

1. Dutt R. and Sundharam K. P. M. Indian Economy. S. Chand & Company Ltd., New Delhi.
2. Government of India (Current Year): Economic Survey, Ministry of Finance, New Delhi.
3. Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09.
4. Kula, E. (2012). *Economics of natural resources, the environment and policies*. Springer Science & Business Media.
5. Kumar, A. (2017). *The Black Economy in India*. Penguin Books India.
6. Reserve Bank of India. (2018-19). *Handbook of Statistics on Indian Economy*, Mumbai

**Basic Econometrics
(Major Core-8)**

	Course Code	Course Title	L	T	P	S	J	C
		Basic Econometrics	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Basic Statistics and Mathematics for Economics	Contact hours					50
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This introductory course of econometrics starts with the two variable regression method. Then estimating the regression coefficients using OLS method in the case two variable and multiple regression models are explained. Hypothesis testing in the case of two variables and multiple regression models along with various types of functional forms of regression also explained. Then it explained the detection, consequences and remedial measures of relaxing the assumptions of classical regression model. This course ends with the use dummy variables in regression analysis.

Course Outcomes

After completing this course, the student should be able to

1. Understand the correlation and regression analysis
2. Analyse the two variable regression model
3. Examine the multiple regression analysis
4. Understand the consequences of relaxing assumptions of classical linear regression analysis and
5. Examine the dummy variable regression model

Course Content

Unit-I: Correlation and Regression: Types of Correlation; Methods of Studying Correlation – Scatter Diagram Method, Graphic Method, Karl Pearson's Coefficient of Correlation, Concurrent Deviation Method, Method of Least Squares; Coefficient of Correlation and Probable Error; Coefficient of Determination and Alienation; Properties of the Coefficient of Correlation; Rank Correlation Coefficient; Regression Equations; Standard Error of Estimate; Partial Correlation; Multiple Correlation; Multiple Regression.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts and methods of studying correlation
2. understand the concepts and methods of studying regression

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Damodar N. Gujarati & Dawn C. Porter. (2009). *Basic Econometrics*, 5th Ed., Tata McGraw Hill Publications, New York.

Unit-II: Two Variable Regression Model - Estimation: The Method of Ordinary Least Squares (OLS); Assumptions of OLS; Standard Errors of Least Squares Estimates; Properties of Least Squares Estimators or The Gauss-Markov Theorem; The Coefficient of Determination; Classical Normal Linear Regression Model; Two Variable Regression – Interval Estimation and Hypothesis Testing; Functional Forms of Regression Models.
No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the assumptions and properties of two variable regression model
2. understand the hypothesis testing in two variable regression model
3. understand the various functional forms of regression models

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Damodar N. Gujarati & Dawn C. Porter. (2009). *Basic Econometrics*, 5th Ed., Tata McGraw Hill Publications, New York.

Unit-III: Multiple Regression Analysis: The Problem of Estimation – Partial Regression Coefficients; Partial Correlation Coefficients; OLS and ML Estimation of Partial Regression Coefficients; The Multiple Coefficient of Determination and The Multiple Coefficient of Correlation; Specification Bias; More Functional Forms - The Cobb-Douglas Production Function; Polynomial Regression Models; The Problem of Inference – Hypothesis Testing in Multiple Regression; Hypothesis Testing about Individual Regression Coefficients; Testing the Overall Significance of the Sample Regression; Testing the Equality of Two Regression Coefficients; Restricted Least Squares; The Chow Test; Prediction with Multiple Regression; Testing the Functional Form of Regression.
No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the estimation procedure in multiple regression analysis
2. understand the hypothesis testing in multiple regression analysis

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Damodar N. Gujarati & Dawn C. Porter. (2009). *Basic Econometrics*, 5th Ed., Tata McGraw Hill Publications, New York.

Unit-IV: Relaxing Assumptions of Classical Regression: Multicollinearity – Consequences, Detection and Remedial Measures; Heteroscedasticity - Consequences, Detection and Remedial Measures; Autocorrelation - Consequences, Detection and Remedial Measures; Econometric Model Specification Errors – Types, Consequences, Tests and Errors; Nested versus Non-Nested Models. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concepts of multicollinearity, heteroscedasticity, autocorrelation
2. understand the causes and consequences of multicollinearity, heteroscedasticity, autocorrelation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Damodar N. Gujarati & Dawn C. Porter. (2009). *Basic Econometrics*, 5th Ed., Tata McGraw Hill Publications, New York.

Unit-V: Dummy Variable Regression Model: The Nature of Dummy Variables; ANOVA Models – with Two Qualitative Variables; ANCOVA Models; Interaction Effects using Dummy Variables; Dummy Variables in Seasonal Analysis; Piecewise Linear Regression; Panel Data Regression Models; Technical Aspects of Dummy Variables – Interpretation, Semilogarithmic Regression, Heteroscedasticity, Autocorrelation. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the dummy variable regression model
2. analyse the panel data regression models

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Damodar N. Gujarati & Dawn C. Porter. (2009). *Basic Econometrics*, 5th Ed., Tata McGraw Hill Publications, New York.

References

1. James H. Stock & Mark W. Watson. (2017). *Introduction to Econometrics*, 3rd Ed., Pearson Education, Boston, USA.
2. Jeffrey M. Wooldridge. (2016). *Introductory Econometrics: A Modern Approach*, 6th Ed., Cengage Learning, USA.
3. R. Carter Hill, William E. Griffiths & Guay C. Lim. (2011). *Principles of Econometrics*, 4th Ed., John Wiley & Sons, Inc., USA.
4. Studenmund, A.H. (2017). *Using Econometrics: A Practical Guide*, 7th Ed., Pearson Education, Boston, USA.

Indian Economy-II
(Sectoral Analysis)
(Major Core-9/Minor Core-7)

	Course Code	Course Title	L	T	P	S	J	C
		Indian Economy-II (Sectoral Analysis)	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Indian Economy-I	Contact hours					50
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course on Indian economy focused on different sectoral aspects. It reveals the picture of Indian agriculture, industrial, banking and foreign trade since independence and observes the prospects and challenges of these sectors. Further, the policies of the government to boost these sectors and the incentives to strengthen wherever necessary discussed critically. The impact of liberalization, WTO agreements on the Indian economy on different sectors particularly post-liberalisation period are studied which have more prominence to switch over the policies.

Course Outcomes

After completing this course, the students will be able to

1. Examine the Indian agriculture sector issues and policies
2. Evaluate the Indian industrial and service sector issues and policies
3. Analyse the Indian banking sector structure and reforms
4. Understand the trends in Indian foreign trade sector and policies and
5. Critically evaluate the impact of globalisation and economic reforms on Indian economy

Course Content

Unit-I: Indian Agriculture: Indian Agriculture - Role, Nature and Cropping Pattern; Land Reforms in India; Agricultural Production - Trends, Causes for Low Level of Production and Government Measures to increase Production; Agricultural Inputs and Green Revolution; Agricultural Finance and Marketing; Trends in Agricultural Investment; Agricultural Prices and Price Policy; Agricultural Subsidies and Food Security in India; Agricultural Labour; WTO and Indian Agriculture; Policies for Agriculture and Rural Development. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the role of agriculture and issues of agriculture in India
2. analyse the agricultural policies of the government

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-II: Indian Industrial and Service Sectors: Trends in Industrial Production in India; Problems and Programmes of Industrial Development; Major Industries of India - Iron and Steel, Jute, Textile, Sugar and Cement; Small Scale and Cottage Industries - Importance, Problems and Programmes; Industrial Policies; Public Sector and Disinvestment Programme; Industrial Sickness - Definition, Causes, Consequences and Remedial Measures; Industrial Financing Institutions; Labour Relations and Social Security; Corporate Social Responsibility; CCI and Competition Act; Service Sector in Indian Economy.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure and composition of industrial and services sectors in India
2. analyse the problems and policies of the government

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-III: Indian Banking Sector and Inflation: Commercial Banking in India; The Reserve Bank of India; Banking Sector Reforms; Problems of Banking Sector; Indian Money Market; Indian Capital Market; Price Trends in India.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the banking sector problems and reforms
2. understand the structure of Indian money and capital markets

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-IV: Indian Foreign Trade: India's Foreign Trade - Value, Composition and Direction; India's Balance of Payments; Foreign Trade Policy; Foreign Capital and Aid; India's Exchange Rate Policy and Foreign Exchange Reserves; Multinational Corporations; FERA and FEMA.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure and composition of foreign trade in India
2. analyse the trade policies

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

Unit-V: WTO, LPG: WTO - Evolution, Structure, Functions and Agreements, WTO and India; Globalisation and its impact on the Indian Economy; Economic Reforms and Liberalisation.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure of WTO and relation with India
2. analyse the impact of globalization, economic reforms on Indian economy

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

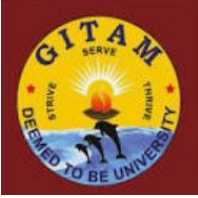
Essential Reading

1. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.

References

1. Ministry of Finance. (2019-20). *Economic Survey*, Government of India.
2. Gaurav Datt & Ashwani Mahajan. (2016). *Indian Economy*, 72nd Ed., S. Chand Publishing, New Delhi.
3. Reserve Bank of India. (2018-19). *Handbook of Statistics on Indian Economy*, Mumbai.
4. Uma Kapila. (2019). *Indian Economy – Performance and Policies*, 20th Ed., Academic Foundation, New Delhi.
5. Ministry of Finance. (2020-21). *Union Budget*, Government of India.

Indian Public Finance
(Major Core-10)

	Course Code	Course Title	L	T	P	S	J	C
		Indian Public Finance	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Theory of Public Finance	Contact hours					42
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course is about Indian public finance and its development since independence. In this course the growth of revenue, expenditure and public debt of the central government is studied along with the growth of revenue and expenditure of the state governments. The structure of Indian taxation system, reforms over the period of time with a focus on recent trends like GST is also covered. The issues related to Centre-State financial relations discussed elaborately by analyzing the resource allocation recommended by the Finance Commission from time to time. Then the role of fiscal policy, fiscal monitoring in India through various institutions and fiscal reforms also analysed critically.

Course Outcomes

After completing this course, the student should be able to

1. Analyse the trends in the growth of public revenue and expenditure in India
2. Understand the structure and reforms in the Indian tax system
3. Examine the public debt management and budget reforms in India
4. Analyse the Centre-State financial regulations in India and
5. Evaluate the role of fiscal policy and fiscal reforms in India

Course Content

Unit-I: Public Revenue and Expenditure in India: Trends in Receipts of Central Government; Trends in Receipts of State Governments; Trends in Public Expenditure of Central Government; Trends in Public Expenditure of State Governments; State Finances; Local Finances.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the trends in public revenue
2. analyse the trends in public expenditure

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-II: Tax System in India: Features of Indian Tax System; Direct Taxes in India - Income and Wealth Tax in India; Indirect Taxes in India - Value Added Tax (VAT), Goods and Services Tax (GST); Tax Reforms in India; Tax Evasion and Tax Avoidance.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the trends in taxation in India
2. evaluate tax reforms in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-III: Public Debt and Budgeting in India: Debt Composition; Causes of Growth of Public Debt in India; Burden of Public Debt in India; Debt of State Governments; Indian budget and its Features; Making of a Budget in India; Budget Documents in India; Budget Reforms in India.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the growth of public debt and budget allocations in India
2. analyse the public debt policies and budgetary reforms in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-IV: Centre-state Financial Relations: Pre-independence Evolution; Financial Federalism under Constitution; Features of Indian Federal Financial System; Finance Commission - Role in Tax Sharing, Grants-in-aid; Provisions for Special Category States.

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the centre-state financial relations in India
2. evaluate the role of finance commission in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bhatia, H.L (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

Unit-V: India's Fiscal Policy: Need for Fiscal Monitoring in India; Institutional Arrangements for Fiscal Monitoring in India - Finance Commission, Planning Commission, NITI Aayog, RBI, CAG, Legislative Control; Fiscal Reforms in India; Evolution of Rule-based Fiscal Monitoring in India; FRBM Act in India.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the fiscal policy implementation in India
2. evaluate the fiscal policy reforms in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Bhatia, H.L (2019). *Public Finance*, 29th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.

References

1. Ministry of Finance. (2019-20). *Economic Survey*, Government of India.
2. Gaurav Datt & Ashwani Mahajan. (2016). *Indian Economy*, 72nd Ed., S. Chand Publishing, New Delhi.
3. Puri, V.K. & S.K. Misra. (2019). *Indian Economy – Its Development Experience*, 37th Ed., Himalaya Publishing House Pvt. Ltd., Mumbai.
4. Reserve Bank of India (2018-19). *Handbook of Statistics on Indian Economy*, Mumbai.
5. Reserve Bank of India (2019-20). *State Finances: A Study of Budgets*, Mumbai.
6. Sarma, J.V.M (2018). *Public Finance*, 1st Ed., Oxford University Press, New Delhi.
7. Ministry of Finance. (2020-21). *Union Budget*, Government of India.

History of Economic Thought
(Major Core-11/Minor Core-8)

	Course Code	Course Title	L	T	P	S	J	C
		History of Economic Thought	3	0	0	0	0	3
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Theory of Public Finance, Development Economics, International Economics	Contact hours					38
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This paper deals with the evolution of different economic theories overtime by eminent economists. It starts with the ancient economic thought and then proceeds to different schools of economic thought. It highlights how these economists viewed different aspects of economic problem and how they offered solutions.

Course Outcomes

After completing this course, the students will be able to

1. Understand the ancient economic thought
2. Analyse the classical economic thought
3. Evaluate the Marxist political economy
4. Examine the neo-classical and Keynesian economics and
5. Analyse the Indian economic thought

Course Content

Unit-I: Ancient Economic Thought: Greek and Roman Economic Thought, Economic ideas of Plato and Aristotle, Mercantilism, Physiocrats, Tableau Economique.

No. of Hours – 6

Learning Outcomes

After studying this unit, a student will be able to

1. understand the ancient Greek economic thought
2. understand the ancient Roman economic thought

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Lokanathan, V. (2018). *A History of Economic Thought*, 10th Ed., S. Chand & Company Ltd. New Delhi.

Unit-II: Classical Economic Thought: Three pillars of classical school - Adam Smith, Laissez-faire economy, Division of Labour, Theory of Value, Value in Use, Value in Exchange, Diamond-water paradox, David Ricardo- Theory of Value, Views on distribution, Theory of Rent, Stationary State, J.B. Say, Law of Market, Thomas R Malthus - Theory of Population, Theory of Glut. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classical economists thoughts
2. analyse the theories developed by the classical economists

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Lokanathan, V. (2018). *A History of Economic Thought*, 10th Ed., S. Chand & Company Ltd. New Delhi.

Unit-III: Marxist Political Economy: Materialistic Interpretation of History, Dialectical Materialism, Labour theory of value, Surplus Value, Organic composition of capital, Industrial Reserve Army, Class War, Crisis of capitalism. **No. of Hours – 8**

Learning Outcome

After studying this unit, a student will be able to

1. understand the Marxist political economic thought

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Lokanathan, V. (2018). *A History of Economic Thought*, 10th Ed., S. Chand & Company Ltd. New Delhi.

Unit-IV: Neo-Classical and Keynesian Economics: Neo-Classical School - Marshall, Pigou, Irving Fischer; Keynesian Economics - Theory of Employment, Multiplier. **No. of Hours – 6**

Learning Outcomes

After studying this unit, a student will be able to

1. compare the neo-classical and Keynesian economic thoughts

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Lokanathan, V. (2018). *A History of Economic Thought*, 10th Ed., S. Chand & Company Ltd. New Delhi.

Unit-V: Indian Economic Thought: Kautilya's Arthashastra, Economic thoughts of Dadabhai Noaraji, Mahadev Govind Ranade, Romesh Chandra Dutt, B.R. Ambedkar, Jawaharlal Nehru, Amartya Sen. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand and compare the thought of Indian economists and policy makers

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

- 1) Lokanathan, V. (2018). *A History of Economic Thought*, 10th Ed., S. Chand & Company Ltd. New Delhi.

References

- 1) Eric Roll. (1961). *A History of Economic Thought*, Prentice Hall, New York.
- 2) Dasgupta, Ajith K. (1993). *A History of Indian Economic Thought*, Routledge, London.

Banking Theory and Practice
(Major Elective-1)
(Financial Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Banking Theory and Practice	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	None	Contact hours					42
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course is designed to give conceptual knowledge to the student on banking system and how it operates with different instruments. It starts with the understanding of the importance of banking system for the economic development and provides an insight to the evolution of banking system in India with Reserve Bank of India as central bank. Then it discusses the relationship of banker and customer based on different types of customers. Then the basic operations of the bank such as accepting deposits, issuing cheques, loans and aspects related to securities while issuing loans and government norms on priority sector lending also discussed. Different types of banking systems, bank portfolio management and Basel norms are also discussed. Finally, the reforms introduced in the Indian banking system and recent trends in banking sector are elaborated.

Course Outcomes

After completing this course, the student should be able to

1. Understand the evolution and different forms of banking in India
2. Analyse the banker customer relationships
3. Examine the different forms of banking instruments such as bills of exchange, letters of credit
4. Analyse the various forms of banking services such as loans, securities
5. Evaluate the different forms of banking systems such as investment banking, e-banking

Course Content

Unit-I: Introduction to Banking: Evolution of banking in India; Classification of Banks - Central Bank, Commercial Banks, Investment Banks, Regional Rural Banks, Cooperative Banks, Land Development Banks, Exchange Banks, Private Sector Banks, Small and Payment Banks; Commercial Banks and Economic Development; The Banking Regulations Act 1949, Reserve Bank of India – Structure, Functions, Growth of Banking in India.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the evolution and different forms of banking in India
2. analyse the role of RBI in banking sector

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gordon, E. and K. Natarajan (2019). *Banking Theory, Law and Practice*, 27th Ed., Himalaya Publishing House, Mumbai.

Unit-II: Banker-Customer Relationship: The relationship between a banker and a customer; General and Special Relationship; KYC Norms; Banker's Lien; Types of Customers; Paying Banker; Collecting Banker; Rights of a Banker. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. Analyse the banker customer relationships
2. understand the different types of customers

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gordon, E. and K. Natarajan (2019). *Banking Theory, Law and Practice*, 27th Ed., Himalaya Publishing House, Mumbai.

Unit-III: Banking Instruments: Deposits, Passbook, Negotiable Instruments – Material Alteration, Crossing, Endorsement and Marking of Cheques, Bank Draft; Bills of Exchange; Letters of Credit; Bill of Lading; Credit, Debit and Master Cards; ATMs. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the various forms and differences of banking instruments
2. understand the operations of banking instruments

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gordon, E. and K. Natarajan (2019). *Banking Theory, Law and Practice*, 27th Ed., Himalaya Publishing House, Mumbai.

Unit-IV: Banking Services - Loans and Advances, Modes of Charging Security, Unsecured Advances, Securities for Advances, Advances against Goods, Advances against Stock Exchange Securities, Miscellaneous Securities, Agency Services, General Services and Consultancy Services; Priority Sector Lending. **No. of Hours – 08**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the various forms of banking services
2. analyse the operations of different banking services

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gordon, E. and K. Natarajan (2019). *Banking Theory, Law and Practice*, 27th Ed., Himalaya Publishing House, Mumbai.

Unit-V: Banking Systems: Branch Banking, Unit Banking, Correspondent Banking, Group Banking, Chain Banking, Deposit Banking, Investment Banking, Mixed Banking, Narrow Banking, Universal Banking, Local Area Banks, Off Shore Banking, Corporate Banking; Retail Banking; E-banking. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the different forms of banking system
2. compare the operations of various banking systems

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading


1. Gordon, E. and K. Natarajan (2019). *Banking Theory, Law and Practice*, 27th Ed., Himalaya Publishing House, Mumbai.

References

1. Agarwal, O.P. (2019). *Modern Banking of India*, 3rd Ed., Himalaya Publishing House, Mumbai.
2. Clifford Gomez. (2011). *Banking and Finance – Theory, Law and Practice*, Prentice Hall of India, New Delhi.

3. Muraleedharan, D. (2014). *Modern Banking – Theory and Practice*, 2nd Ed., Prentice Hall of India, New Delhi.
4. Shekhar K.C. & Lekshmy Shekhar. (2013). *Banking Theory and Practice*, 21st Ed., Vikas Publishing House Pvt., Ltd., New Delhi.
5. Srivatsava, P.K. (2020). *Banking – Theory and Practice*, 12th Ed., Himalaya Publishing House, Mumbai.
6. Sundharam, K.P.M. & Varshney P.N. (2014). *Banking Theory Law & Practice*, 20th Revised Ed., Sultan Chand and Sons Publishing House, New Delhi.

**Economics of Environment
(Major Elective-1)
(Resource Economics Specialisation)**

	Course Code	Course Title	L	T	P	S	J	C
		Economics of Environment	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	None	Contact hours					42
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

Exploitation of resources and consequent environmental degradation has been a concern not just in our country but across the globe. High economic growth often comes at the cost of environmental degradation and hence careful attention to sound environmental policies is a high priority for sustainable development.

Course Outcomes

This Course enables the student to

1. Understand the interaction of the economy with the environment
2. Analyse the association between environment and development and sustainable development
3. Examine the theory of public goods and externality and market failure
4. Evaluate the economics of exhaustible resources and
5. Critically evaluate the economics of renewable resources

Course Content

Unit-I: Economy-Environment Interaction: Material Balance Principle; Entropy Law; Market Failure; Property Rights; Open, Closed and Common Access Resources; Resource Economics – Ecological Economics: Characteristics and Synergy.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the economy-environment interaction
2. analyse the market failure situation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Scott J. Callan & Janet M. Thomas. (2013). *Environmental Economics & Management: Theory, Policy and Applications*, 6th Ed., South-Western Cengage Learning, U.S.A.

Unit-II: Environment versus Development: Association between development and environmental stress; Environmental Kuznet's Curve Hypothesis – theory and empirical evidence; Concept of Sustainable development; indicators of sustainability; various approaches to environmental accounting. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the environment and development relationship
2. analyse the concept of sustainable development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Scott J. Callan & Janet M. Thomas. (2013). *Environmental Economics & Management: Theory, Policy and Applications*, 6th Ed., South-Western Cengage Learning, U.S.A.

Unit-III: The Theory of Externality and Public Goods Market Failure: Pigouvian Solution; Buchanan's Theory; Coase's Theorem and its Critique; Pigouvian vs. Coasian solution; Detrimental Externality and Non-Convexities in the Production Set; Property Rights; Collective Action. **No. of Hours – 9**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the theory of externality
2. compare and contrast various theories of externalities

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Scott J. Callan & Janet M. Thomas. (2013). *Environmental Economics & Management: Theory, Policy and Applications*, 6th Ed., South-Western Cengage Learning, U.S.A.

Unit-IV: Economics of Exhaustible Resources: Hotelling's Rule; Solow-Hartwick's Rule; Competitive Market Structures and Optimal Extraction Policy; Exploration and Extraction; Resource Scarcity – Indicators and Evidence. **No. of Hours – 8**

Learning Outcome

After studying this unit, a student will be able to

1. understand the theories of exhaustible resources

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Scott J. Callan & Janet M. Thomas. (2013). *Environmental Economics & Management: Theory, Policy and Applications*, 6th Ed., South-Western Cengage Learning, U.S.A.

Unit-V: Economics of Renewable Resources: Characteristics of Renewable Resources; Growth Functions and Growth Rate; Economic Models of Fisheries; Economics of Optimal Harvest Cycles of Forests; Extinction of Species; Economics of Biodiversity.

No. of Hours – 9

Learning Outcomes

After studying this unit, a student will be able to

1. understand the models of renewable resources
2. analyse the economics of biodiversity

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Scott J. Callan & Janet M. Thomas. (2013). *Environmental Economics & Management: Theory, Policy and Applications*, 6th Ed., South-Western Cengage Learning, U.S.A.

References

1. Field, Barry C., & Field, Martha K. (2017). *Environmental Economics: An Introduction*, 7th Ed., McGraw-Hill Education, New York.
2. Hanley, N., Shogren, J.F. & White, B. (2006). *Environmental Economics: In Theory and Practice*. Oxford: Oxford University Press.
3. Rabindra N. Bhattacharya. (2002). *Environmental Economics: An Indian Perspective*, Oxford University Press, New Delhi.
4. Singh, Katar & Anil Shishodiya. (2007). *Environmental Economics: Theory and Applications*, Sage Publications, New Delhi.

Monetary Economics
(Major Elective-2)
(Financial Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Monetary Economics	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Banking Theory and Practice	Contact hours					45
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Understand the evolution, functions and different types of money
2. Analyse the theories of demand for money
3. Examine the sources of supply of money and theories of money supply
4. Analyze the interconnection between money and the rate of interest and how they operate in the financial system of an economy
5. Evaluate the role of central bank in implementing the monetary policy

Course Content

Unit-I: Evolution, Role and Functions of Money: Gold Standard – Types – Working of the Gold standard – causes for the down fall of the Gold standard – paper currency standard, Definition and functions of money; Types of money: legal tender money and bank money, near money; Value of money and Index number. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the evolution and functions of money
2. understand the various forms of money

Pedagogy Tools – lecture method, discussion, video lectures, blended learning
Essential Reading

1. Gupta, Suraj B. (2016). *Monetary Economics: Institutions, Theory and Policy*, S. Chand and Company Pvt. Ltd., New Delhi.

Unit-II: Theory of Demand for Money: Nominal vs Real Cash Balances, Classical theory - Fisher, Cambridge versions, Keynes' Theory, Post-Keynesian theories of demand for money – Portfolio theory, Baumol-Tobin approach, Tobin Portfolio Optimisation Approach, Friedman's Quantity Theory of Money; Patinkin and real balance effect.

No. of Hours – 9

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classical and Keynesian theories of demand for money
2. understand the Post-Keynesian theories of demand for money

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, Suraj B. (2016). *Monetary Economics: Institutions, Theory and Policy*, S. Chand and Company Pvt. Ltd., New Delhi.

Unit-III: Theory of Money Supply: Measures of money supply - M1, M2, M3 and M4, Functions of Commercial Bank and Credit creation, High powered money and money multiplier, Theory of Money Supply, Money Multiplier Process, Determinants of the Money Supply.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the theory of money supply
2. understand the functions of commercial banks and credit creation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, Suraj B. (2016). *Monetary Economics: Institutions, Theory and Policy*, S. Chand and Company Pvt. Ltd., New Delhi.

Unit-IV: Money and Interest Rates: Level of Interest Rates: Classical Theory, Loanable Fund Theory, Keynesian Theory, Heterogeneity of Interest Rate Determination, Interest Rate Differentials, Theories of the Term Structure of Interest Rates – Expectations Theory, Liquidity Premium Theory, Market Segmentation Theory, Determinants of the General Structure of Interest Rates.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the classical and Keynesian theories of interest rates
2. analyse the theories of the term structure of interest rates

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, Suraj B. (2016). *Monetary Economics: Institutions, Theory and Policy*, S. Chand and Company Pvt. Ltd., New Delhi.

Unit-V: Monetary Policy and Central Banking: Goals, Targets and Indicators, Instruments: open market operation, Variations in Reserve Requirements, Cost and availability of Credit, CRR, REPO, MSF, SLR, Credit Control, Selective Credit Control and Credit Monetary Arrangements, Monetary Policy of RBI, Basel Norms-I, II, III, Recent Developments on Financial Inclusion. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the monetary policy operation and instruments
2. analyse the role of central bank in monetary policy implementation

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Gupta, Suraj B. (2016). *Monetary Economics: Institutions, Theory and Policy*, S. Chand and Company Pvt. Ltd., New Delhi.

References

1. Jagdish Handa. (2009). *Monetary Economics*, 2nd Ed., Routledge Publishers, London.
2. Walsh, Carl E. (2010). *Monetary Theory and Policy*, 3rd Ed., The MIT Press Cambridge, Massachusetts.
3. R.B.I. Bulletin, Annual Report on Currency and Finance (latest), Government of India.

Agricultural Economics
(Major Elective-2)
(Resource Economics Specialisation)

	Course Code	Course Title	L	T	P	S	J	C
		Agricultural Economics	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Economics of Environment	Contact hours					39
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course on agricultural economics starts with the importance of agriculture in economic development and the relationship between agriculture and environment. Then it explains various theories associated with the agriculture sector. Then it proceeds to the technical aspects of agriculture sector with a focus on production functions used in agriculture, measuring productivity and efficiency in agriculture sector. Then it considers one of the most important aspect in agriculture sector i.e. price determination of agriculture output and the issues of financing and marketing of agriculture produce in India. Lastly, it paid attention towards the problems of Indian agriculture sector and policies for agricultural development.

Course Outcomes

At the end of this course, the student should be able to

1. Understand the agriculture, environment and economic development
2. Analyse the various theories of agricultural development
3. Examine the production function analysis and farm management
4. Evaluate the price determination and agricultural finance and marketing and
5. Critically examine the Indian agricultural issues and policies in India

Course Content

Unit-I: Introduction to Agricultural Economics: Nature and Scope of Agricultural Economics; Agriculture and Economic Development; Agriculture and Environment; Terms of Trade between Agriculture and Industry. **No. of Hours – 6**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the relationship between agriculture and economic development
2. analyse the linkage between agriculture and environment

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Amarjit Singh, A.N. Sadhu & Jasbir Singh. (2019). *Fundamentals of Agricultural Economics*, 11th Ed., Himalaya Publishing House, Mumbai.

Unit-II: Theories of Agricultural Development: Theories of Agriculture – Schultz's Theory of Transformation of Traditional Agriculture, Mills Theory of Agricultural Development, Boserup Model of Agricultural Development, Lewis Model of Economic Development, Ranis-Fei Model, Agricultural Trade Cycle of Cobweb Theory.
No. of Hours – 8

Learning Outcome

After studying this unit, a student will be able to

1. compare the theories of agriculture

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Amarjit Singh, A.N. Sadhu & Jasbir Singh. (2019). *Fundamentals of Agricultural Economics*, 11th Ed., Himalaya Publishing House, Mumbai.

Unit-III: Production and Farm Management: The Economics of Production Function; Production Functions in Agriculture; Farm Organisation; Types of Farming; Size of the Farm and Productivity; Measures of Farm Efficiency; Cropping Pattern; Risk and Uncertainty in Farming; Trends in Agricultural Production and Productivity in India.
No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the economics of production function approach
2. analyse the trends in agricultural production and productivity in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Amarjit Singh, A.N. Sadhu & Jasbir Singh. (2019). *Fundamentals of Agricultural Economics*, 11th Ed., Himalaya Publishing House, Mumbai.

Unit-IV: Price Determination in Agriculture: The Costs of Production; Agriculture Price Policy in India; Commission on Agricultural Costs and Prices (CACP) in India;

Minimum Support Prices (MSP) Determination; Agricultural Finance and Marketing in India.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the price determination of agricultural commodities
2. analyse the agricultural finance and marketing problems

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Amarjit Singh, A.N. Sadhu & Jasbir Singh. (2019). *Fundamentals of Agricultural Economics*, 11th Ed., Himalaya Publishing House, Mumbai.

Unit-V: Agricultural Issues in India: Land Reforms in India; Agricultural Inputs and Green Revolution in India; Agricultural Subsidies and Food Security in India; Crop Insurance; Agricultural Labour; WTO and Indian Agriculture; Policies for Agricultural Development in India.

No. of Hours – 9

Learning Outcomes

After studying this unit, a student will be able to

1. understand the food security and agricultural subsidies issues in india
2. analyse the policies of agricultural development in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Amarjit Singh, A.N. Sadhu & Jasbir Singh. (2019). *Fundamentals of Agricultural Economics*, 11th Ed., Himalaya Publishing House, Mumbai.

References

1. Andrew Barkley & Paul W. Barkley. (2013). *Principles of Agricultural Economics*, Routledge Publishers, New York.
2. Bilgrami, S.A.R. (2018). *An Introduction to Agricultural Economics*, 2nd Ed., Himalaya Publishing House, Mumbai.
3. Gupta, P.K. (2012). *Agricultural Economics*, 2nd Ed. Vrinda Publications Pvt. Ltd., New Delhi.
4. John B. Penson, Oral Capps, C. Parr Rosson & Richard T. Woodward. (2019). *Introduction to Agricultural Economics*, 6th Ed., Pearson Education Pvt. Ltd., New Delhi.
5. Puri, V.K. & S.K. Misra. (2018). *Indian Economy – Its Development Experience*, 36th Ed., Himalaya Publishing House, Mumbai.

Financial Institutions and Markets
(Major Elective-3)
(Financial Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Financial Institutions and Markets	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Monetary Economics	Contact hours					47
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course gives an outline of financial system of an economy. In the first unit it starts with understanding the relationship between financial system and economy and the structure of financial system. The remaining four units are allocated for financial markets, financial services, financial institutions and regulating bodies. The second unit explains different types of financial markets and its instruments such as primary and secondary markets. Financial services such as investment banking, merchant banking, factoring and forfaiting are discussed in the third unit. Fourth unit deals with the financial institutions such as SIDBI, NABARD, UTI, insurance etc. The last unit focused on regulating bodies of financial institutions and explained the laws and regulations put forth by them.

Course Outcomes

After completing this course, the students will be able to

1. Understand the structure of the financial system and risk management in financial institutions
2. Analyse the financial markets and various instruments of financial markets
3. Examine the various forms of financial services
4. Compare different forms of financial instruments
5. Evaluate the role of financial regulating bodies

Course Content

Unit-I: Introduction to Financial System: Financial System – Structure and Functions; The Financial System and the Economy; Term Structure and Interest Rates; Risk Management in Financial Institutions – Credit Risk and Interest Rate Risk; Financial Market Efficiency.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the structure and functions of the financial system
2. analyse the risk management in financial institutions

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bharati V. Pathak. (2018). *The Indian Financial System – Markets, Institutions and Services*, 5th Ed., Pearson Education Limited, New Delhi.

Unit-II: Financial Markets and Instruments: The Money Market – Functions, Instruments – Treasury Bills, Commercial Paper, Commercial Bills, Certificates of Deposit, Call Money Market and Money Market Derivatives; The Capital Market – Functions; The Primary Market – Book Building, Primary Issues, Mutual Funds, Resource Mobilisation from International Markets; The Secondary Market – Stock Exchanges – Securities, Risk Management, Trading Arrangements, Stock Market Index, NSE, OTCEI, Regional Stock Exchanges, Market Making System; The Derivatives Market – Types of Financial Derivatives, Forwards and Futures, Futures Trading Strategies, Options, Options Trading Strategies, Derivatives Market and Trading in India; The Debt Market – The Private Corporate Debt Market, The Public Sector Undertaking Bond Market, The Government Securities Market; New Financial Instruments.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the working of financial markets
2. understand the operational procedure of various financial instruments

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bharati V. Pathak. (2018). *The Indian Financial System – Markets, Institutions and Services*, 5th Ed., Pearson Education Limited, New Delhi.

Unit-III: Financial Services: Investment Banking – Function, Types, Investment Banking Services, Merchant Banking Services, Pre-issue Obligations, Post-issue Obligations; Depositories and Custodians; Credit Rating; Factoring and Forfaiting; Housing Finance; Leasing and Hire Purchase; Microfinance.

No. of Hours – 9

Learning Outcome

After studying this unit, a student will be able to

1. understand the operations of various financial services

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bharati V. Pathak. (2018). *The Indian Financial System – Markets, Institutions and Services*, 5th Ed., Pearson Education Limited, New Delhi.

Unit-IV: Financial Institutions: Development Financial Institutions – IFCI, SIDBI, IDFC, EXIM, NABARD; Banking and Non-Banking Institutions – Functions of Bank, Scheduled Commercial Banks, Investment Banks, Cooperative Banking, Stress Testing in Banks, Non-Banking Financial Companies; Mutual Funds – Equity Funds, Debt Funds, Risk and Return in Mutual Funds and UTI; Insurance – Insurance Intermediaries, Risk Management, General Insurance, Life Insurance, Health Insurance, Reinsurance, Micro Insurance.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the functions of development financial institutions
2. compare and contrast between banking and non-banking institutions

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Bharati V. Pathak. (2018). *The Indian Financial System – Markets, Institutions and Services*, 5th Ed., Pearson Education Limited, New Delhi.

Unit-V: Financial Regulating Bodies: Regulation of Money Market – RBI; Regulation of the Capital Market – SEBI, Reserve Bank of India; Reforms in Money and Capital Markets in India; SEBI Guidelines relating to Mutual Funds, Merchant Banks, Credit Rating Agencies, Securities Markets; Insurance Regulation in India – IRDAI; Regulations of Depositories and Custodians – NSDL and CDSL; Regulations of Credit Rating Agencies in India – CRISIL Limited, ICRA Limited, CARE; Regulations of Housing Finance in India – NHB; Regulations for Microfinance in India.

No. of Hours – 10

Learning Outcomes

After studying this unit, a student will be able to

1. understand the functions and operations of various financial regulatory bodies
2. analyse the reforms introduced by financial regulating bodies

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Bharati V. Pathak. (2018). *The Indian Financial System – Markets, Institutions and Services*, 5th Ed., Pearson Education Limited, New Delhi.

References

1. Anthony Saunders & Marcia Millon Cornett. (2019). *Financial Markets and Institutions*, 6th Ed., McGraw-Hill Education, New Delhi.
2. Bhole, L.M. & Jitendra Mahakud. (2017). *Financial Institutions and Markets*, 6th Ed., McGraw-Hill Education, New Delhi.
3. Frederic S. Mishkin & Stanley G. Eakins. (2012). *Financial Markets and Institutions*, 7th Ed., Pearson Education, U.S.A.
4. Hubbard R. Glenn & Anthony Patrick O'Brien. (2012). *Money, Banking and the Financial System*, 1st Ed., Pearson Education, U.S.A.
5. Khan, M.Y. (2019). *Indian Financial System*, 11th Ed., McGraw-Hill Education, New Delhi.
6. Machiraju, H.R. (2019). *Indian Financial System*, 5th Ed., Vikas Publishing House Pvt. Ltd., New Delhi.
7. Vasant Desai. (2019). *The Indian Financial System and Development: Innovating Success*, 5th Ed., Himalaya Publishing House, Mumbai.

Rural Development
(Major Elective-3)
(Resource Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Rural Development	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Agricultural Economics	Contact hours					38
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course focuses on applications of development principles in the rural context. Recent developments and progress of rural development programmes like equity and growth-oriented programmes and natural resources and infrastructure programmes require focus.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Understand the concepts and elements of rural development
2. Analyse the measures and paradigms of rural development
3. Examine the determinants and policy instruments of rural development
4. Analyse the planning and financing of rural development and
5. Evaluate the programmes and policies of rural development

Course Content

Unit-I: Rural Economy of India: Concept and Elements of Rural Development; Size and Structure; the Characteristics of the Rural Sector; The Role of the Agricultural Subsector; The Role of Non-agricultural Subsector.

No. of Hours – 8

Learning Outcome

After studying this unit, a student will be able to

1. understand the elements of rural development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Singh, K. (2016). *Rural Development: Principles, Policies and Management*. 4th Ed., Sage Publishers, New Delhi.

Unit-II: Measures and Paradigms of Rural Development: Measures of Level of Rural Development; Measures of Income Distribution; Concepts and Measures of Rural Poverty; Paradigms of Rural Development in various development models – Marxist view, Rodan, Leibenstein, Lewis, Myrdal, Gandhi and Human Capital Model.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the measures of rural development and rural poverty
2. compare various paradigms of rural development in various development models

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Singh, K. (2016). *Rural Development: Principles, Policies and Management*. 4th Ed., Sage Publishers, New Delhi.

Unit-III: Determinants and Policy Instruments of Rural Development: Determinants of Rural Development – Natural Resources, Human Resources, Capital, Technology and Organisational Framework; Instruments of Rural Development – A Conceptual Framework, Policy Instruments – Public Finance, Money and Credit, Exchange Rate, Direct Controls and Institutional Framework.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the determinants of rural development
2. evaluate the policy instruments of rural development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Singh, K. (2016). *Rural Development: Principles, Policies and Management*. 4th Ed., Sage Publishers, New Delhi.

Unit-IV: Planning and Financing of Rural Development: Planning - Levels and Functions of Planning, Decentralization of Planning, Methodology of Micro-Level Planning, Methodology for Block and District-Level Planning; Financing - Domestic Institutional Sources, The Role of Non-Institutional Agencies; Deficit Financing or Controlled Inflation, Foreign Sources.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. analyse the planning in rural development
2. analyse the financing pattern of rural development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Singh, K. (2016). *Rural Development: Principles, Policies and Management*. 4th Ed., Sage Publishers, New Delhi.

Unit-V: Programmes and policies of Rural Development: Employment generation programmes, infrastructure development and agriculture oriented policies.

No. of Hours – 6

Learning Outcome

After studying this unit, a student will be able to

1. analyse the programmes and policies of rural development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Singh, K. (2016). *Rural Development: Principles, Policies and Management*. 4th Ed., Sage Publishers, New Delhi.

References

1. Annual Report. (2020-21). Ministry of Rural Development, Government of India.
2. Chaudhary, C.M. (2009). *Rural Economics*. Jaipur: Sublime Publications.
3. Longkumer, R.S. (2009). *Socio Economic Development of Rural India*. Delhi: Adhyayan Publishers.
4. Tahir Hussain, Mary Tahir and Riya Tahir. (2020). *Fundamentals of Rural Development*, I.K. International Pvt. Ltd., New Delhi.

Economics of Insurance
(Major Elective-4)
(Financial Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Economics of Insurance	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Financial institutions and Markets	Contact hours					43
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This course on insurance starts with defining risk and insurance and observing types and characteristics of risk and insurance. In the second unit risk management methods are clearly explained along with the concepts of enterprise risk management, underwriting process and reinsurance. The third unit is completely allotted for life insurance concepts. It explains about the various plans of life insurance, health insurance and Life Insurance Corporation of India. The fourth unit is on non-life insurance which covers general insurance, fire insurance, marine insurance and other types of non-life insurance areas along with General Insurance Corporation of India. The last unit is on insurance legislation and regulation in India. It explains how insurance industry in India evolved and recent trends in Indian insurance sector.

Course Outcomes

After completing this course, the student should be able to

1. Understand the concepts and types of insurance
2. Analyse the process and tools of risk management
3. Examine the basics of life insurance
4. Analyse the basics of non-life insurance
5. Critically evaluate the insurance legislation and regulation in India

Course Content

Unit-I: Introduction to Risk and Insurance: Definition and Classification of Risk; Peril and Hazard; Major Personal Risks and Commercial Risks; Burden of Risk on Society; Techniques for Managing Risk – Risk Control and Risk Financing; Basic Characteristics of Insurance; Characteristics of an Ideally Insurable Risk; Types of Insurance; Benefits and Costs of Insurance to Society.

No. of Hours – 9

Learning Outcomes

After studying this unit, a student will be able to

1. understand the basic concepts of risk and risk management
2. understand the basic concepts of insurance

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.

Unit-II: Risk Management: Meaning and Objectives of Risk Management; Process of Risk Management; Enterprise Risk Management; Insurance Market Dynamics; Loss Forecasting; Financial Analysis in Risk Management Decision Making; Risk Management Tools; Functions and Organisation of Insurers; Product Design and Development; Underwriting; Insurance Pricing; Marketing of Insurance Products; Claims Management; Insurance Intermediaries; Financial Aspects of Insurance Companies; Reinsurance; Insurance Contracts and Provisions; Insurance Laws – Primary and Special Purpose. **No. of Hours – 10**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the process of risk management
2. analyse the tools of risk management

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.

Unit-III: Basics of Life Insurance: Introduction to Life Insurance; Life Insurance - Contracts and Policy Provisions, Products, Underwriting and Rating, Claims Management, Group Insurance, Mortality Tables, Premium and Bonus; Life Insurance Corporation of India; Health Insurance. **No. of Hours – 8**

Learning Outcome

After studying this unit, a student will be able to

1. understand the basic concepts of life insurance

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.

Unit-IV: Basics of Non-Life Insurance: Introduction to General Insurance; Fire Insurance; Marine Insurance; Automobile Insurance; Rural Insurance; Social Insurance; Project and Engineering Insurance; Liability Insurance; General Insurance Corporation of India. **No. of Hours – 8**

Learning Outcome

After studying this unit, a student will be able to

1. understand the basic concepts of non-life insurance

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

1. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.

Unit-V: Insurance Legislation and Regulation in India: Insurance Industry in India; Insurance Act, 1938; Insurance Regulation and Development Authority of India; Life Insurance Council; General Insurance Council; Protection of Policy Holders Interest; Insurance Ombudsman Rules, 2017; Privatisation of Insurance Business in India; Recent Trends in Indian Insurance Industry. **No. of Hours – 8**

Learning Outcome

After studying this unit, a student will be able to

1. understand the insurance legislation and regulation in India

Pedagogy Tools – lecture method, discussion, video lectures, blended learning


Essential Reading

1. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.

References

1. Emmett J. Vaughan & Therese M. Vaughan. (2008). *Fundamentals of Risk and Insurance*, 10th Ed., John Wiley & Sons, Inc., U.S.A.
2. George E. Rejda & Michael J. McNamara. (2017). *Principles of Risk Management and Insurance*, 13th Ed., Pearson Education Limited, London.
3. Gupta, P.K. (2019). *Insurance and Risk Management*, 2nd Ed., Himalaya Publishing House, Mumbai.
4. Mark, S. Dorfman. (2015). *Introduction to Risk Management and Insurance*, 10th Ed., Pearson Education Limited, New Delhi.
5. Mishra, M.N. & S.B. Mishra. (2016). *Insurance: Principles and Practice*, 22nd Ed., S. Chand Publishing, New Delhi.
6. Periasamy, P. (2019). *Principles and Practice of Insurance*, 2nd Ed., Himalaya Publishing House, Mumbai.
7. Swarup C. Sahu & Suresh C. Das. (2020). *Insurance Management: Text and Cases*, 2nd Ed., Himalaya Publishing House, Mumbai.

Economics of Sustainable Development
(Major Elective-4)
(Resource Economics Specialization)

	Course Code	Course Title	L	T	P	S	J	C
		Economics of Sustainable Development	4	0	0	0	0	4
	Course Owner		Syllabus version					1.0
	Course Pre-requisite(s)	Economics of Environment	Contact hours					42
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

This paper is about sustainable development. After going through the economics of environment this paper is considered an extension to that paper. In the economics of environment student is able to understand the economy and environment interaction. Here in sustainable development the concepts are focused on goals of sustainable development, food security, mitigation policies of urbanization, climate change and biodiversity.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Understand the evolution and indicators of sustainable development
2. Analyse the food security and sustainable development
3. Examine the climate change situation with a focus on sustainable cities
4. Understand the different types of biodiversity
5. Evaluate the financing of sustainable development

Course Content

Unit-I: Introduction to Sustainable Development: Forms of sustainable development- Indicators of Sustainability - Economic growth and progress- Environmental Threats- Business as Usual Versus Sustainable Development- From the MDGs to the SDGs: Agenda 2030.

No. of Hours – 8

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concept of sustainable development
2. the linkage between economic growth and sustainable development

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.

Unit-II: Sustainable Food Supply and the End of Hunger: Malnutrition-Farm Systems, Ecology, and Food Security- Environmental Change Threatens the Food System- the Food System Threatens the Environment-Towards a Sustainable Global Food Supply.

No. of Hours – 8

Learning Outcome

After studying this unit, a student will be able to

1. understand the concept of food supply and hunger

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.

Unit-III: Curbing Climate Change & Sustainable Cities: The Basic Science of Climate Change-Consequences-Mitigation- Adaptation-Mitigation Policies- Living Within Limits: Energy, Agriculture, Industry- The Patterns of Urbanization Around the World- What Makes a City Sustainable - Smart Infrastructure- Urban Resilience - Planning for Sustainable Development.

No. of Hours – 9

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concept of climate change
2. understand the concept of sustainable cities

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.

Unit-IV: Biodiversity: Concept of Biodiversity – Types of Bio Diversity-Hotspots of Bio Diversity-Biodiversity Under Threat - Oceans and Fisheries – Deforestation - International Dynamics.

No. of Hours – 9

Learning Outcome

After studying this unit, a student will be able to

1. understand the concept of biodiversity

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.

Unit-V: Proposal for Sustainable Development Goals: The Sustainable Development Goals
- Goal-Based Development- Financing for Sustainable Development - Principles of
Good Governance - Is Sustainable Development Feasible. **No. of Hours – 8**

Learning Outcomes

After studying this unit, a student will be able to

1. understand the concept of sustainable development goals and principles of good governance

Pedagogy Tools – lecture method, discussion, video lectures, blended learning

Essential Reading

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.

References

- 1) Blewitt, John. (2018). *Understanding Sustainable Development*, 3rd Ed., Routledge Publishers, New York.
- 2) Peter N Hess. (2013). *Economic Growth and Sustainable Development*, Routledge Publishers, New York.
- 3) Jennifer A. Elliott. (2012). *An Introduction to Sustainable Development*, 4th Ed., Routledge Publishers, New York.
- 4) Jeffrey D Sachs. (2015). *The Age of Sustainable Development*, Columbia University Press, New York.
- 5) Robert Brinkmann. (2016). *Introduction to Sustainability*, 1st Ed., John Wiley & Sons Ltd., UK.