

UNIVERSITY SCHOOL OF LIBERAL ARTS

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

SCHEME OF EXAMINATION

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SYLLABUS

(for the Academic Year 2025-26 onwards)

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

Psychology Major Scheme

Scheme and Syllabus for

- History Major Discipline
- Political Science Major Discipline
- Sociology Major Discipline
- Psychology Major Discipline



Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka
Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in

Queen Pradhan

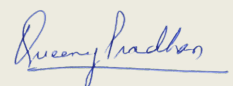
Approval History:

1. Approved in the 7th BoS meeting held on 18th March 2025.
2. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025.
3. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.
4. Approved in the 9th BoS held on 28th April 2026.
5. Approved in the meeting of the subcommittee of Academic Council held on 12th May 2026.

Queen Pradhan

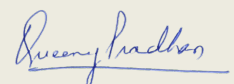
The Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate of hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focussing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and the environment.



Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts, and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase ‘critical thinking abilities, higher-order thinking and deeper learning, mastery of content, problem-solving, teamwork and communication skills’ by bridging the gap between different disciplines. The NEP places on record that ‘strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive’ is the need of the hour and hence, proposes to bring cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of Indian Philosophy, and social diversity.

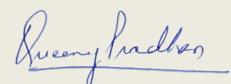


Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts on its own campus (not at the affiliated institution of the University). In the event of any difficulty of implementation, and/or interpretation of any clause of the document, the same may be brought to the notice of the Dean of the University School of Liberal Arts. The decision of the Dean, of the University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean of the School and the Board of Studies approval), the decision already taken by the Dean of the School shall stand.

The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is, 3 credits for lectures, and 2 tutorials of 1 hours each will constitute 1 credit. (3+1)

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



Programme Outcomes

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

Queen Pradhan

Course / Paper Group Codes:

Definitions:

Programme of study shall mean Bachelor of Arts.

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

Minor specialization shall mean: **History/ Political Science/ Sociology / Psychology/ or from any other discipline offered by other USS, as Minor.**

Paper / Course shall be treated as synonyms.

Acronyms:

APC: Academic Programme Committee comprising of all faculty of the school and as defined in the implementation rules.

BOS: Board of Study of the school

USLA: University School of Liberal Arts

L: Number of Lecture hours per week

T/P: Number of Tutorial/ Practical Hours per week

C: Number of credits assigned to a course/paper

COE: Controller of Examinations of the Examinations Division of the University

SGPA/CGPA: Semester/Cumulative Grade Point Average

NUES: Non-University Exam System. (No term-end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study).

UES: University Exam System

DSC: Discipline-Specific Core Course

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

MSC: Minor Stream Course

MDC: Multi-Disciplinary Course

SEC: Skill Enhancement Course

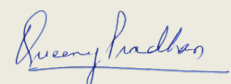
AEC: Ability Enhancement Course

VAC: Value Addition Course

RP: Research Project

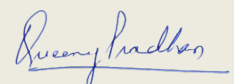
USS: University School of Studies

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT THE DWARKA CAMPUS.



The new curriculum framework has the following features, as per UGC guidelines:

- i. Flexibility to move from one discipline of study to another.
- ii. Opportunities for learners to choose the courses of their interest in all disciplines.
- iii. Facilitating multiple entry and exit options with UG certificate/UG diploma or degree depending upon the number of credits secured.
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning.
- v. Flexibility to switch to alternative modes of learning (offline, ODI, Online learning, and hybrid modes of learning).



Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

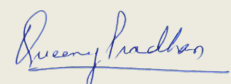
- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor Disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

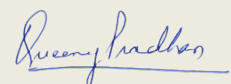
Awarding UG Certificate, UG Diploma, and Degrees

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 44 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- **UG Diploma:** Students who opt to exit after completion of the second year and have secured 86 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing a minimum of 128 + 2 (NCC/NSS...) credits and satisfying the minimum credit requirement.



- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 170 credits and have satisfied the credit requirements.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure a minimum of 168 + 2 (NCC/NSS...) credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).
- **UG Degree Programmes with Single Major:** A student has to secure a minimum of 50 % credits from DSCs, MSCs, DSEs and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns a minimum of 84 credits in History from DSCs, MSCs, DSEs and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).
- **UG Degree Programmes with Minor Streams** is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns a minimum of 28 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns a minimum of 28 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).
- For **Double Major** see Appendix A, B, C and D.

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

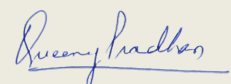


Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

- i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits as given in the table. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.
- ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.



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

Scheme of Evaluation

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

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

- Minor Test - 10
- Practical/Assignments/ - 25
- Classroom Discussion and Participation - 05

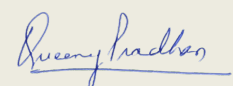
Instruction for the End-Term Examination

- The marks prescribed for the external examination is 60.
- It will be based on the course content. There will be 5 questions in total. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.
- COs and POs to be kept in mind while setting the questions.

Pedagogy

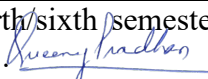
- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative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

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



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

	Discipline Specific Courses (DSC) 4 credits	Minor Stream Courses (MS) 4 credits	MDC 3 credits	SEC 3 credits	AEC 2 credits NUES	VAC 2 credits NUES	Workshop/Seminars/ Internship 2 Credits NUES	Dissertation 12 Credits	Total	Minimum
Sem 1	DSC 1 DSC 2	MS1	MDC I	SEC I	AEC I	VAC I			22	22
Sem 2	DSC 3 DSC4	MS 2	MDC II	SEC II	AEC II	VAC II			22	22
After two semesters or one year and earning the minimum 44 credits, those who wish to exit the programme, will be awarded an Undergraduate Certificate in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 3	DSC 5 DSC 6	MS 3	MDC III	SEC III	AEC III	VAC III			22	22
Sem 4	DSC 7 DSC 8	MS 4 MS 5			AEC IV		DSC Workshop 1		20	20
After four semesters or two years and earning the minimum 86 credits, those who wish to exit the programme will be awarded an Undergraduate Diploma in the concerned discipline provided they undertake a summer internship for 4 credits.										
Sem 5	DSC 9 DSC 10 DSC 11	MS 6 MS 7					DSC Workshop 2 Internship*		24	22
Sem 6	DSC 12 DSC 13 DSC 14 DSC 15	MS 8 MS 9							24	20
After completing 6 semesters or 3 years and earning 128 credits, students will be awarded a UG degree with a major and minor. To earn a major in a discipline, a student is required to earn 60 credits from DSCs, MSCs and/or Workshop/Seminar and to earn a minor in a discipline a student is required to earn 24 credits from the concerned discipline from MSCs.										
Sem 7	DSC 16 DSC 17 DSC 18 DSC 19	MS 10 MS 11							24	20
Sem 8										
Scheme A	DSC 20	MS12						Dissertation		
Scheme B	DSC 20 DSC 21 DSC 22 DSC 23	MS 12							20	20
Total Credits										
Scheme A	80	48	9	9	8	6	6	12	178	168
Scheme B	92	48	9	9	8	6	6	-		
Minimum Credits Requirement	80	40	9	9	8	6	2 - DSC – Workshop 2 (Internship)	12		168
NCC/ NSS/ Club/etc.	<p>Students pursuing 4-year UG degree at GGSIP University are expected to earn credits through NCC/NSS/Clubs by the end of 6 semesters or 3 years by participating in any of these bodies/clubs for one year.</p> <p>However, those who will take lateral admission directly in the 4th year of the UG programme under the multiple entry-exit policy will enrol themselves in any of these bodies/clubs in the fourth year of the UG programme to earn these 2 credits.</p>								2	2
Grand Total									180	170

S.N.	Important Notes (Read Carefully)
A.	<p>After 4 years or 8 semesters and earning the minimum 170 credits through different courses, according to the scheme above, a student will be awarded the UG degree. To get a major in a discipline, a student is required to earn the minimum 80 credits from DSCs, MSCs, and/or Workshop or Seminar. To get a minor in a discipline, the student is required to earn 28 credits from MSCs of a particular discipline. However, all students are required to earn 40 credits from MSCs to fulfil the minimum eligibility criteria for the award of the UG degree.</p> <p>Note 1: For e.g. if a student is pursuing Major in Political Science, they will have to do a minimum of 17 DSCs of Political Science and 3 MS courses of Political Science, and the same for other disciplines.</p> <p>Note 2: Similarly For 3-year BA Degree, student will have to complete 12 DSCs of Political Science and 3 MS Courses of Political Science.</p> <p>Note 3: The Minor courses of first and second semester can be counted as part of DSC in the final evaluation if the student decides to pursue Major from the 3rd semester onwards in any of the MS 1/MS 2 disciplines of first and second semester.</p> <p>For e.g. if a student has opted for MS 1 in Sociology in the first semester and decides to pursue Major in Sociology from 3rd semester onwards, then MS 1 paper will be counted as DSC of Sociology in final evaluation. Similarly, if a student has opted for MS 2 in the Psychology and decides to pursue Major in Psychology from 3rd semester, their MS 2 will be counted as DSC of psychology.</p> <p>Note 4: Similarly, either of the DSC 1 and DSC 2 courses from the first semester and DSC 3 and DSC 4 courses from the second semester can be counted as MS courses in final evaluation of the student.</p> <p>For e.g. if a student decides to pursue Majors in History from 3rd semester onwards and Minors in Psychology, but had not opted for MS 2 in Psychology in second semester, then their DSC 2 from the first semester will be counted as part of MS in the final evaluation.</p> <p>Refer to the course scheme of BA Liberal Arts to know which papers are DSC 1, DSC 2, DSC 3, and DSC 4, and MS 1 and MS 2 in the first and second semesters).</p>
B.	<p>Those who will not write a dissertation are required to take 3 extra courses to earn the required 12 credits. These extra credits can be earned from DSCs and MSCs during the entire course of the UG programme.</p>
C.	<p>Minor courses will be open from Semester I. Students will opt for a minor within broad disciplines such as Humanities and Social Sciences, Basic and Applied Sciences, and Commerce and Management. For example, a student who is interested in pursuing a major in Physics can opt for a minor in any discipline from Basic and Applied Sciences or allied disciplines. Similarly, a student who is interested in pursuing a major in English literature can opt for a minor either in English literature or any discipline of Social Sciences.</p>
D.	<p>A minimum of 5 students must be enrolled in all courses of optional in nature for the course to be offered by USLA.</p>
E.	<p>*Internship is to be done in the summer vacation after the end of the fourth/sixth semester. It is compulsory. Internship of 2 credits. The model of evaluation is given in Table 1 </p>
F.	<p>In the first two semesters, students can explore their areas of interest by studying courses from other disciplines through Minor Courses and Multi-Disciplinary Courses. However, in Semester 3, every student will announce the discipline in which he/she wants to do a Minor.</p>

G.	<p>Students have the option of earning additional credits by pursuing one each DSE Workshop/ Seminars Courses in the fourth and fifth semesters. These papers will be NUES in nature. In the fifth and Sixth Semesters Students can choose one DSE paper from a pool of optional courses. The list of which will be published by the USLA office at the beginning of each semester in consultation with Academic Program Committee (APC).</p>
H.	<p>Provision for Double Majors: If any student wishes to pursue Double Major, then s/he will have to secure a minimum of 40% credits from the second major discipline for the 4-year UG degree to be awarded a double major. For example, in a 4-year UG programme, if the total number of minimum credits to be earned is 168, the student will have to earn a minimum of 68 credits to be awarded Double Major in History along with another subject in which they are pursuing their first Major. These 68 Credits will have to be earned as combination of DSC, MSC and DSE courses.</p> <p>In the spirit of NEP 2020, students from allied disciplines like Humanities can also pursue Double Major in any course offered by the USLA. The criteria for them will also be the same as mentioned in the above paragraph. For e.g. if a student of USHSS pursuing first major in English/Economics, and opts to pursue double major in History/Sociology/Political Science/Psychology, will have to earn a minimum of 68 credits in 4-year UG Programme in the discipline of their choice.</p> <p>Scheme for Double Major: A Student who is pursuing first Major in History, and second Major in Sociology, will have to take 10 courses from Minor Stream of Sociology from third to eighth semester. In addition to these Minor courses, students will have to take one paper in each semester from 3rd to 8th from Discipline Specific Courses (DSC) in Sociology.</p> <p>See Appendix A, B, C and D for further details on the Double Major programme.</p>

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

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

Table 1

NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs Evaluation
<ul style="list-style-type: none"> Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester. How-ever for Multiple Entry/Exit Students, the duration of work/assessment shall be from the 3rd semester to the 8th semester.

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

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

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

Table 2

Entry Policy for non-GGSIPU Students: In line with the provisions of the National Education Policy (NEP) 2020, which allows for multiple entry and exit options (according to University Norms), the BA Liberal Arts Programme at USLA, GGSIPU is designed to accommodate student mobility across institutions. Students from any UGC recognized university in India who have exited a similar programme at any stage with a relevant qualification/degree may seek admission to the BA Liberal Arts Programme at GGSIPU, provided they meet the minimum eligibility criteria as per [University Norms](#) and UGC under NEP 2020.

Table 3

Credit completion Rule for Students from other Universities under UGC Multiple Entry/Exit

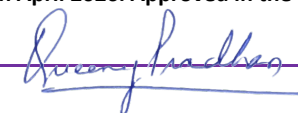
USLA provision for Credit completion as per USLA scheme:

- Those students who will be joining under multiple entry/exit schemes and are running ~~short of credits~~ under the existing USLA scheme will earn extra credits by opting for both MS courses in the seventh and eighth semesters, depending upon the credit requirements.
- The degree will be awarded to the student only after acquiring the minimum credits in the regular courses of the scheme of study as prescribed by USLA.

Table 4

Semester I									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 1		BALAH101	Historians' Quest	UES	3	1	4	4	Compulsory
DSC 2		BALAY103	Fundamentals of Psychology	UES	3	1	4	4	Compulsory
MS 1 (Choose Any One)		BALAS105	Sociology and Society in India	UES	3	1	4	4	Elective
		BALAP107	Indian Constitution and Government	UES	3	1	4		Elective
	616105	BAECO105	Basic Mathematics for Economics	UES	3	1	4		Elective
	617103	BAENG105	Introduction to Literary Studies	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC109	History and Literature	UES	2	1	3	3	Elective
		BALAC111	Society and Politics	UES	2	1	3		Elective
		BALAC113	Society and Culture	UES	2	1	3		Elective
		BALAC115	Basics of Psychology	UES	2	1	3		Elective
	617121	BAENG123	Introduction to Gender Studies	UES	2	1	3		Elective
		BAENG125	Film Appreciation	UES	2	1	3		Elective
	616107	BAECO107	. Basic Statistics for Economics	UES	2	1	3		Elective
		BT-163	Mass Spectrometry in Action: from theory to practice	UES	2	1	3		Elective
		BSID101	Mathematical Data Science	UES	2	1	3		Elective
		CT-103	Unit Operations in Process Industries	UES	2	1	3		Elective
		BSCES- 107	Environmental Pollution and Health	UES	2	1	3		Elective
		ICT-111	PCB Design	UES	2	1	3		Elective
	ICT-115	Introduction to Manufacturing Process	UES	2	1	3	Elective		
			OR MOOC*						
SEC (Choose Any One)		BALAC117	History of Science and Technology in India (IKS)	UES	2	1	3	3	Elective
		BALAC119	Gender and Development	UES	2	1	3		Elective
		BALA131	Entrepreneurship Mindset**	UES	2	1	3		Elective
		BALAC121	Understanding Indian Society Through Cinema	UES	2	1	3		Elective

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		BALAC123	Managing Stress	UES	2	1	3		Elective	
			Introduction to Computer Tools and Techniques ¹	NUES***	2	1	3		Elective	
	617105	BAENG127	Communication Skills	NUES	2	1	3		Elective	
	616109	BAECO109	Basics of Excel & Data Analysis	NUES	2	1	3		Elective	
		BT-175	Food Preservation	UES	2	1	3		Elective	
		BSEC131	The Story of Science	UES	2	1	3		Elective	
			OR MOOC							
AEC (Choose Any One)		BALAC125	Story of Indian Food	NUES	1	1	2	2	Elective	
		BALAC127	Legislative management and support	NUES	1	1	2		Elective	
		BALAC129	Reading Folklore	NUES	1	1	2		Elective	
		BALAC131	Understanding Cultural Sensitivity and Diversity	NUES	1	1	2		Elective	
		617107	BAENG107	English Language and Grammar-I	NUES	1	1		2	Elective
		617109	BAENG109	Punjabi-I	NUES	1	1		2	Elective
		617111	BAENG111	French-I	NUES	1	1		2	Elective
		617113	BAENG113	German-I	NUES	1	1		2	Elective
		617115	BAENG115	Japanese- I	NUES	1	1		2	Elective
		617117	BAENG117	Spanish - I	NUES	1	1		2	Elective
		617123	BAENG 123	Hindi-I	NUES	1	1		2	Elective
			OR MOOC							
VAC-I		BALA133	Environmental Studies****	NUES	1	1	2	2	Compulsory	
Total Credits								22#		

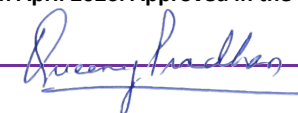
The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

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

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

***NUES: Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers appointed by the Dean of USLA.

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****Course to be borrowed from University School of Environment Management (USEM).

¹ Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Note:

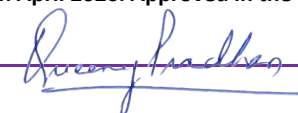
1. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
2. The Dean/In-charge may incorporate any changes in the common courses (MDC, SEC, AEC, VAC) as notified by the concerned USS after due approvals from statutory bodies of the University.

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
Statutory Course	BALA135	NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach (minimum 40 hours) ^{##}	NUES			2 ^{###}

^{##} Comprehensive evaluation of the students by the concerned coordinator of NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach, out of 100 as per the evaluation schemes worked out by these activity societies, and organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

^{###} The credits for NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach will be added in the 6th semester.

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Semester II									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 3		BALAS102	Understanding Contemporary Society	UES	3	1	4	4	Compulsory
DSC 4		BALAP104	Understanding Politics and Political Concepts	UES	3	1	4	4	Compulsory
MS 2 (Choose Any One)		BALAH106	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4	4	Elective
		BALAY108	Study of Personality and Individual Differences	UES	3	1	4		Elective
		BAENG106	Introduction to Film Studies	UES	3	1	4		Elective
	616106	BAECO106	Basics of Statistics	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC110	Makers of India	UES	2	1	3	3	Elective
		BALAC112	The Idea of Power	UES	2	1	3		Elective
		BALAC114	Social Interaction in Virtual Environment	UES	2	1	3		Elective
		BALAC116	Psychology of Youth	UES	2	1	3		Elective
	617108	BAENG110	Literary Appreciation	UES	2	1	3		Elective
	616108	BAECO108	Introduction to Economics	UES	2	1	3		Elective
		BT-164	Introduction to Food Science and Nutrition	UES	2	1	3		Elective
		MS-MDC 102	Finance for Non-Finance Students	UES	2	1	3		Elective
		BSCES-110	Wildlife Management	UES	2	1	3		Elective
		BSCES-108	Concept of Disaster Management	UES	2	1	3		Elective
		BSID102	Introduction To R Programming	UES	2	1	3		Elective
		CT-104	Introduction to Process Industry	UES	2	1	3		Elective
			OR MOOC						
SEC		BALAC118	Indian Heritage and Culture (IKS)	UES	2	1	3		Elective
		BALAC122	Politics and Indian Knowledge Systems (IKS)	UES	2	1	3		Elective

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Rajendra Prakash

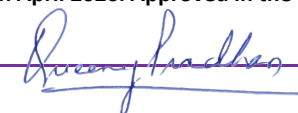
(Choose Any One)		BALAC124	Fashion and Society	UES	2	1	3	3	Elective
		BALAC126	Emotional Intelligence	UES	2	1	3		Elective
	616110	BAECO110	Advanced Excel & Data Analysis	NUES	2	1	3		Elective
	617110	BAENG128	Writing Skills	UES	2	1	3		Elective
		BSEC132	Galileo to Hawking: Exploring the Cosmos	UES	2	1	3		Elective
		OR MOOC							
AEC (Choose Any One)		BALAC128	Understanding Sports in History	NUES	1	1	2	2	Elective
		BALAC130	Managing Election and Election Campaign	NUES	1	1	2		Elective
		BALAC132	Academic Research Writing	NUES	1	1	2		Elective
		BALAC134	Socio-Emotional Learning	NUES	1	1	2		Elective
	617112	BAENG112	English Language and Grammar -II	NUES	1	1	2		Elective
	617114	BAENG114	Punjabi-II	NUES	1	1	2		Elective
	617116	BAENG116	French- II	NUES	1	1	2		Elective
	617118	BAENG118	German- II	NUES	1	1	2		Elective
	617120	BAENG120	Japanese-II	NUES	1	1	2		Elective
	617122	BAENG122	Spanish- II	NUES	1	1	2		Elective
	617126	BAENG126	Hindi- II	NUES	1	1	2		Elective
		OR MOOC							
VAC-II		BALA136	Value and Ethics	NUES	1	1	2	2	Compulsory
Total Credits								22#	

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

Note:

1. At the end of two semesters, those students who wish to exit will be given the Undergraduate Certificate in Liberal Arts after earning a minimum 44 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

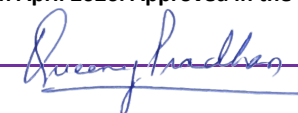
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2. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
3. Major and Minor discipline shall have a maximum of 25 percent of the sanctioned seat intake for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The Major discipline shall be allocated to the student based on the merit of first-and second semester SGPA and choice of the student.

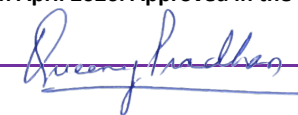
Semester III*									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 5		BALAY201	Evolution and Continuity of Psychological Thought	UES	3	1	4	4	Compulsory
DSC 6		BALAY203	Introduction to Cognitive Psychology	UES	3	1	4	4	Compulsory
MS 3 Sociology Minor (Choose Any One)		BALAS205	Foundations of Sociology	UES	3	1	4	4	Elective
		BALAS207	Social Change and Mobility	UES	3	1	4		Elective
		BALAS209	Sociology of Development	UES	3	1	4		Elective
MS 3 History Minor (Choose Any One)	010249	BALAH205	What is History	UES	3	1	4		Elective
	010251	BALAH207	Buddhism, Jainism and Early Trends in Bhakti (500 CE to 1500 CE)	UES	3	1	4		Elective
	010253	BALAH209	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
MS 3 Political Science Minor (Choose Any One)		BALAP205	Introduction to Political Science	UES	3	1	4		Elective
		BALAP207	Nations and Nationalism	UES	3	1	4		Elective
		BALAP209	Challenges and Concerns of Governance	UES	3	1	4		Elective
MS 3 Psychology Minor (Choose Any One)		BALAY211	Foundations of Psychology ¹	UES	3	1	4		Elective
		BALAY207	Positive Psychology	UES	3	1	4	Elective	
		BALAY209	Psychology and Education	UES	3	1	4	Elective	
MS 3 English Minor	617207	BAENG205	War Literature	UES	3	1	4	Elective	
	617209	BAENG207	Literature and Society	UES	3	1	4	Elective	

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(Choose Any One)									
MS 3 Economics Minor (Choose Any One)	616205	BAECO205	Essentials of Micro and Macro Economics	UES	3	1	4		Elective
	616207	BAECO207	Economics of Intellectual Property Rights	UES	3	1	4		Elective
	616209	BAECO209	Environmental Economics	UES	3	1	4		Elective
MDC (Choose Any One)	218213	BALAC211	Popular Culture	UES	2	1	3	3	Elective
	218215	BALAC213	Human Rights	UES	2	1	3		Elective
	218217	BALAC215	Society and Humor	UES	2	1	3		Elective
		BALAC217	Inter-Group Relations	UES	2	1	3		Elective
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective
	616211	BAECO211	Stock Market and Investment Planning	UES	2	1	3		Elective
	616213	BAECO213	International Relations and Organizations	UES	2	1	3		Elective
		BSCES-207	Introduction to Corporate Social Responsibility	UES	2	1	3		Elective
		BSID201	Machine Learning	UES	2	1	3		Elective
		CT-209	Introduction to Fuel Technology	UES	2	1	3		Elective
	MS-MDC201	Digital Innovation and Social Media Marketing	UES	2	1	3	Elective		
			OR MOOC						
SEC (Choose Any One)	218219	BALAC219	History Through Cinema	UES	2	1	3	3	Elective
	218221	BALAC221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALAC223	Conceptualizing Everyday Life	UES	2	1	3		Elective
		BALAC225	Mental Health and Wellbeing	UES	2	1	3		Elective
		BALAC239	Introduction to Digital Tools ²	NUES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	UES	2	1	3		Elective

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	617229	BAENG229	Content Writing for Media	UES	2	1	3		Elective
	616215	BAECO215	Data Analysis with 'R'	NUES	2	1	3		Elective
			OR MOOC						
AEC (Choose Any One)	218225	BALAC227	Travel Accounts	NUES	1	1	2	2	Elective
	218227	BALAC229	Public Opinion and Surveys	NUES	1	1	2		Elective
	218229	BALAC231	Introduction to Social Work	NUES	1	1	2		Elective
		BALAC233	Effective Leadership	NUES	1	1	2		Elective
		BALAC235	Citizens and the Law: Know your Rights	NUES	1	1	2		Elective
	617215	BALAENG215	English Language and Grammar-III	NUES	1	1	2		Elective
	617217	BALAENG217	Punjabi-III	NUES	1	1	2		Elective
	617219	BALAENG219	French-III	NUES	1	1	2		Elective
	617221	BALAENG221	German-III	NUES	1	1	2		Elective
	617223	BALAENG223	Japanese-III	NUES	1	1	2		Elective
	617225	BALAENG225	Spanish-III	NUES	1	1	2		Elective
617227	BALAENG227	Hindi-III	NUES	1	1	2	Elective		
			OR MOOC						
VAC-III		BALA237	Happiness and Wellbeing	NUES	1	1	2	2	Compulsory
Total Credits								22#	

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

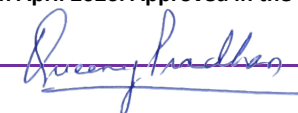
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¹For students opting for Psychology Major, the MS Course 'Foundations of Psychology' is compulsory. It is also compulsory for students opting for Double Major in Psychology.

²Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

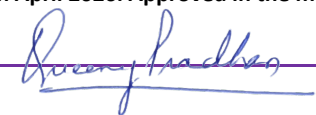
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Semester IV									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 7		BALAY202	Statistical Methods in Psychological Research	UES	3	1	4	4	Compulsory
DSC 8		BALAY204	Bio-Psychology	UES	3	1	4	4	Compulsory
MS 4 and 5 Sociology Minor (Choose Any Two)	012206	BALAS206	Key Sociological Thinkers	UES	3	1	4	8	Elective
		BALAS208	Sociology of the Marginalised Sections	UES	3	1	4		Elective
		BALAS210	Religion in South Asia	UES	3	1	4		Elective
MS 4 and 5 History Minor (Choose Any Two)	010242	BALAH206	Historical Method	UES	3	1	4		Elective
	010244	BALAH208	History of Women in India up to the Eighteenth Century	UES	3	1	4		Elective
	010246	BALAH210	Bhakti and Sufi: Syncretic Traditions	UES	3	1	4		Elective
MS 4 and 5 Political Science Minor (Choose Any Two)	011230	BALAP206	Comparative Government and Politics	UES	3	1	4		Elective
	011232	BALAP208	Contemporary Human Rights Concern	UES	3	1	4		Elective
	011234	BALAP210	Political Ideologies: Ideas and Practices	UES	3	1	4		Elective
MS 4 and 5 Psychology Minor (Choose Any Two)		BALAY206	Health Psychology	UES	3	1	4		Elective
		BALAY208	Cognitive Psychology	UES	3	1	4	Elective	
		BALAY210	Introduction to Social Psychology*	UES	3	1	4	Elective	
MS 4 and 5 English Minor (Choose Any Two)	617208	BAENG208	Women's Writings	UES	3	1	4	Elective	
	617210	BAENG210	Literature and Caste	UES	3	1	4	Elective	
	617212	BAENG212	Literature and Race	UES	3	1	4	Elective	

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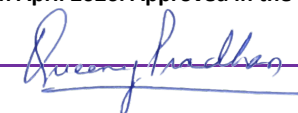


MS 4 and 5 Economics Minor (Choose Any Two)	616206	BAECO206	Basic Quantitative Tools for Economic Analysis	UES	3	1	4		Elective
	616208	BAECO208	Economic History of India	UES	3	1	4		Elective
	616210	BAECO210	Basics of Game Theory	UES	3	1	4		Elective
	616212	BAECO212	Basics of Financial Economics	UES	3	1	4		Elective
DSC Seminar/ Workshop-1		BALAC212	Art Appreciation	NUES	1	1	2	2	Elective
AEC (Choose Any One)	218218	BALAC214	Cityscapes	NUES	1	1	2	2	Elective
	218220	BALAC216	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALAC218	Introducing Census and NSSO Data	NUES	1	1	2		Elective
		BALAC220	Digital Literacy in Psychology	NUES	1	1	2		Elective
	617216	BAENG216	English Language and Grammar-IV	NUES	1	1	2		Elective
	617218	BAENG218	Punjabi-IV	NUES	1	1	2		Elective
	617220	BAENG220	French-IV	NUES	1	1	2		Elective
	617222	BAENG222	German-IV	NUES	1	1	2		Elective
	617224	BAENG224	Japanese-IV	NUES	1	1	2		Elective
	617226	BAENG226	Spanish-IV	NUES	1	1	2		Elective
617228	BAENG 228	Hindi-IV	NUES	1	1	2	Elective		
			OR MOOC						
Total Credits								20#	

* For students opting for Psychology Major, the MS Course 'Introduction to Social Psychology' is compulsory. It is also compulsory for students opting for Double Major in Psychology.
The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

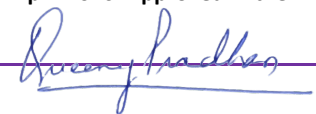
- Note:**
- At the end of two semesters, those students who wish to exit will be given the Undergraduate Diploma in Liberal Arts after earning a minimum 86 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

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2. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an internship of **2 credits (at least 4 weeks)** during the summer vacation. The credits of this semester will be added in the 5th semester.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

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Semester V									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 9		BALAY301	Introduction to Mental Disorders	UES	3	1	4	4	Compulsory
DSC 10		BALAY303	Introduction to Inferential Statistics	UES	3	1	4	4	Compulsory
DSC 11		BALAY305	Developmental Psychology	UES	3	1	4	4	Compulsory
MS 6 and 7 Sociology Minor (Choose Any Two)		BALAS307	Contemporary Sociological Theory	UES	3	1	4	8	Elective
		BALAS309	Science, Technology, and Society	UES	3	1	4		Elective
		BALAS311	Law and Social Transformation	UES	3	1	4		Elective
MS 6 and 7 History Minor (Choose Any Two)	010343	BALAH307	Empires of the Past: Graeco-Roman, Chinese, Mongols	UES	3	1	4		Elective
	010345	BALAH309	Indian Legal and Constitutional History	UES	3	1	4		Elective
	010347	BALAH311	Regional Histories	UES	3	1	4		Elective
MS 6 and 7 Political Science Minor (Choose Any Two)	011329	BALAP307	Contemporary Indian Foreign Policy	UES	3	1	4		Elective
	011331	BALAP309	Gandhi and Ambedkar in Indian Politics	UES	3	1	4		Elective
	011333	BALAP311	Public Policy and Administration in India	UES	3	1	4		Elective
MS 6 and 7 Psychology Minor (Choose Any Two)		BALAY313	Foundations of Bio-Psychology*	UES	3	1	4		Elective
		BALAY309	Applications of Social Psychology	UES	3	1	4	Elective	
		BALAY311	Basics of Statistics of Psychology	UES	3	1	4	Elective	
MS 6 and 7 English Minor	617309	BAENG309	Folklore Studies	UES	3	1	4	Elective	
	617311	BAENG311	Literature and History	UES	3	1	4	Elective	

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Rajendra Prakash

(Choose Any Two)	617313	BAENG313	Classical Drama	UES	3	1	4	2	Elective	
	MS 6 and 7 Economics Minor (Choose Any Two)	616307	BAECO307	Basics of Econometrics	UES	3	1		4	Elective
		616309	BAECO309	History of Economic Thought	UES	3	1		4	Elective
		616311	BAECO311	Introduction to Political Economy	UES	3	1		4	Elective
616313		BAECO313	Economics of Health & Education	UES	3	1	4	Elective		
DSC Seminar/ Workshop-2 (Choose Any One)##	218315	BALAC313	Archives and Archaeology	NUES	1	1	2	2	Elective	
	218317	BALAC315	Workshop on Quantitative Data Analysis	NUES	1	1	2		Elective	
	218319	BALAC317	History through Everyday Objects	NUES	1	1	2		Elective	
		BALAC319	Gender and Violence in Conflict: International Guidelines and Toolkits	NUES	1	1	2		Elective	
		BALAC321	Governance and Public Policy Lab	NUES	1	1	2		Elective	
		BALAC323	Visual Anthropology	NUES	1	1	2		Elective	
Total Credits								22#		

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

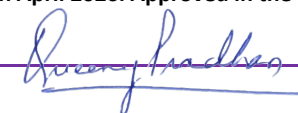
In the 5th semester, a student is required to earn a minimum of **22 credits**. The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester, including **two credits from summer internship** (BALAC222) (see the table below).

A student may earn **additional 2 credits** by doing DSC Workshop-2 Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

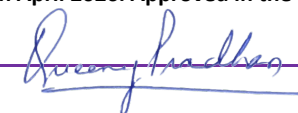
Group	Code	Paper	L	P	Credits
	BALAC222	Summer Training/Internship (at least 4 weeks during the Summer Vacation)			2#

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Semester VI									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 12		BALAY302	Psychological Perspectives on Mental and Behavioural Disorder	UES	3	1	4	4	Compulsory
DSC 13		BALAY304	Counselling Psychology	UES	3	1	4	4	Compulsory
DSC 14		BALAY306	Organizational Behaviour	UES	3	1	4	4	Compulsory
DSC 15		BALAY308	Cultural and Indigenous Psychology (IKS)	UES	3	1	4	4	Compulsory
MS 8 and 9 Sociology Minor (Choose Any One) ##		BALAS310	Indigenous Knowledge Traditions (IKS)	UES	3	1	4	4	Elective
		BALAS312	Rural Sociology	UES	3	1	4		Elective
		BALAS314	Sociology of Ageing	UES	3	1	4		Elective
		BALAS316	Sociology of Policy	UES	3	1	4		Elective
MS 8 and 9 History Minor (Choose Any One)##	012332	BALAH310	History of Japan c. 1850 CE- 1950 CE	UES	3	1	4		Elective
	012334	BALAH312	History of China c. 1830 CE- 1960 CE	UES	3	1	4		Elective
	012336	BALAH314	History of Africa in Modern Times	UES	3	1	4		Elective
MS 8 and 9 Political Science Minor (Choose Any One)##	011320	BALAP310	Feminisms: Theories and Practice	UES	3	1	4		Elective
	011322	BALAP312	International Law and Politics	UES	3	1	4		Elective
	011324	BALAP314	India's Security Environment	UES	3	1	4		Elective
MS 8 and 9 Psychology Minor (Choose Any One)##		BALAY310	Industrial Psychology	UES	3	1	4	Elective	
		BALAY312	Consumer and Market Psychology	UES	3	1	4	Elective	
		BALAY314	Introduction to Abnormal Psychology	UES	3	1	4	Elective	
MS 8 and 9 English Minor	617310	BAENG310	South Asian Diasporic Writings	UES	3	1	4	Elective	
	617312	BAENG312	Cultural Studies	UES	3	1	4	Elective	

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(Choose Any One) ##	617314	BAENG314	Theatre: Text and Performance	UES	3	1	4		Elective
MS	616310	BAECO310	Research Methodology and Data Extraction	UES	3	1	4		Elective
Economics Minor	616312	BAECO312	Law and Economics	UES	3	1	4		Elective
(Choose Any One)##	616314	BAECO314	Advanced Econometrics	UES	3	1	4		Elective
	616316	BAECO316	Economics of Gender	UES	3	1	4		
Total Credits								20#	

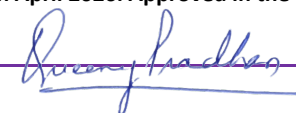
The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

In the **6th Semester**, a student is required to earn a minimum of **20 credits** which includes at least one minor stream (MS) Course. However, the student may earn **additional 4 credits** by choosing a second minor stream (MS) Course.

Note:

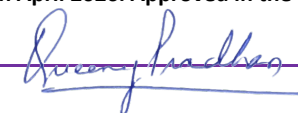
1. At the end of the 6th semester the student must submit a synopsis for the project work to be done, through the supervisor, to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of Part 1 of the project shall be a report that should have a review of literature of the area/topic, and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.
2. Only those students who score 75% and above till the Sixth Semester will be eligible for the B.A Liberal Arts (Hons.) Research programme.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
4. The credits for NCC/NSS/Cultural Clubs /Technical Society/Technical Clubs/Community Outreach will be added in the 6th semester.

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Semester VII									
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 16		BALAY401	Human Resource Management	UES	3	1	4	4	Compulsory
DSC 17		BALAY403	Psychotherapeutic interventions	UES	3	1	4	4	Compulsory
DSC 18		BALAY405	Geropsychology	UES	3	1	4	4	Compulsory
DSC 19 (Choose One)		BALAY407	Research Methods	UES	3	1	4	4	Elective
		BALAY409	Sports Psychology*	UES	3	1	4	4	Elective
MS 10 and 11 Sociology Minor (Choose Any One) ##		BALAS411	Globalization and Society	UES	3	1	4	4	Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective
MS 10 and 11 History Minor (Choose Any One) ##		BALAH411	History of America	UES	3	1	4		Elective
		BALAH413	History of Modern Russia	UES	3	1	4		Elective
		BALAH415	History of Modern South America	UES	3	1	4		Elective
MS 10 and 11 Political Science Minor (Choose Any One) ##		BALAP411	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP413	United Nations and Conflict Analysis	UES	3	1	4		Elective
		BALAP415	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
MS 10 and 11 Psychology Minor (Choose Any One) ##		BALAY417	Development Across Lifespan	UES	3	1	4		Elective
		BALAY419	Basics of Counselling Psychology	UES	3	1	4		Elective
		BALAY421	Community Psychology	UES	3	1	4		Elective
MS 10 and 11 English Minor (Choose Any One) ##	617407	BAENG407	European Drama	UES	3	1	4		Elective
	617409	BAENG409	World Literature	UES	3	1	4		Elective
	617411	BAENG411	Latin-American Literature	UES	3	1	4		Elective
	617413	BAENG413	Narratives of Life	UES	3	1	4	Elective	
MS 10 and 11 Economics Minor	616409	BAECO409	Economics of Corporate Social Responsibility	UES	3	1	4	Elective	
	616411	BAECO411	Industrial Economics	UES	3	1	4	Elective	

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(Choose Any One) ##	616413	BAECO413	Topics in Applied Economics	UES	3	1	4		Elective
	616415	BAECO415	Agriculture Economics	UES	3	1	4		
							Total Credits	20#	--

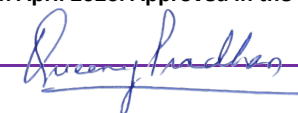
*For those who do not take up research.

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

In the 7th Semester, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

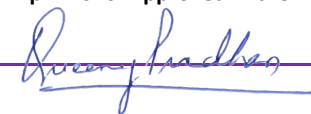
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Semester VIII - Scheme A*

Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 20 (Choose Any One)		BALAY402	Introduction to Health Psychology	UES	3	1	4	4	Elective
		BALAY404	Introduction to Psychometrics	UES	3	1	4		Elective
		BALAY406	Psychology of Gender	UES	3	1	4		Elective
		BALAY408	Forensic Psychology	UES	3	1	4		Elective
MS 12 Sociology Minor (Choose Any One)##		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 History Minor (Choose Any One)##		BALAH412	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
MS 12 Political Science Minor (Choose Any One)##		BALAP410	Social Movements in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One)##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
MS 12	617416	BAENG416	Literature of Protest	UES	3	1	4	Elective	

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English Minor (Choose Any One)##	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective	
		BAENG420	Indian Literature in English Translation-II	UES	3	1	4			
MS 12 Economics Minor (Choose Any One)##	616412	BAECO412	Financial Econometrics	UES	3	1	4		Elective	
	616414	BAECO414	Big Data Analysis	UES	3	1	4		Elective	
	616416	BAECO416	Economic Analysis with R	UES	3	1	4		Elective	
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4			
Research Project			Research Dissertation	--	--	--	12		12	Compulsory
Total Credits									20#	

*Applicable only to those who will undertake the Research Project. Those students, who do not wish to undertake any research project at UG level, shall study all DSC courses in the Eighth Semester; and those who will undertake a research project or dissertation in the Eighth Semester will opt for only one DSC and one MS.

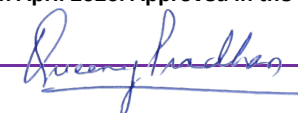
The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC respectively in this semester.

In the **8th Semester**, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Semester VIII - Scheme B**									
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	Total Credits	Type
			Theory						
DSC 20		BALAY402	Introduction to Health Psychology	UES	3	1	4	4	Compulsory
DSC 21		BALAY404	Introduction to Psychometrics	UES	3	1	4	4	Compulsory
DSC 22		BALAY406	Psychology of Gender	UES	3	1	4	4	Compulsory
DSC 23		BALAY408	Forensic Psychology	UES	3	1	4	4	Compulsory
MS 12 Sociology Minor (Choose Any One)##		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 History Minor (Choose Any One)##		BALAH412	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
MS 12 Political Science Minor (Choose Any One)##		BALAP410	Social Movements in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One)##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
English Minor (Choose Any One)##	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4	Elective	
	617420	BAENG 420	Indian Literature in English Translation -II					Elective	

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Economics Minor (Choose Any One)##	616412	BAECO412	Financial Econometrics	UES	3	1	4		Elective
	616414	BAECO414	Big Data Analysis	UES	3	1	4		Elective
	616416	BAECO416	Economic Analysis with R	UES	3	1	4		Elective
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4		
Total Credits								20#	

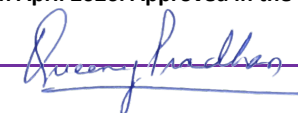
** Applicable to those who will not undertake the Research Project. These students will take 4 DSCs and 1 MS in the Eighth semester.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC respectively in this semester.

In the 8th Semester, a student is required to earn a minimum of **20 Credits**, which includes at least One MS Course. However, the student may earn an **additional 4 Credits** by choosing a second MS Course.

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FIRST SEMESTER

DISCIPLINE SPECIFIC COURSE

Historians' Quest

Nature of the Course: DSC

Course Code: BALAH101

Semester: First (I)

Credits: 4 (L3:T1)

Mode of Examination: UES

Course ID:

Marks: 100

Internal Evaluation: 40

Course Objective:

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

Course Outcomes:

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

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

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

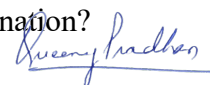
CO4 (Application): Make meaningful connections between personal, local, and global histories.

Course Content

Unit 1: Why History Matters

(15 Hours)

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



Suggested Media:

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

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

Unit 2: Inequality and Injustice: Then and Now

(15 Hours)

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

Unit 3: Environment and the Past

(15 Hours)

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

Suggested Media:

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

Unit 4: Technology, Power, and Historical Imagination

(15 Hours)

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

Suggested Media:

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

Pedagogy:

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

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

Textbooks:

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

Recommended Readings:

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



Applicable to Students from 2025-26 batch onwards.

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DISCIPLINE SPECIFIC COURSE

Fundamentals of Psychology

Nature of Course: DSC

Semester: First (I)

Course Code: BALAY103

Credits: 4 (L3 P1)

Mode of Exam: UES

Course ID:

Marks: 100 (40+60)

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Introduction: Nature of Psychology

(15 Hours)

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

Unit II: Learning and Memory

(15 Hours)

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



Unit III: Motivation and Emotion

(15 Hours)

Applicable to Students from 2025-26 batch onwards.

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

Unit IV

(30 Hours)

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

Pedagogy:

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

Readings

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



Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM (MS)

Indian Constitution and Government

Nature of the Course: MS

Course Code: BALAP107

Semester: First (I)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation:40

External Evaluation: 60

Course Objective:

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights, and the Directive Principles of State Policy enshrined in the constitution form its core. The focus will also be on understanding the Indian Federal setup along with understanding the party system in India.

Course Outcomes:

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution-making process and the debates associated with it, the centre-state relations and the party system.

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

CO4 (Application): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Content

Unit I: Evolution of Indian Constitution

(15 Hours)

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

Unit II: Indian Federal System

(15 Hours)

- Centre-State Relationship
- Decentralisation-Local and Grassroot Governance
- Contemporary Trends-Asymmetrical Features of Federalism

Unit III: Executive, Legislature and Judiciary

(15 Hours)

- Executive: Office of the President, Prime Minister, Governor

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

- b. Parliament: Composition and Functions
- c. Supreme Court: Composition and Functions

Unit IV: Party System in India

(15 Hours)

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

Pedagogy:

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

Text Books:

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics*. New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
3. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. Mehta, Pratap Bhanu, and Niraja Gopal Jayal. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2011.

Recommended Readings:

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
2. Austin, G. *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and Achin Vanaik. *Understanding Contemporary India – Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan, ed. *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K. *The Changing Face of Parties and Party Systems: A Study of Israel and India*. Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, and Rahul Mukherji. *India Since 1980*. Delhi: Cambridge University Press, 2011.



Applicable to Students from 2025-26 batch onwards.

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7. Guha, Ramachandra. *India After Gandhi: The History of World's Largest Democracy*. New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher. *India Since 1950: Society, Politics, Economy and Culture*. Delhi: Cambridge University Press, 2012.
9. Menon, N., and A. Nigam. *Power and Contestation: India since 1989*. London: Zed Books, 2007.
10. Omit, Shani. *How India Became Democratic: Citizenship and the Making of the Universal Franchise*. Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha, ed. *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*. New Delhi: Oxford University Press, 2013.
12. Singh, M.P., and R. Saxena. *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.
13. Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.



Applicable to Students from 2025-26 batch onwards.

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MINOR STREAM (MS)

Sociology and Society in India

Nature of the Course: MS

Course Code: BALAS105

Semester: First (I)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Unity in Diversity


(15 Hours)

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

Unit II: Basic Social Institutions in India

(15 Hours)

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

Unit III: Social Issues in India

(15 Hours)

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

Unit IV: Religion in India

(15 Hours)

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

Pedagogy

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

Text Books

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

Applicable to Students from 2025-26 batch onwards.

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Recommended Readings

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



Applicable to Students from 2025-26 batch onwards.

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MULTI DISCIPLINARY COURSE (MDC)

History and Literature

Nature of the Course: MDC

Course Code: BALAC109

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Ancient Indian Literature

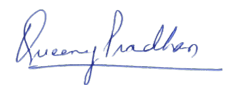
(10 Hours)

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

Unit II: Medieval period literature

(12 Hours)

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



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Unit III: Modern Indian Literature – Any four texts**(12 Hours)**

- a. Rabindranath Tagore- Gitanjali
- b. Bankim Chandra Chattopadhyaya – Ananda Math
- c. Prem Chand- Godan
- d. Sadat Hassan Manto- Khol Do
- e. Amrita Pritam- Pinjar
- f. Rajaram Aatram- Ughda Darwaza

Unit IV: Poetics and Literature**(11 Hours)**

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

Pedagogy

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

Textbooks

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

Recommended Readings

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



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MULTIDISCIPLINARY COURSE (MDC)

Society and Politics

Nature of the Course: MDC

Course Code: BALAC111

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.

CO2 (Understanding): It will enable an understanding of state, nation, citizenship, and democracy.

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

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

Course Content

Unit I: Understanding the Concepts (10 Hours)

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

Unit II: Theories of Social Stratification (12 Hours)

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

Unit III: Socio-Political Identities in India

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

Ravi Singh
(12 Hours)

Applicable to Students from 2025-26 batch onwards.

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

Unit IV: Democracy and Globalisation

(11 Hours)

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

Pedagogy:

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

Text Books:

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

Recommended Readings:

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

Applicable to Students from 2025-26 batch onwards.

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India. New York: Routledge, 2009.

10. Myrdal, Gunnar. *Asian Drama: An Inquiry into the Poverty of Nations*. London: Allen Lane, 1972.
11. Rudolf, Lloyd, and Rudolf Susan, eds. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press, 1987.
12. Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post Colonial Capitalism*. New Delhi: Routledge, 2007.
13. Sen, Amartya. *Development as Freedom*. New Delhi: OUP, 1999.
14. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Translated by Ephraim Fischhoff et al. Berkeley: University of California Press, 1978.



Applicable to Students from 2025-26 batch onwards.

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MULTIDISCIPLINARY COURSE (MDC)

Society and Culture

Nature of the Course: MDC

Semester: First (I)

Course Code: BALAC113

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Basic Concepts of Society and Culture

(10 Hours)

- a. Society: Definition, Features, and Comparison between human and non-human societies
- b. Essential Elements of Society; Types of Society

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

- c. Concept of Culture- Material and Non-Material Culture; Elements of Culture
- d. Multiculturalism, Cultural Relativism and Ethnocentrism

Unit II: Intercultural Communication

(12 Hours)

- a. The behavior of people in different social, cultural, and environmental issues
- b. Nature of communication- verbal and non-verbal communication
- c. Role of communication in maintaining social relationships and social control
- d. Impact of changing communication technologies

Unit III: Belief System and Ideologies

(12 Hours)

- a. Similarities and Differences
- b. Nature and role of shared values and understanding within belief systems and ideologies
- c. Belief systems and ideologies as the basis of group and individual identity
- d. Nature and role of hierarchy and internal power structures within belief systems

Unit IV: Popular Culture

(11 Hours)

- a. What is popular culture? Features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspectives
- b. Interaction between popular culture, society, and individual
- c. Consumers and nature of consumption of popular culture
- d. Continuity and Change: Interface between society and culture; contribution of popular culture to social change

Pedagogy

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

Text Books

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



Applicable to Students from 2025-26 batch onwards.

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Recommended Readings

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

*Any other relevant material



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SKILL ENHANCEMENT COURSE (SEC)

History of Science and Technology in India (IKS)

Nature of the Course: SEC

Course Code: BALAC117

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

Understand the history of science and technology in India.

Course Outcomes:

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

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

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

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

Course Content:

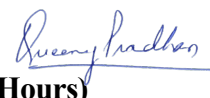
Unit I: Science and Technology in India up to c.1200 CE (10 Hours)

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

Unit II: Science and Technology in India c.1200 CE to 1757 CE (12 Hours)

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

Unit III: Science in Colonial India: 1757 CE to 1947 CE (12 Hours)



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- a. Surveys, scientific education, scientific societies, growth of scientific institutions in colonial India
- b. Indian response
- c. Assessing the impact of ‘colonial modernity’ on Indian society

Unit IV: Post-Independence India

(11 Hours)

- a. Policies in science and technology in independent India (IITs, Council of Scientific and Industrial Research, Ministry of Science and Technology), Indian Council of Agricultural Research (1947), Indian Council of Medical Research (1949), DRDO and Defense Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (satellite and communication Revolution)
- b. Assessing India’s scientific progress till the end of the twentieth century

Pedagogy:

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

Textbooks:

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

Recommended Readings:

1. Arnold, David. “Nehruvian science and postcolonial India”. *Isis* 104, no. 2 (2013): 360-370.
2. Ansari, SM Razaullah. “The observatories movement in India during the 17–18th centuries.” *Vistas in Astronomy* 28 (1985): 379-385.
3. Basham, Alan L. “The practice of medicine in ancient and medieval India.” *Asian medical systems: A comparative study* (1976): 18-43.
4. Bhatia, P. "Mining and metallurgy in ancient India." *Indian Historical Review* 34, no. 1

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- (2007): 283-287.
5. Kumar, Deepak. "Adoption and Adaption: A Study of Medical Ideas and Techniques in Colonial India." In *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, pp. 233-243. Dordrecht: Springer Netherlands, 2010.
 6. Mahalanobis, P. C. "Recent developments in the organization of science in India." *Sankhyā: The Indian Journal of Statistics, Series B* 25, no. 1/2 (1963): 67-84.
 7. Edney, Matthew H. "The patronage of science and the creation of imperial space: The British mapping of India, 1799-1843." *Cartographica: The International Journal for Geographic Information and Geovisualization* 30, no. 1 (1993): 61-67.
 8. Habib, Irfan, "Presidential Address, Medieval India Section", *Proceedings of the Indian History Congress*, Varanasi, 1969.
 9. Habib, Irfan, 'Technology and Barriers to Social Change in Mughal India', *Indian Historical review*, Vol. V, Nos.1-2, 1978-79.
 10. Habib, Irfan, "Changes in Technology in Medieval India", in *Studies in History*, Vol. II, No. 1, 1980.
 11. Habib, S. Irfan, and Dhruv Raina. "The introduction of scientific rationality into India: A study of Master Ramchandra—Urdu journalist, mathematician and educationalist." *Annals of science* 46, no. 6 (1989): 597-610.
 12. Haines, Daniel. "Development, Citizenship, and the Bhakra–Nangal Dams in Postcolonial India, 1948–1952." *The Historical Journal* 65, no. 4 (2022): 1124-1144.
 13. Khan, Iqbal Ghani. "The Awadh Scientific Renaissance and the Role of the French: C. 1750-1820", *Indian Journal of History of Science*, Vol. 3, No. 38, pp. 273-301, 2003.
 14. Nanda, Meera. "Science Sanskritized: How modern science became a handmaiden of Hindu nationalism." In *Routledge Handbook of South Asian Religions*, pp. 264-286. Routledge, 2020.
 15. Parayil, Govindan. "The green revolution in India: A case study of technological change." *Technology and culture* 33, no. 4 (1992): 737-756.
 16. P. Rama Rao, 'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March, 1998, pp.418-432.
 17. Qaisar, A. Jan, "Shipbuilding in the Mughal Empire during the Seventeenth Century", *Indian Economic and Social History Review*, Vol. V, No. 2, June, 1968.
 18. Raj, Kapil. "Networks of knowledge, or spaces of circulation? The birth of British cartography in colonial south Asia in the late eighteenth century." *Global Intellectual History* 2, no. 1 (2017): 49-66.
 19. Suvobrata Sarkar (Ed.), *History of Science, Technology, Environment and Medicine in India*, London and New York: Routledge (Taylor & Francis), 2022.
 20. Verdon, Noémie, and Michio Yano. "Al-Bīrūnī's India, Chapter 14: An Account of Indian Astronomical, Mathematical and Other Literature." *History of science in South Asia* 8 (2020): 57-76.



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SKILL ENHANCEMENT COURSE (SEC)

Gender and Development

Nature of Course: SEC

Course Code: BALAC119

Semester: First (I)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Total Marks 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Introduction to Gender, Development (10 Hours)

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

Unit II: Gender and Health in India (12 Hours)

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

Unit III: Gender and Economic Policy (12 Hours)

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

Unit IV: Gender and Violence

(11 Hours)

- a. Gender-Based-Violence and Violence Against Women
- b. Laws and Institutions
- c. Appraisal of Safety and Security Schemes like Mission Shakti: Evaluation

Pedagogy

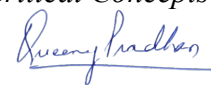
- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visit

Text Books:

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

Recommended Readings:

1. India introduces economic reforms to improve women's access to markets and financial assets, Available at: <https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/>
2. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
3. Parpart, Jane L., Patricia Connelly, and Eudine Barriteau. *Theoretical Perspectives on Gender and Development*. Ottawa: International Development Research Centre, 2000.
4. Pearson, Ruth, and Caroline Sweetman, eds. *Gender and Development: Critical Concepts in Development Studies*. London: Routledge, 2017.
5. National Health Policy, India (2017).
6. The Right of Children to Free and Compulsory Education (RTE) Act, 2009,



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<https://dse1.education.gov.in/rte>

7. Where Do the Victims of Gender- Based Violence go? Based Violence go? A Needs Analysis for Women’s Safety Schemes in India: A Needs Analysis for Women’s Safety Schemes in India Available At: <https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf>
8. National Commission for Women (NCW) Reports
9. Visvanathan, Nalini, ed. *The Women, Gender and Development Reader*. 2nd ed. London: Zed Books, 2011.
10. World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. Washington, DC: World Bank and Oxford University Press, 2001.



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SKILL ENHANCEMENT COURSE (SEC)

Understanding Indian Society Through Cinema

Nature of the Course: SEC

Semester: First (I)

Course Code: BALAC121

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

CO 1 (Knowledge): Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

CO 2 (Understanding): Analyze the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

CO 3 (Synthesis): Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

CO 4 (Application): Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

Course Content

Unit I: Cinema and Society: Reciprocal Relations

(10 Hours)

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



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Unit II: Indian Society and Cinema: Independence to Liberalization (12 Hours)

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

Unit IV: Indian Society and Cinema: Post-Liberalization (12 Hours)

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

Unit IV: Portrayal of Social Issues in Indian Cinema*¹ (11 Hours)

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

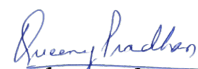
Pedagogy:

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

Text Books:

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

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



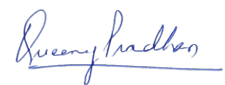
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course instructor.

Recommended Readings:

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



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SKILL ENCHACEMENT COURSE (SEC)

Entrepreneurship Mindset

Nature of the Course: SEC
Semester: First (I)
Course Code: BALA131
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

1. To provide a fundamental for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
2. To acquaint students with the process of creativity and innovation.
3. To expose students to various aspects of entrepreneurship and business.
4. To expose students to case studies on successful entrepreneurs.

Course Outcomes:

After completing this course, students will be able to

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

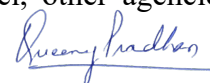
CO2 (Understanding): Understand creativity and innovation for opportunity recognition.

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

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

Course Content (10+12+12+11 Hours)

1. Introduction: The Entrepreneur, theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship;
2. Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Business plan- What is business plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of Government in organizing EDPs.
5. Institutions supporting small business entries: Central level, state level, other agencies, industry associations.
6. Practical's:
 - i. Presenting a business plan



- ii. Project on Start-up India any other Government policy on entrepreneurship
- 7. Discussion on why Start up fails, role of MSME etc.
Discussion on role of entrepreneur in economic growth
Discussion on Technology part.
- 8. Case study discussion on successful Indian entrepreneurs.

Pedagogy:

- Lectures
- Discussions and Presentations
- Seminars

Text Books:

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8th Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1st Ed, 2015.
3. Entrepreneurship by Asrich, McGraw Hill Education, 2013.
4. Entrepreneurship Development: An analysis Study by Balaraju, Theduri, Akansha Publishing House, 2012.
5. A Guide to Entrepreneurship by David, Otic, Jaico Books Publishing House, Delhi, 2014.
6. Entrepreneurship Management by Kaulgud, Aruna, Vikas Publishing House, Delhi, 2012.
7. Entrepreneurship Development by Chhabra, TN, Sun India, 2014.

Queen's Pradhan

ABILITY ENHANCEMENT COURSE (AEC)

Story of Indian Food

Nature of the Course: AEC

Course Code: BALAC125

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit-I: Pre-history and proto-history

(7 Hours)

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

Unit-II: ‘Vedic’ Period and dietary restrictions

(8 Hours)

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



UNIT III: The advent of Islamic and change in eating patterns (8 Hours)

- a. Introduction of food items from the New World – potato, maize, tobacco.
- b. Mughlai cuisine – Ni'matnama, Nushka-i-Shahjahani and other cookbooks from the era.

UNIT IV: Impact of European rule (7 Hours)

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

Pedagogy:

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

Textbooks:

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

Recommended Readings:

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



ABILITY ENHANCEMENT COURSE (AEC)

Legislative Management and Support

Nature of the Course: AEC

Course Code: BALAC127

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Different Tiers of Representatives of governance: Powers and functions (7 Hours)

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

Unit II: Legislative Procedures

- a. Framing of a Bill

Queen's India
(8 Hours)

- b. Amendments to a Bill
- c. Types and roles of different committees

Unit III: Reading Budget**(8 Hours)**

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

Unit IV: Media, Communication, and Legislation**(7 Hours)**

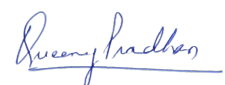
- a. Types of media
- b. Media and communication

Pedagogy:

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

Text Books

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



ABILITY ENHANCEMENT COURSE (AEC)

Reading Folklore

Nature of the Course: AEC

Course Code: BALAC129

Semester: First (I)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Introduction to Folklore

(7 Hours)

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

Unit II: Introduction to Indian Folklore and its Genres

(8 Hours)

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



Unit III: Folklore and Digital Technology**(8 Hours)**

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

Unit IV: Folklore in Urban Context**(7 Hours)**

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

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

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

Recommended Readings:

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

VALUE ADDITION COURSE I (VAC) Environmental Studies

Nature of the Course: VAC
Semester: First (I)
Course Code: BALA133
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continues Evaluation

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

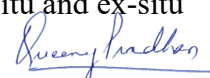
Unit I: Fundamentals:

(7 hours)

- a. **The Multidisciplinary nature of environmental studies:** Definition, scope and importance, need for public awareness;
- b. **Ecosystems:** Concept, Structure and function of an ecosystem, energy flow in ecosystems, food chain, food web, ecological pyramids, ecological succession; Introduction to types, characteristics features, structure and function of different ecosystems including forest, grassland, desert and aquatic ecosystem
- c. **Biodiversity:** Introduction to biodiversity-definition, genetics, species, ecosystem diversity, biogeographically classification of India, value of biodiversity-consumptive uses, productive, social, ethical, aesthetic and option values, biodiversity at global, national and local level, India as a mega diversity nation, endangered and endemic species of India, hot spots of biodiversity, threats to biodiversity – habitat loss, poaching of wild life, man wildlife conflicts and conservation of biodiversity- in-situ and ex-situ conservation.

Unit II: Renewable and Non-renewable resources

(8 hours)



- a. **Energy Resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
- b. **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
- c. **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
- d. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies
- e. **Food resources:** World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
- f. **Land resources:** Land as a resource, land degradation, man-induced landslides, soil erosion, and desertification. Role of individual in conservation of natural resources, Resource Management-Sustainable development.

Unit III: Environment Pollution:

(8 hours)

- a. **Air Pollution:** Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SO_x and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO₂ Sequestration.
- b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
- c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
- d. **Solid Waste Management:** Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
- e. **Hazardous wastes** - Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
- f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
- g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management

Praveen Pradhan

- h. **Disaster Management:** Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment

(7 hours)

- a. Water conservation- rain water harvesting, watershed management
- b. Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation
- c. Environmental Impact Assessment; Some important Environmental laws
- d. Green bench; population growth and variation among nations, population explosion- family welfare program, environment and human health, human right, value education, women and child welfare, HIV/AIDS; case studies and public awareness
- e. Role of government and non-government organizations in public awareness and environment improvement.

Field work

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

1. Barucha, E. Textbook of Environmental Studies. UGC, 2005.
2. Mishra, D.D. (2008). Fundamental concepts in Environmental Studies. S Chand & Co. Ltd.
3. Gadu. R, S Rattan, & S Mohapatra. (2014). A textbook of Environmental Studies. Kataria Publication.

Recommended Readings:

1. P Meenakshi. (2014). Elements of Environmental Sciences and Engineering. PHI Learning Pvt Ltd.
2. Joseph, B. (2005) Environmental studies. Tata McGraw-Hill Publishing Company Ltd.
3. Sharma & Kaur, Environmental Chemistry, Goel Publishing House.
4. Franky Varah, Mahongnao P., Khashimwo P. and T. Shimrah. (2020). Environmental Studies. Heritage Publishers, New Delhi.



SECOND SEMESTER

DISCIPLINE SPECIFIC COURSE (FC)

Understanding Contemporary Society

Nature of the Course: DSC
Semester: Second (II)
Course Code: BALAS102
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

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

Course Outcomes:

After Completing this course, students will be able to

CO 1 (Knowledge): Demonstrate foundational knowledge of key sociological concepts such as culture, socialization, identity, power, and digital society.

CO 2 (Understanding): Interpret and explain the interconnections between everyday life, social structures, emotions, and cultural practices.

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

CO 4 (Application): Apply sociological perspectives to analyze contemporary social phenomena, including digital culture, class consumption, and forms of resistance.

Course Content

Unit I: Individual and Society

(15 Hours)

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

Unit II: Understanding the Everyday


(15 Hours)

- a. The concept of everyday life

- b. Pace of Life
- c. Social dimensions of Emotions
- d. Consumption and Class

Unit III: Power and Resistance

(15 Hours)

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

Unit IV: Society and Digital Culture

(15 Hours)

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

Text Books:

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

Recommended Readings:

Unit I

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

Unit II

1. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. (Chapters: 1,



2, 3, and 5)

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

Videos:

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

Unit III

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

Video

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

Unit IV

1. Contois, Emily J.H; Zenia, Kish. "INTRODUCTION.: From Seed to Feed How Food: Instagram Changed What and Why We Eat." *Food Instagram: Identity, Influence, and Negotiation*, edited by Contois, Emily J.H; Zenia, Kish, University of Illinois Press, 2022, pp. 1–30
2. Li, H., Meng, F., & Zhang, X. (2021). Are You Happy for Me? How Sharing Positive Tourism Experiences through Social Media Affects Posttrip Evaluations. *Journal of Travel Research*, 61(3), 477-492
3. Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. *Journal of Advertising*, 50(5), 528-547.

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

Movies:

1. **The Social Dilemma**. Netflix



DISCIPLINE SPECIFIC COURSE (DSC)

Understanding Politics and Political Concepts

Nature of the Course: DSC
Course Code: BALAP104
Semester Second (II)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

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

Course Outcomes:

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

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

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


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

Course Content

Unit I: Introduction to Politics and Political Theory (15 Hours)

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

Unit II: Conceptualising State in Politics (15 Hours)

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

Unit III: Political Concepts (15 Hours)

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

Unit IV: Introducing International Politics

(15 Hours)

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

Pedagogy:

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

Text Books:

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

Recommended Readings:

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

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

Queen's Prudhon

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

Nature of the Course: MS
Course Code: BALAH106
Semester: Second (II)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Connected histories in the pre-colonial period (15 Hours)

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

Unit II: Trade linkages (15 Hours)

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

Unit III: Court Culture and Imperial Connections (15 Hours)

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

Unit IV: The Coming of the Europeans and New Linkages

Queen Pradha
(15 Hours)

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

Pedagogy:

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

Textbooks:

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

Recommended Readings:

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

Queen's Prudhara

MINOR STREAM (MS)

Introduction to Individual Differences

Nature of Course: MS
Semester: Second (II)
Course Code: BALAY108
Credits: 4 (L3 P1)

Mode of Exam: UES
Course ID:
Marks: 100 (40+60)

Course Objective:

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

Course Outcome:

After finishing this course, students will be able to:

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

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

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

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

Course Content

Unit I: Personality (15 Hours)

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

Unit II: Intelligence

- a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence

(15 Hours)


- b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
- c. Emotional Intelligence
- d. Heredity, environment and intelligence

Unit III: Psychological Testing/Testing of Individual Differences (15 Hours)

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

Unit IV: Practicum (30 Hours)

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

Pedagogy:

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

Recommended Readings:

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

Queen Pradhan

MULTIDISCIPLINARY COURSE (MDC)

Makers of India

Name of the Course: MDC

Semester: II

Course Code: BALAC110

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course introduces students to major thinkers and movements that shaped modern India. It examines how ideas about religion, caste, gender, nationalism, freedom, and development emerged in specific historical contexts and responded to social and political challenges. The course encourages students to read historical texts, understand ideas in context, and reflect on different visions of India.

Course Outcomes

CO1 (Knowledge): Students will identify major thinkers, movements, and ideas that shaped modern India.

CO2 (Understanding): Students will understand how ideas on reform, caste, gender, nationalism, and democracy emerged in specific historical contexts.

CO3 (Synthesis): Students will connect and compare different historical responses to shared social and political challenges in modern India.

CO4 (Application): Evaluate the continuing relevance of these debates in contemporary India.

Course Content

Unit I - Religion and Social Reform

(10 Hours)

- a. Raja Rammohan Roy - Reason and Reform.
- b. Swami Dayanand Saraswati - Religious reform and Arya Samaj.
- c. Swami Vivekananda - Religion and nationalism.
- d. Pandita Ramabai - Women's education and social reform.

Unit II - Caste, Gender, and Social Justice

(12 Hours)

- a. Jyotiba Phule and Savitribai Phule - Caste and education.
- b. B. R. Ambedkar - The caste question and the Ambedkar-Gandhi debate.
- c. Periyar E. V. Ramasamy - Anti-caste politics and rationalism.
- d. Begum Rokeya Sakhawat Hossain - Feminism, and critique of patriarchy

Unit III - Nation and Nationalism

(12 Hours)

- a. Mahatma Gandhi - Non-violence and mass politics.
- b. Sri Aurobindo and Bhagat Singh - Revolutionary nationalism.
- c. Subhash Chandra Bose and Maulana Abul Kalam Azad - Competing ideas of the Indian nation.
- d. Rabindranath Tagore - Critique of nationalism.

Unit IV - Visions of Independent India

(11 Hours)

- a. Jawaharlal Nehru - Democracy and secularism.
- b. Jaipal Singh Munda - Tribal rights and constitutional inclusion.
- c. V. D. Savarkar and Deendayal Upadhyaya - Cultural Nationalism and Integral Humanism.
- d. Jayaprakash Narayan - Democracy and Total Revolution.

Pedagogy

- Lectures
- Class discussions
- Short assignments and presentations
- Audio-visual material

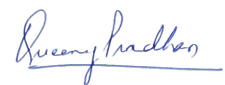
Textbooks

1. Guha, Ramachandra. *Makers of Modern India*. Penguin. 2010. (Selected chapters on Rammohan Roy, Vivekananda, Gandhi, Ambedkar, Nehru, Tagore, Savarkar, Azad.)
2. Metcalf, Barbara D. and Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press. 2012. (Chapters 4-8.)
3. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan. 1983. (Chapters on social reform, revolutionary nationalism, Gandhian movements.)
4. Khilnani, Sunil. *The Idea of India*. Farrar, Straus and Giroux. 1997. (Introduction; Chapters 1-3.)

Recommended Readings

1. Roy, Raja Rammohan. *Selections from the English Works of Raja Rammohan Roy*, ed. Jogendra Chunder Ghose. Oxford University Press. 2004. (Essays on sati, monotheism, and

- education.)
2. Saraswati, Dayanand. *The Light of Truth (Satyarth Prakash)*, trans. Chiranjiva Bharadwaja. Sarvadeshik Arya Pratinidhi Sabha. 2003 (reprint). (Introduction; Chapters II and IV.) (“Speech at the Parliament of Religions”; “Practical Vedanta”; “The Future of India”.)
 3. Ramabai, Pandita. *The High Caste Hindu Woman*. Oxford University Press. 2003. (Chapters I-III; Conclusion.)
 4. Phule, Jotirao. *Gulamgiri (Slavery)*. Oxford University Press. 2002. (Preface; Chapters I-V.)
 5. Ramasamy, E. V. (Periyar). *The Periyar Reader*. Navayana. 2019. (“Self-Respect”; “No God, No Religion”; “Why Were Women Enslaved?”.)
 6. Phule, Savitribai. *Letters of Savitribai Phule*, in Phule, Jotirao and Savitribai. *Collected Writings*, edited by G. P. Deshpande. Oxford University Press. 2002. (Letters on education, resistance, and everyday struggles of reform.)
 7. Hossain, Rokeya Sakhawat. *Motichur: Sultana’s Dream and Other Writings*. Oxford University Press. 2015. (“Sultana’s Dream”; selections from Motichur essays.)
 8. Gandhi, M. K. *Hind Swaraj and Other Writings*. Cambridge University Press. 1997. (Chapters VI-XIII; XVII.)
 9. Singh, Bhagat. *Why I Am an Atheist and Other Writings*. LeftWord Books. 2004. (“Why I Am an Atheist”; “Letter to Young Political Workers”.)
 10. Aurobindo, Sri. *Bande Mataram: Political Writings 1906-1908*. Sri Aurobindo Ashram Trust. 1997. (“The Doctrine of Passive Resistance”; “Politics and Religion”; “The National Value of Art”; “The Meaning of Nationalism”.)
 11. Savarkar, V. D. *Hindutva: Who Is a Hindu?*. Veer Savarkar Prakashan. 1923. (Chapters I and IV.)
 12. Azad, Maulana Abul Kalam. *India Wins Freedom*. Orient Blackswan. 1988. (Chapters XIII-XV.)
 13. Tagore, Rabindranath. *Nationalism*. Macmillan. 1917. (“Nationalism in India”.)
 14. Nehru, Jawaharlal. *The Discovery of India*. Oxford University Press. 1946. (Chapters on nationalism, unity, and democracy.)
 15. Singh, Jaipal. *Adivasidom: Selected Writings & Speeches of Jaipal Singh Munda* (ed. Ashwini Kumar Pankaj). Pyara Kerketta Foundation. 2017. (Introduction and Speeches from Constituent Assembly debates.)
 16. Upadhyaya, Deendayal. *There Is an Alternative: Integral Humanism*. Deendayal Research Institute. 1965.
 17. Narayan, Jayaprakash. *Towards Total Revolution* (Vol. 4). Richmond Publishing Co. 1978. (Selections on “Total Revolution”.)
 18. Chakravarti, Uma. *Rewriting History: The Life and Times of Pandita Ramabai*. Zubaan. 1998.
 19. Chakravarti, Uma. “Gender, Caste and Labour: Ideological and Material Structures of Widowhood”. *Economic and Political Weekly*. 1996.



MULTIDISCIPLINARY COURSE (MDC) The Idea of Power

Nature of the Course: MDC
Semester: II
Course Code: BALAC112
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

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

Course Outcomes:

CO1 (Knowledge): Analyse various conceptualizations of power.

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

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

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

Course Content

Unit I: Different Thinkers on the Idea of Power

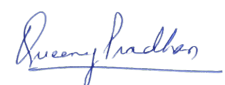
(10 Hours)

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

Unit II: Power and Resistance

(12 Hours)

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



Unit III: Politics and Power**(12 Hours)**

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

Unit IV: Power and Change**(11 Hours)**

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

Pedagogy:

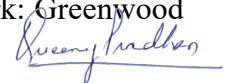
- Lectures
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

Text Books:

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

Recommended Readings:

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



- Cambridge: Polity, 1991.
5. Fanon, Frantz. *Black Skin, White Masks*. New York: Perseus Books Group, 2008.
 6. Goodley, Dan. "Dis/entangling Critical Disability Studies." In *Culture-Theory-Disability: Encounters between Disability Studies and Cultural Studies*, edited by Anne Waldschmidt, Hanjo Berressem, and Moritz Ingwersen, 81-98. Bielefeld: Transcript Verlag, 2017.
 7. Gramsci, Antonio. *Prison Notebooks*. New York: Columbia University Press, 1992.
 8. Lukes, Steven. *Power: A Radical View*. 2nd ed. London: Palgrave Macmillan, 2004.
 9. Russell, Bertrand. *Power: A New Social Analysis*. London: Allen & Unwin, 1938.
 10. Said, Edward. *Orientalism*. New York: Vintage, 1979.
 11. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs* 90, no. 1 (January/February 2011), pp. 28-41.
 12. Wilkerson, Isabel. *Caste: The Origins of Our Discontents*. New York: Random House, 2020.



MULTIDISCIPLINARY COURSE (MDC) Social Interactions in Virtual Environment

Nature of the Course: MDC

Semester: Second (II)

Course Code: BALAC114

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

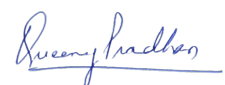
Course Outcomes:

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

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

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

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



Course Content

Unit I: Social Interaction: Unboxing the Concepts (10 Hours)

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

Unit II: Virtual World (12 Hours)

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

Unit III: Virtual Environment (VE) (12 Hours)

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

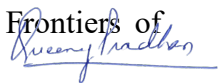
Unit IV: Social interactions within the virtual world (VW) (11 Hours)

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

Pedagogy:

- Lectures
- Discussions and presentations
- Project Work

Textbooks:

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

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

Recommended Readings:

1. Bailenson, Jeremy. 2018. *Experience on Demand: What Virtual Reality is, How it Works and What it can Do*. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. *Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities*. Bristol University Press
3. Johnson, Steven. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic Books
4. Shayo, Conard et al. 2007. *The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications*. In Jayne Gackenbach (ed) *Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications*. Pp 187-219. DOI:[10.1016/B978-012369425-6/50027-8](https://doi.org/10.1016/B978-012369425-6/50027-8)
5. Schroeder, Ralph, 1996. *Cyberculture, Cyborg Post- Moderism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age*. *Futures*. 26 (5): 519-528. <https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf>
6. Schroeder, R. 1997. *Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology*. *Sociological Research Online*. 2 (4) Pp 89-99. <https://doi.org/10.5153/sro.291>
7. Opperman, Daniel. 2022. *Virtual Reality in the social Sciences*. <https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/>
8. Bradley, Omar. 2021. *Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat*. LSU Doctoral dissertations. https://repository.lsu.edu/gradschool_dissertations/5538/
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. *Social Interactions in Virtual World: An Interdisciplinary Perspective*. Cambridge University Press.
10. Mantymaki, Matti and Kai Riemer 2014. *Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel*. *International Journal of Information Management*. 34 (2): 210-220. <https://www.sciencedirect.com/science/article/pii/S0268401213001679>
11. Bujic, Mila et al. 2022. *Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World*. *Interaction with Computers*. 33 (6): 583-595. <https://doi.org/10.1093/iwc/iwac012>
12. Kyriltsias and Despina Michael Grigoriou. 2022. *Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey*. *Frontiers in Virtual Reality*. <https://www.frontiersin.org/journal/article/10.3389/fvrt.2022.891231> [Social Interaction With Agents and Avatars in Immersive Virtual Environments: A Survey | Semantic Scholar](https://www.semanticscholar.org/entry/10.3389/fvrt.2022.891231)

SKILL ENHANCEMENT COURSE (SEC)
Indian Heritage and Culture

Nature of the Course: SEC

Semester: Second (II)

Course Code: BALAC118

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

To familiarize students with various aspects of Indian culture.

Course Outcomes:

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

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

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

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

Course Content

UNIT-I: Languages and Literature

(10 Hours)

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

UNIT-II. Performing Arts

(12 Hours)

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

UNIT-III: Architecture: meanings, form and function

(12 Hours)

Ravi Prakash

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

UNIT-IV: Sculptures and Painting

(11 Hours)

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

Pedagogy:

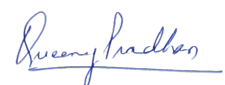
- Classroom lectures/project work.
- Field trips to various sites in Delhi – National Museum, National Art Gallery
- Screening documentaries on Indian art and culture.

Textbooks:

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

Recommended Readings:

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



SKILL ENHANCEMENT COURSE (SEC)

Politics and Indian Knowledge Systems (IKS)

Nature of the Course: SEC

Course Code: BALAC122

Semester: Second (II)

Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective:

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

Course Outcomes:

After completing this course, students will be able to

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

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

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

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

Course Content

Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems (10 Hours)

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

Unit II: Political Philosophy in Indian Tradition I (12 Hours)

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

Praveen Pradhan

Unit III: Political Philosophy in Indian Tradition II (12 Hours)

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

Unit IV: Challenges and Prospects (11 Hours)

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

Pedagogy:

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

Text Books:

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

Recommended Readings:

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



SKILL ENHANCEMENT COURSE (SEC)**Fashion and Society****Nature of the Course: SEC****Mode of Examination: UES****Semester: Second (II)****Course ID:****Course Code: BALAC124****Marks: 100 (40+60)****Credits: 3 (L2 T1)****Internal Evaluation: 40****External Evaluation: 60****Course Objective:**

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

Course Outcomes:

After completing this course, students will be able to

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

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

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

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



Course Content

Unit I: Unboxing the Concepts: Introduction to Fashion and Society (10 Hours)

- a. What is Fashion? Concept and Definition
- b. Fashion through historical eras
- c. Key Fashion movements and their cultural significance
- d. Overview of Fashion Industry: Designers, Brands and Retailers

Unit II: Fashion: Theoretical Perspectives and Social Dimensions (12 Hours)

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

Unit III: Fashion, Identity, and Social Structures (12 Hours)

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

Unit IV: Fashion, Media and Technology (11 Hours)

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

Pedagogy:

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

Text Books:

1. Simmel, Georg. On Individuality and Social Forms: Selected Writings. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
2. Bendoni, Wendy K. Social Media and Fashion: Influence, Impact and

Queen's Prudhara

- Innovation. London: Bloomsbury Publishing, 2017.
3. Barnard, Malcolm. *Fashion as Communication*. 2nd ed. Routledge, 2002.
 4. Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

Recommended Readings:

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



ABILITY ENHANCEMENT SKLL (AEC)

Understanding Sports in History

Nature of the Course: AEC

Course Code: BALAC128

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

CO1 (Knowledge): Know the emergence of sports

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

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

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

Course Content

Unit I: Sports in History

(10 Hours)

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

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

(10 Hours)

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

Unit III: Gender, Caste and Sports

(10 Hours)

- a. Sports history through the lens of feminism; power, body, politics
- b. Race and sports history

Queen's Prudhara

- c. Indian society and sports: cricket, hockey, kabaddi, kushti (any 2)

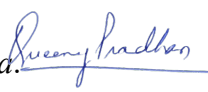
Pedagogy:

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

Textbooks:

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

Recommended Readings:

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

ABILITY ENHANCEMENT SKLL (AEC) Managing Election and Election Campaign

Nature of the Course: AEC

Course Code: BALAC130

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

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

Course Outcomes:

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

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

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

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



Course Content

Unit I: Political Processes: Introduction (7 Hours)

- a. Political Parties in India
- b. Elections in India

Unit II: Pressure Groups and Election (8 Hours)

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

Unit III: Introducing Surveys (8 Hours)

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

Unit IV: Media and Management of Elections (7 Hours)

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

Pedagogy:

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

Text Books:

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

Recommended Readings:

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



ABILITY ENHANCEMENT SKLL (AEC)
Academic Research Writing

Nature of the Course: AEC

Course Code: BALAC132

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

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

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

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

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

Course Content

Unit I: Introduction: Basics of Readings and Understanding* (7 Hours)



- Reading and Academic-Text: Critical Approach
- Assignment 1: Reading an article/chapter and writing a summary in

one or two **paragraphs** without prior guidance from the course instructor

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

Unit II: Understanding the Academic Text (8 Hours)

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

Unit IV: Writing an Academic Text (8 Hours)

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

Unit IV: Ethical and Technical Issues in Writing (7 Hours)

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

Pedagogy:

- Lectures
- Discussion and Presentation
- Project Work

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

Text Books:

1. Bailey, S. Academic Writing. London: Routledge. 2005
2. Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007
3. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

Queen's Prudhon

Recommended Readings:

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

A handwritten signature in blue ink, reading "Queeny Pradhan", with a horizontal line underneath the name.

VALUE ADDED COURSE II (VAC)

Value and Ethics

Nature of the Course: VAC

Course Code: BALAC136

Semester: Second (II)

Credits: 2 (L1 T1)

Mode of Examination: NUES

Course ID:

Marks: 100 (40+60)

Continuous Evaluation

Course Objective:

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

Course Outcomes:

After completing this course, students will be able to

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

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

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

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

Course Content

Unit I: Introduction to Value Education

(7 Hours)

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



Unit II: Harmony in Human-Human Relationship (8 Hours)

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

Unit III: Harmony in Human-Nature Relationship (8 Hours)

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

Unit IV: Constitutional Morality (7 Hours)

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

Pedagogy:

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

***Note:** Project or Field Work/Case Study/Workshop- The students will form teams of 4-5 and may carry any one of the above-mentioned activities. The team will present the work done at the end of the semester. The project may be on socially relevant causes such as Energy conservation, Mental health, Gender-related, Human Rights, Health Cases, Swachta Mission, Biodiversity and Conservation, Financial literacy, Social Justice/Injustice, Caste/Class-based Issues, Law, and society. Literature/Film and Human Values or any other related subject with the approval of the course instructor.

OR

A **case study** analysis may be carried out and presented by the students on any of the topics mentioned above for the project work.

OR

Workshop: The students may attend a workshop of not less than 3 days (in physical mode) on Human Values and Ethics organized by the AICTE/Institution.



Text Books:

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

Recommended Readings:

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

Queen's Institute

THIRD SEMESTER

DISCIPLINE-SPECIFIC CORE COURSE (DSC)

EVOLUTION AND CONTINUITY OF PSYCHOLOGICAL THOUGHT

Name of the Course: DSC
Semester: III
Course Code: BALAY 201
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To understand the important events, ideas, and scientific developments that shaped modern psychology.
2. To appreciate the diversity of approaches and topics within psychology.
3. To learn about the key psychologists and their contributions to the field.
4. To understand how psychological ideas developed in both Indian and Western traditions.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Define key historical events, philosophical foundations, and scientific developments that shaped modern psychology.

CO2 (Understanding): Explain the perspectives and contributions of seminal psychologists and thinkers in the history of psychology.

CO3 (Analysis): Compare and contrast the development of psychological thought in Indian and Western contexts.

CO4 (Application): Interpret the influence of historical and socio-cultural contexts on contemporary psychological theories and concepts.

Course Content

Unit I: Understanding Consciousness (15 Hours)

- a. Eastern Perspective (Yoga & Vedanta)
- b. Western Perspectives (Wundt (Structuralism), James (Functionalism))
- c. Phenomenology (Husserl & Brentano)

Unit II: Psycho-Analytical Approaches (15 Hours)

- a. Classical Psychoanalysis (Freud): Structure of personality & psychosexual stages of development
- b. Neo-analytic: Social and cultural influences on personality (Horney)
- c. Sociocultural Shift: Psychosocial stages of development (Erikson)



Unit III: Evolution from Behaviorist to Cognitive Approaches (15 Hours)

- a. Foundations of Behaviorism: Classical Conditioning (Watson), Operant Conditioning (Skinner)

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

- b. Neo-Behaviorist: Drive Reduction (Hull) & Cognitive Maps (Tolman)
- c. Behavioral-Cognitive Transition: Information Processing (Ulric Neisser) & Language Acquisition (Noam Chomsky)

Unit IV: Psychology of Subjective Experience (15 Hours)

- a. Humanistic Approach: Core Tenets; Self (Roger)
- b. Self-Actualization: Hierarchy of Needs (Maslow)
- c. Existentialism: Logo Therapy (Viktor Frankl)

Pedagogy

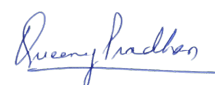
- Lectures
- Group discussions
- Experiential activities
- Assignments and presentations
- Audio-visual material

Textbooks

- Brock, A. C. (2014). What is a polycentric history of psychology? *EstudosemPsicologia* 14 (2), 646-659.
- Cornilissen, R.M. Misra, G. &Varma, S. (Eds.), (2013). *Foundations and Applications of Indian Psychology*. New Delhi: Pearson
- Hergenhahn, B.R. & Henley, T.B. (2014). *An Introduction to History of Psychology*. London : Wadsworth,Cengage Learning.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

Recommended Readings

- Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.
- Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.
- Rao, K, R. &Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.
- St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.
- Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

INTRODUCTION TO COGNITIVE PSYCHOLOGY

Name of the Course: DSC
Semester: III
Course Code: BALAY 203
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to the basic concepts, scope, and methods of cognitive psychology.
2. To develop an understanding of core cognitive processes involved in human information processing.
3. To familiarize students with major theoretical models explaining cognitive functioning.
4. To encourage application of cognitive concepts through observation and simple experimental tasks.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Define key concepts and approaches in cognitive psychology.

CO 2 (Understanding): Explain fundamental cognitive processes such as attention, perception, memory, and thinking.

CO 3 (Analysis): Examine everyday cognitive phenomena using basic cognitive models.

CO 4 (Application): Apply cognitive psychology concepts to learning, decision-making, and real-life situations.

Course Content

Unit I: Introduction to Cognitive Psychology: Nature and Perspectives (15 Hours)

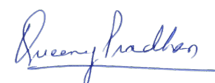
- a. Nature, scope and historical development of cognitive psychology
- b. Approaches to cognitive psychology: Information processing approach, Connectionist approach
- c. Contemporary perspectives: Modern Theories of Consciousness and Meta Cognition

Unit II: Cognitive processes: Sensation, Perception, and Attention (15 Hours)

- a. Sensation and perception: from sensory input to mental representation
- b. Bottom-up and top-down processing in perception
- c. Nature of attention and major theoretical perspectives

Unit III: Problem Solving and Decision Making (15 Hours)

- a. Nature of problem solving: insight and non-insight problems
- b. Stages of problem solving and common blocks
- c. Strategies and techniques of problem solving and decision making



Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

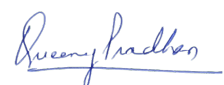
- Lectures
- Class discussions
- Practical demonstrations
- Assignments and presentations
- Audio-visual material
- Game based learning

Textbooks

- Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research, and everyday experience* (4th ed.). Cengage Learning.
- Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Cengage Learning.
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.

Recommended Readings

- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2021). *Psychology: Core concepts* (8th ed.). Pearson



MINOR STREAM COURSE

FOUNDATIONS OF PSYCHOLOGY

Name of the Course: MS
Semester: III
Course Code: BALAY 211
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

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

Course Outcomes

After completing this course, students will be able to:

- CO 1 (Knowledge):** Define and explain basic psychological concepts.
CO 2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.
CO 3 (Synthesis): Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.
CO 4 (Application): Apply principles of psychology in academics and everyday life.

Course Content

Unit I: What is Psychology? (15 Hours)

- a. Nature of Psychology; Goals, Scope and Psychology as a scientific discipline
- b. Major perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
- c. Sub-Fields of Psychology
- d. Psychology in India

Unit II: Perception and Attention (15 Hours)

- a. Perception and Cultural Influences on Perception
- b. Perceptual Constancies, depth perception, and illusions
- c. Gestalt laws of Perceptual Organization
- d. Attention processes, Theories of Selective Attention (Broadbent, Triesman), Divided Attention

Unit III: Learning and Memory (15 Hours)

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

Unit IV: Motivation and Emotion (15 Hours)

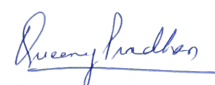
- a. Nature of Motivation
- b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
- c. Nature and Theories of Emotion
- d. Indian Perspective on Emotion

Pedagogy

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

Recommended Readings

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



MINOR STREAM COURSE (MS)

POSITIVE PSYCHOLOGY

Name of the Course: MS
Semester: III
Course Code: BALAY 207
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to the foundational concepts and scope of positive psychology as a scientific sub-field of psychology.
2. To familiarize students with key components of psychological well-being and positive human functioning.
3. To examine the roles of positive emotions, strengths, and cognitive states in enhancing well-being.
4. To encourage application of positive psychological principles through practicum.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Describe major concepts, goals, and perspectives in positive psychology.

CO 2 (Understanding): Explain key positive emotional states, traits, and cognitive processes that contribute to well-being.

CO 3 (Analysis): Analyze well-being and flourishing using major theories and constructs in positive psychology.

CO 4 (Application): Apply positive psychology principles to enhance well-being and to design basic interventions or activities.

Course Content

Unit I: Introduction to Positive Psychology (15 Hours)

- a. Meaning, nature, and scope of positive psychology
- b. Emergence of positive psychology: shift from pathology to strengths
- c. Eastern and Indian perspectives on well-being

Unit II: Positive Emotional States (15 Hours)

- a. Happiness and subjective well-being: affective and cognitive components
- b. Hope, Optimism, Flow and optimal experience
- c. Mindfulness and positive engagement



Unit III: Applications of Positive Psychology (15 Hours)

- a. Positive psychology in educational, work and organizational settings
- b. Positive psychology in everyday life: family and interpersonal relationships across lifespan
- c. Cultivating positive emotions: Practicing Gratitude, Nurturing Relationships and Growth Mindset

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

- Lectures
- Class discussions
- Experiential activities
- Assignments and presentations
- Audio-visual material

Textbooks

- Seligman, M. E. P. (2011). *Flourish*. Free Press.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. Routledge.

Recommended Readings

- Baumgardner, S. R., & Crothers, M. K. (2010). *Positive psychology*. Pearson.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Lyubomirsky, S. (2007). *The how of happiness*. Penguin Press.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2007). *Positive psychology*. Sage.



MINOR STREAM COURSE (MS)

PSYCHOLOGY AND EDUCATION

Name of the Course: MS
Semester: III
Course Code: BALAY 209
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To understand how psychology informs real classroom practices.
2. To examine the role of teachers, classroom climate, and instructional planning.
3. To familiarize students with classroom management, assessment, and use of technology in education.
4. To develop sensitivity towards exceptional learners and inclusive classrooms.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Describe the role of psychology in classroom teaching and learning.

CO 2 (Understanding): Explain classroom management, instructional planning, and assessment practices.

CO 3 (Analysis): Analyze the needs of exceptional and diverse learners in classrooms.

CO 4 (Application): Apply psychological principles to create inclusive and effective learning environments.

Course Content

Unit I: The Educational Process and the Role of the Teacher (15 Hours)

- a. Education vs schooling; psychology in education
- b. Role of the teacher: facilitator, gardener, dialogic teacher; teacher expectations
- c. Creating positive classroom climate and belongingness

Unit II: Managing the Classroom and Planning Instruction (15 Hours)

- a. Classroom management: discipline, control, behavioural objective myth
- b. Planning instruction: instructional strategies, active learning, collaborative learning
- c. Use of technology in teaching and learning

Unit III: Learners with Exceptional and Diverse Needs (15 Hours)

- a. Individual differences in learning: intelligence, learning styles myth, multiple abilities
- b. Gifted, learning disabilities, slow learners
- c. Working with parents and school support systems of learners



Unit IV: Inclusive Education (15 Hours)

- a. Meaning and importance of inclusive education
- b. Addressing classroom diversity: gender, SES, caste, language, disability, ethnicity
- c. Towards inclusive classroom practices : Implications and Challenges in Indian Context

Pedagogy

- Lectures
- Class discussions
- Case studies
- Audio-visual material: Films and Documentaries (For example, Sitaare Zameen Par, Hitchki, etc.)
- Assignments and presentations

Textbooks

- Santrock, J. W. (2017). *Educational Psychology*. McGraw Hill.
- Woolfolk, A., & Kapur, P. (2019). *Educational Psychology*. Pearson.

Recommended Readings

- Combs, A. (1979). *Myths in Education*. Allyn & Bacon.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*.
- UNESCO (2005). *Guidelines for Inclusive Education*.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations. *American Psychologist*.
- Kincheloe, J. L., Steinberg, S. R., & Villaverde, L. (Eds.). (2013). *Rethinking intelligence: Confronting psychological assumptions about teaching and learning*. Routledge.



FOURTH SEMESTER

DISCIPLINE-SPECIFIC CORE COURSE (DSC)

STATISTICAL METHODS IN PSYCHOLOGICAL RESEARCH

Name of the Course: DSC
Semester: IV
Course Code: BALAY202
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To develop students' foundational knowledge and conceptual understanding of statistical applications in psychology.
2. To enable students to select and apply appropriate statistical techniques in psychological research.
3. To foster critical thinking skills for interpreting and evaluating statistical results in psychological studies.
4. To equip students with the ability to use statistical reasoning for evidence-based decision-making in psychology.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Identify and classify psychological variables and select appropriate measurement scales for research purposes.

CO2 (Understanding): Apply descriptive statistical techniques to summarize, present, and report psychological data effectively.

CO3 (Analysis): Use inferential statistical methods to test hypotheses and draw valid conclusions from research data.

CO4 (Application): Critically analyze and interpret statistical findings in psychological research for evidence-based decision-making.

Course Content

Unit I : Introduction to Statistics for Psychological Research (15 Hours)

- a. Nature & purpose of statistics in psychological research
- b. Data Organization & Representation: frequency distributions, percentiles, and percentile ranks
- c. Graphic representation of data: histogram, frequency polygon, bar diagram and pie chart

Unit II : Measures of Central Tendency and Variability (15 Hours)

- a. Definition & properties of central tendency
- b. Concept, properties, and comparison of range, semi-interquartile range, variance, and standard deviation



- c. Calculation from raw scores and grouped data (central tendency) & calculation of variance and standard deviation from raw and deviation scores

Unit III : Standard Scores and Normal Distribution (15 Hours)

- a. Meaning and characteristics of common standard scores
- b. Nature & properties of Normal Probability Curve
- c. Deviations from normality: skewness and kurtosis

Unit IV : Correlation Analysis (15 Hours)

- a. Meaning & purpose
- b. Concept of Pearson's correlation coefficient and Spearman's rank-order correlation
- c. Calculation of Pearson's correlation coefficient and Spearman's rank-order correlation from raw scores and deviation scores.

Pedagogy

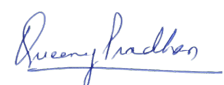
- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.).Noida: Wiley.
- Howitt, D and Cramer, D. (2011). Introduction to Statistics in Psychology. London, UK: Pearsons Education Ltd.

Recommended Readings

- Garrett, H.E (2005). Statistics in Psychology and Education. Delhi: Cosmo Publications.
- Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

BIO-PSYCHOLOGY

Name of the Course: DSC
Semester: IV
Course Code: BALAY204
Credits: 4 (L3,T1)

Mode of Examination:UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the foundational concepts, scope of biopsychology and its relevance to human behavior.
2. To acquaint students with the structures of the human brain, their functions and impact on human behaviour.
3. To develop critical thinking skills for using scientific methods in biological psychology and to build awareness of the ethical issues involved.
4. To encourage the application of biopsychological principles through practicum and real-life examples.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe major concepts, goals, and perspectives in biopsychology.

CO2 (Understanding): Explain the biological bases of behavior, including brain structures and physiological processes.

CO3 (Analysis): Analyze psychological processes and behaviors using biopsychological theories and scientific methods.

CO4 (Application): Apply biopsychological principles to interpret everyday behavior and mental processes using practical exercises and basic experimental activities.

Course Content

Unit I : Introduction to Biopsychology (15 Hours)

- a. Nature and Scope
- b. Divisions of Biopsychology
- c. Methods and Ethics in Biopsychology

Unit II : Neurons & its transmission (15 Hours)

- a. Neurons: Structure & Types
- b. Functions of Neurons: Information Reception, Processing, and Transmission
- c. Transmission of Nerve Impulse: Electrical Conduction and Synaptic Communication

Unit III : Central & Peripheral Nervous System (15 Hours)

- a. Major Divisions: CNS (Brain & Spinal Cord), PNS (Somatic & Autonomic)
- b. Structure & Functions
- c. Role of CNS & PNS in Behavior



Unit IV : The Endocrine System (15 Hours)

- a. Structure & Functions
- b. Major types of Hormones
- c. Abnormalities of Major Glands

Pedagogy

- Lectures
- Class discussions
- Case based examples
- Assignments and presentations
- Audio-visual material

Textbooks

- Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). New Delhi: Pearson Education.
- Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi: Sage Texts.

Recommended Readings

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
- Leukel, F. (1976). Introduction to Physiological Psychology. New Delhi: Pearson.
- Levinthal, C.F. (1983). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. New Delhi: Pearson Education.



MINOR STREAM COURSE(MS)**HEALTH PSYCHOLOGY**

Name of the Course: MS
Semester: IV
Course Code: BALAY206
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the field of health psychology and its scope.
2. To understand the interaction between psychological, biological, and social factors in health and illness.
3. To familiarise students with stress, coping, and health-related behaviours.
4. To develop awareness of health promotion and behaviour change in real-life contexts.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe key concepts, models, and scope of health psychology.

CO2 (Understanding): Explain the role of psychological factors in health and illness.

CO3 (Analysis): Analyse stress, coping, and lifestyle factors affecting health.

CO4 (Application): Apply health psychology principles to promote well-being and healthy behaviour.

Course Content**Unit I : Introduction to Health Psychology (15 Hours)**

- a. Meaning, nature and scope of health psychology (biopsychosocial model, mind-body relationship)
- b. Health vs illness: concepts and determinants (risk factors, protective factors)
- c. Health care systems and role of psychologists (primary, secondary, tertiary care); Indian context (ayurveda)

Unit II : Health Behaviour (15 Hours)

- a. Models of health behaviour (Health Belief Model, Theory of Planned Behaviour, Stages of Change Model)
- b. Behaviour change strategies (self-regulation, motivation, habit formation)
- c. Risk behaviours and prevention (addiction, sedentary lifestyle, preventive health practices)

Unit III : Health Promotion and Intervention (15 Hours)

- a. Psychological aspects of chronic illness (pain, adjustment, quality of life)
- b. Health Enhancing Behaviours (Exercise, Meditation and Yoga)
- c. Community health and public health interventions (awareness programs, role of media, Indian initiatives)

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

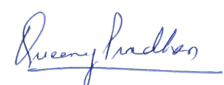
- Lectures
- Class discussions
- Case studies
- Experiential activities
- Field-based assignments
- Audio-visual materials
- Student presentations

Textbooks

- Taylor, S. E. (2021). *Health psychology* (11th ed.). McGraw Hill.
- Sarafino, E. P., & Smith, T. W. (2020). *Health psychology: Biopsychosocial interactions* (10th ed.). Wiley.

Recommended Readings

- Ogden, J. (2019). *Health psychology: A textbook* (6th ed.). McGraw Hill.
- Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health psychology: Theory, research and practice* (5th ed.). Sage.
- Straub, R. O. (2019). *Health psychology: A biopsychosocial approach* (5th ed.). Worth Publishers.



MINOR STREAM COURSE (MS)

COGNITIVE PSYCHOLOGY

Name of the Course: MS
Semester: IV
Course Code: BALAY208
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to the basic concepts, scope, and methods of cognitive psychology.
2. To develop an understanding of core cognitive processes involved in human information processing.
3. To familiarize students with major theoretical models explaining cognitive functioning.
4. To encourage application of cognitive concepts through observation and simple experimental tasks.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Define key concepts and approaches in cognitive psychology.

CO 2 (Understanding): Explain fundamental cognitive processes such as attention, perception, memory, and thinking.

CO 3 (Analysis): Examine everyday cognitive phenomena using basic cognitive models.

CO 4 (Application): Apply cognitive psychology concepts to learning, decision-making, and real-life situations.

Course Content

Unit I: Introduction to Cognitive Psychology: Nature and Perspectives (15 Hours)

- a. Nature, scope and historical development of cognitive psychology
- b. Approaches to cognitive psychology: Information processing approach, Connectionist approach
- c. Contemporary perspectives: Modern Theories of Consciousness and Meta Cognition

Unit II: Cognitive processes: Sensation, Perception, and Attention (15 Hours)

- a. Sensation and perception: from sensory input to mental representation
- b. Bottom-up and top-down processing in perception
- c. Nature of attention and major theoretical perspectives



Unit III: Problem Solving and Decision Making (15 Hours)

- a. Nature of problem solving: insight and non-insight problems
- b. Stages of problem solving and common blocks
- c. Strategies and techniques of problem solving and decision making

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

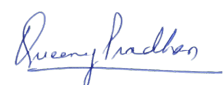
- Lectures
- Class discussions
- Practical demonstrations
- Assignments and presentations
- Audio-visual material
- Game based learning

Textbooks

- Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research, and everyday experience* (4th ed.). Cengage Learning.
- Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Cengage Learning.
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.

Recommended Readings

- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2021). *Psychology: Core concepts* (8th ed.). Pearson.



MINOR STREAM COURSE (MS)

INTRODUCTION TO SOCIAL PSYCHOLOGY

Name of the Course: MS
Semester: IV
Course Code: BALAY210
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to the basic concepts and principles of social psychology.
2. To develop an understanding of how individual behavior is influenced by social contexts.
3. To familiarize students with key social psychological processes operating at individual and group levels.
4. To encourage application of social psychological concepts through practical work.

Course Outcomes

After finishing this course, students will be able to:

CO 1 (Knowledge): Describe core concepts, theories, and approaches in social psychology.

CO 2 (Understanding): Explain how social contexts influence thoughts, feelings, and behavior.

CO 3 (Analysis): Analyze social behavior using major social psychological concepts and models.

CO 4 (Application): Apply social psychological principles to everyday social issues and interactions.

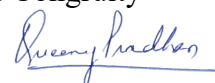
Course Content

Unit I: Introduction to Social Psychology (15 Hours)

- a. Meaning, nature, and scope of social psychology
- b. Historical development of social psychology
- c. Social psychology in the Indian context

Unit II: Social Cognition (15 Hours)

- a. Concept, nature, and formation of attitudes, Theories of attitude change: Cognitive Dissonance Theory (Leon Festinger), Balance Theory (Fritz Heider) and Congruity Theory (Charles Osgood & Percy Tannenbaum)
- b. Prejudice: nature and sources; strategies for prejudice reduction
- c. Person perception: social schemas, stereotypes, impression formation and Attribution processes: types and basic theories



Unit III: Social Influence and Pro-Social Behaviour (15 Hours)

- a. Social influence: conformity, compliance, and obedience
- b. Interpersonal Attraction
- c. Prosocial behaviour and aggression: basic concepts and determinants

Unit IV: Group Processes and Intergroup Relations (15 Hours)

- a. Group processes: nature of groups, group formation, and group decision-making
- b. Groupthink, social loafing, group decision making
- c. Intergroup relation theories: Realistic Conflict Theory and Social Identity theory; Managing caste and religious conflict in Indian Society

Pedagogy

- Lectures
- Class discussions
- Field-based studies
- Assignments and presentations
- Audio-visual material

Textbooks

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2017). *Social psychology* (9th ed.). Pearson.
- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.

Recommended Readings

- Misra, G. I. R. I. S. H. W. A. R., Jain, U., & Bhargava, S. (1990). Applied social psychology in India: Challenges and possibilities. *Applied social psychology in India*, 295-306.
- Myers, D. G. (2010). *Social psychology* (10th ed.). Tata McGraw-Hill.
- Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology* (8th ed.). Pearson.
- Kassir, S., Fein, S., & Markus, H. R. (2017). *Social psychology* (10th ed.). Cengage.



FIFTH SEMESTER

DISCIPLINE-SPECIFIC CORE COURSE (DSC) **INTRODUCTION TO MENTAL DISORDERS**

Name of the Course: DSC
Semester: V
Course Code: BALAY301
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To provide a foundational understanding of mental disorders from a clinical perspective.
2. To familiarise students with major diagnostic systems including DSM-5-TR, ICD-10 and ICD-11.
3. To introduce selected categories of mental disorders, their features and basic risk factors.
4. To develop basic knowledge of clinical assessment methods in mental health.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Explain concepts of normality, abnormality, symptoms and diagnosis.

CO2 (Understanding): Describe the structure and purpose of DSM-5-TR, ICD-10 and ICD-11.

CO3 (Application): Identify major categories of selected mental disorders and their core features.

CO4 (Analysis): Demonstrate basic understanding of clinical assessment procedures.

Course Content

Unit I : Understanding Mental Disorders and Classification (15 Hours)

- a. Concept of normality and abnormality (statistical, social and psychological perspectives)
- b. Symptoms, syndromes and diagnosis (meaning and clinical significance)
- c. Historical development of classification systems
- d. DSM-5-TR, ICD-10 and ICD-11 (structure, purpose and basic differences)

Unit II : Anxiety, Mood Disorders and Trauma Related Disorders (15 Hours)

- a. Anxiety disorders (phobia, panic disorder, generalized anxiety disorder - core features)
- b. Obsessive-compulsive and related disorders (obsessions, compulsions - overview)
- c. Depressive disorders (major depressive disorder - symptoms and types)
- d. Trauma- and stressor-related disorders (PTSD - core features and symptoms)

Unit III : Somatic, Dissociative and Behavioural Disorders (15 Hours)

- a. Somatic symptom and related disorders (conversion disorder, illness anxiety - overview)
- b. Dissociative disorders (amnesia, dissociative identity disorder - basic features)
- c. Feeding and eating disorders (anorexia nervosa, bulimia nervosa - overview)
- d. Sleep-wake disorders (insomnia, hypersomnia - basic understanding)

Practicum (30 Hours)

Any ONE practicum based on assessment on any disorders mentioned in unit II-III using techniques such as clinical interview, testing, Mental status examination, etc.)

Pedagogy

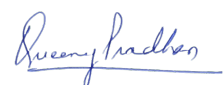
- Lectures
- Class discussions
- Case vignettes
- Audio-visual materials
- Experiential exercises
- Student presentations

Textbooks

- Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2022). *Abnormal psychology* (18th ed.). Pearson.
- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (10th ed.). Worth Publishers.

Recommended Readings

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). *Abnormal psychology* (14th ed.). Pearson.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Author.
- World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics* (11th rev.; ICD-11). Author.
- Davison, G. C., & Neale, J. M. (2001). *Abnormal psychology* (8th ed.). John Wiley & Sons.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

INTRODUCTION TO INFERENCE STATISTICS

Name of the Course: DSC
Semester: V
Course Code: BALAY303
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the conceptual foundations of inferential statistics in psychological research.
2. To develop an understanding of hypothesis testing, random sampling, and statistical decision-making.
3. To familiarize students with major parametric statistical tests used in psychology.
4. To enable the application of inferential statistical techniques to analyze psychological data.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Explain the logic and assumptions underlying inferential statistical methods.

CO2 (Understanding): Formulate and test hypotheses using appropriate statistical techniques.

CO3 (Analysis): Apply parametric tests such as t-tests and ANOVA to psychological datasets.

CO4 (Application): Interpret statistical results and draw meaningful conclusions in research contexts

Course Content

Unit I : Foundations of Inferential Statistics (15 Hours)

- a. Nature and scope of inferential statistics in psychological research
- b. Random sampling and sampling distributions; formulation & procedural steps of null and alternative hypotheses (one-tailed and two-tailed tests)
- c. Errors in hypothesis Testing & Power of a Test

Unit II : Hypothesis Testing for Mean Differences (15 Hours)

- a. Assumptions, null and alternative hypotheses & sampling distribution for t test
- b. Hypothesis testing about the difference between two independent means
- c. Hypothesis testing about the difference between two dependent means

Unit III : Hypothesis Testing for Differences among Three or More Groups (15 Hours)

- a. Concept and logic of one-way ANOVA: null and alternative hypotheses
- b. Computation and interpretation: variance estimates, F ratio, ANOVA summary table, and raw score formulas.
- c. Comparison of t and F statistics

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

Unit IV : Nonparametric Statistical Tests (15 Hours)

- a. Nonparametric approaches: uses and applications; comparison between parametric and nonparametric tests.
- b. Logic and assumptions of the chi-square test; chi-square goodness-of-fit (one-way classification).
- c. Computation of chi-square test for independence: contingency table analysis and interpretation of results.

Pedagogy

- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentation
- Audio-visual material

Textbooks

- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). New York: John Wiley & Sons.
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.
- Howitt, D & Cramer, D. (2011). Introduction to Statistics in Psychology. UK: Pearsons Education Ltd.
- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). New Delhi: Prentice Hall of India.
- Siegal, S. & Castellan, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw Hill

Recommended Readings

- Gignzer, G. (2004). Mindless Statistics. The Journal of Socio-Economics, 33, 587-606.
- Veeraraghavan, V. & Shetgovekar, S. (2016). Textbook of Parametric and Non-Parametric Statistics. New Delhi: Sage.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

DEVELOPMENTAL PSYCHOLOGY

Name of the Course: DSC

Semester: V

Course Code: BALAY305

Credits: (L3,P1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal: 40

External: 60

Course Objectives

1. To understand and differentiate major theoretical perspectives and research methods in human development.
2. To identify key milestones across cognitive, emotional, social, and moral domains throughout the lifespan.
3. To examine the influence of socio-cultural contexts on human development.
4. To analyze developmental challenges and issues specific to the Indian societal context.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate competence in distinguishing major theoretical frameworks and methodological approaches in the study of human development.

CO2 (Understanding): Identify and explain key developmental milestones across multiple domains of human development throughout the lifespan.

CO3 (Analysis): Analyze the role of socio-cultural contexts in shaping patterns of human development.

CO4 (Application): Examine key developmental challenges and issues within the Indian socio-cultural context.

Course Content

Unit I : Introduction to Developmental Psychology (15 Hours)

- a. Meaning and issues of lifespan development
- b. Characteristics of Lifespan development
- c. Major theoretical perspectives of human development : Psychodynamic, behavioral, cognitive, humanistic, and socio-cultural perspectives
- d. Methods and Ethical considerations in developmental research

Unit II : Stages of Physical Development (Conception to Old Age) (15 Hours)

- a. Prenatal Development : conception to birth, including germinal, embryonic, and fetal stages
- b. Birth and Infancy : Reflexes, physical, motor, cognitive & socio-emotional development from birth to early & late childhood
- c. Adolescence : Biological changes during puberty, identity formation and socio-emotional changes
- d. Later stages of life: Old Age

Unit III : Major Developmental Domains: Cognitive, Socio-cultural and Emotional (15 Hours)

- a. Cognitive and Language Development : Piaget's stages and Vygotsky's socio-cultural approach
- b. Emotional Development : Attachment Theory (Bowlby) & Attachment Patterns (Ainsworth)
- c. Moral Development : Kohlberg's stages of moral reasoning, Gilligan's Theory of Moral Development
- d. Psychosocial Development : Erikson's Theory

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

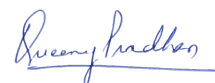
- Lectures
- Group discussions and peer learning
- Experiential activities
- Assignments and presentations
- Audio-visual material
- Self-reflection and journaling

Textbooks

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). Life Span Development (13th Ed.) New Delhi: McGraw Hill.

Recommended Readings

- Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California.
- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill.
- Mitchell, P, & Ziegler, F. (2017). Fundamentals of Developmental Psychology, 2nd edition. New Delhi: Routledge.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Burman, E. (2000). *Deconstructing developmental psychology*. Routledge.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

FOUNDATIONS OF BIO-PSYCHOLOGY

Name of the Course: MS
Semester: V
Course Code: BALAY313
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the foundational concepts, scope of biopsychology and its relevance to human behavior.
2. To acquaint students with the structures of the human brain, their functions and impact on human behaviour.
3. To develop critical thinking skills for using scientific methods in biological psychology and to build awareness of the ethical issues involved.
4. To encourage the application of biopsychological principles through practicum and real-life examples.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe major concepts, goals, and perspectives in biopsychology.

CO2 (Understanding): Explain the biological bases of behavior, including brain structures and physiological processes.

CO3 (Analysis): Analyze psychological processes and behaviors using biopsychological theories and scientific methods.

CO4 (Application): Apply biopsychological principles to interpret everyday behavior and mental processes using practical exercises and basic experimental activities.

Course Content

Unit I : Introduction to Biopsychology (15 Hours)

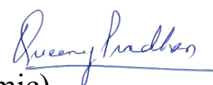
- a. Nature and Scope
- b. Divisions of Biopsychology
- c. Methods and Ethics in Biopsychology

Unit II : Neurons & Its Transmission (15 Hours)

- a. Neurons: Structure & Types
- b. Functions of Neurons: Information Reception, Processing, and Transmission
- c. Transmission of Nerve Impulse: Electrical Conduction and Synaptic Communication

Unit III : Central & Peripheral Nervous System (15 Hours)

- a. Major Divisions: CNS (Brain & Spinal Cord), PNS (Somatic & Autonomic)
- b. Structure & Functions
- c. Role of CNS & PNS in Behavior



Unit IV : The Endocrine System (15 Hours)

- a. Structure & Functions
- b. Major types of Hormones
- c. Abnormalities of Major Glands

Pedagogy

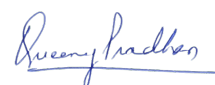
- Lectures
- Class discussions
- Case based examples
- Assignments and presentations
- Audio-visual material

Textbooks

- Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). New Delhi: Pearson Education.
- Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi: Sage Texts.

Recommended Readings

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
- Leukel, F. (1976). Introduction to Physiological Psychology. New Delhi: Pearson.
- Levinthal, C.F. (1983). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India.
- Pines, J. P. J. (2011). Biopsychology, 8th Edition. New Delhi: Pearson Education.



MINOR STREAM COURSE (MS)

APPLICATIONS OF SOCIAL PSYCHOLOGY

Name of the Course: MS
Semester: V
Course Code: BALAY309
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To apply principles of social psychology to real-world social issues and contexts.
2. To develop an understanding of social psychological interventions in community, health, and organisational settings.
3. To examine contemporary social problems through applied social psychological perspectives.
4. To encourage practical engagement with social issues using social psychological tools.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Identify major domains of application in social psychology.

CO 2 (Understanding): Explain how social psychological principles are used to address social problems.

CO 3 (Analysis): Analyse social issues using applied social psychological frameworks.

CO 4 (Application): Apply social psychological concepts to design basic interventions and solutions.

Course Content

Unit I : Applied Social Psychology - Nature and Scope (15 Hours)

- a. Meaning and scope of Applied Social Psychology
- b. Levels of analysis
- c. Ethical issues in applied social psychological research

Unit II : Applications of Social Psychology (15 Hours)

- a. Applications of social psychology in health
- b. Applications of social psychology in environment
- c. Applications of social psychology in the legal system

Unit III : Social Problems, Social Change and Interventions (15 Hours)

- a. Contemporary social problems: inequality, discrimination, and social exclusion
- b. Social psychological understanding of collective behaviour and social movements
- c. Nature, designing and implementing interventions in community settings

Practicum (30 Hours)

Any ONE practicum based on Units II-III

Pedagogy

- Lectures
- Case studies
- Group discussions
- Field-based observations
- Assignments and presentations

Textbooks

- Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology*. Pearson.
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2012). *Applied social psychology: Understanding and addressing social and practical problems*. Sage.

Recommended Readings

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2017). *Social psychology* (9th ed.). Pearson.
- Misra, G. (Ed.). (2011). *Handbook of psychology in India*. Oxford University Press.
- Myers, D. G. (2010). *Social psychology* (10th ed.). Tata McGraw-Hill.
- Jain, U. (1987). *The psychological consequences of crowding*. Sage Publications, Inc.



MINOR STREAM COURSE (MS)

BASICS OF STATISTICS OF PSYCHOLOGY

Name of the Course: MS
Semester: V
Course Code: BALAY311
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To help students understand the basic use of statistics in psychology.
2. To enable students to apply simple statistical methods in psychological research.
3. To develop basic skills in choosing appropriate statistical techniques.
4. To help students interpret and understand statistical results in psychological studies.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Understand different types of psychological variables and the basic scales used to measure them.

CO2 (Understanding): Describe and organize data using simple statistical methods such as tables, graphs, and averages

CO3 (Analysis): Interpret basic statistical results and understand what they indicate about psychological data.

CO4 (Application): Use simple statistical techniques to draw preliminary conclusions in psychological studies.

Course Content

Unit I : Fundamentals of Statistics (15 Hours)

- a. Meaning, scope of statistics, nature of variables (categorical and continuous) & levels of measurement
- b. Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.
- c. Hypothesis Testing : Level of significance; Type I and Type II error

Unit II : Measures of Statistics (15 Hours)

- a. Measures of Central Tendency- characteristics & computation of mean, median, and mode
- b. Measures of Variability- concept of variability, semi-inter quartile range, variance and standard deviation
- c. Characteristics of normal probability curve, Deviation from NPC- Skewness and Kurtosis

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Unit III : Correlation and Measures of Association (15 Hours)

- a. Concept of correlation.
- b. Pearson's Product-moment correlation

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

- c. Spearman's Rank order correlation.

Unit IV : Tests of Mean Differences and Analysis of Variance (15 Hours)

- a. Characteristics and computation of t for independent and dependent samples.
 b. Purpose and assumptions of one-way ANOVA.
 c. Computation of one-way ANOVA.

Pedagogy

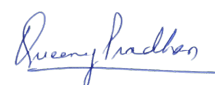
- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
- Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi.
- Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Recommended Readings

- Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi.
- Mohanty, B. and Misra, S. (2017). A text book of Basic Statistics. LaxmiPrakashans, Bhubaneswar, Odisha.
- Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi



SIXTH SEMESTER

DISCIPLINE-SPECIFIC CORE COURSE (DSC)

PSYCHOLOGICAL PERSPECTIVES ON MENTAL AND BEHAVIOURAL DISORDERS

Name of the Course: DSC
Semester: VI
Course Code: BALAY302
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To understand how different psychological perspectives explain mental and behavioural disorders.
2. To develop a comparative and analytical understanding of abnormal behaviour.
3. To examine selected categories of mental disorders through multiple explanatory models.
4. To introduce socio-cultural and contemporary issues in mental health.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe major psychological perspectives in clinical psychology.

CO2 (Understanding): Explain mental disorders using different theoretical models.

CO3 (Analysis): Compare and critically evaluate multiple explanations of abnormal behaviour.

CO4 (Application): Apply perspective-based understanding to analyse selected disorders.

Course Content

Unit I : Psychological Perspectives in Clinical Psychology (15 Hours)

- a. Need for multiple perspectives in understanding mental disorders
- b. Overview of major models (biological, psychodynamic, behavioural, cognitive, socio-cultural)
- c. Biopsychosocial approach (integrative understanding of mental disorders)
- d. DSM-5-TR, ICD-10 and ICD-11 in diagnosis (role and comparative overview)

Unit II : Severe and Complex Mental Disorders (15 Hours)

- a. Schizophrenia spectrum and other psychotic disorders (symptoms, types; explanations across biological, cognitive and socio-cultural models)
- b. Personality disorders (clusters A, B, C; explanations across psychodynamic, cognitive and socio-cultural perspectives)
- c. Substance use and addictive disorders (patterns of use; behavioural, cognitive and socio-cultural explanations)
- d. Neurodevelopmental disorders (overview; biological and environmental risk factors)

Unit III : Comparative and Analytical Understanding (15 Hours)

- a. Comparative analysis of psychological models (strengths and limitations of biological, psychodynamic, behavioural, cognitive and socio-cultural approaches)
- b. Role of biopsychosocial model in integrating explanations of mental disorders
- c. Cultural influences on mental illness (culture-bound syndromes, cultural variation in symptoms)
- d. Course, prognosis and functional impairment (severity, chronicity, impact on functioning)

Practicum (30 Hours)

Any ONE practicum based on Units II and III.

Pedagogy

- Lectures
- Class discussions
- Case analysis
- Comparative exercises
- Audio-visual materials
- Student presentations

Textbooks

- Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (10th ed.). Worth Publishers.

Recommended Readings

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). *Abnormal psychology* (14th ed.). Pearson.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Author.
- World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics* (11th rev.; ICD-11). Author.
- Davison, G. C., & Neale, J. M. (2001). *Abnormal psychology* (8th ed.). John Wiley & Sons.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

COUNSELLING PSYCHOLOGY

Name of the Course: DSC
Semester: VI
Course Code: BALAY304
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to the nature and scope of counselling psychology.
2. To develop basic counselling and helping skills required for effective interaction.
3. To familiarize students with the counselling process from intake to termination.
4. To build awareness about professional ethics and applications of counselling in different settings.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Describe the meaning, goals and scope of counselling psychology.

CO 2 (Understanding): Explain the core counselling skills required to build a helping relationship.

CO 3 (Analysis): Understand the stages and dynamics involved in the counselling process.

CO 4 (Application): Apply ethical principles and basic counselling skills in real-life helping situations.

Course Content

Unit I: Understanding Counselling (15 Hours)

- a. Meaning, goals, and Ethical considerations in counselling
- b. Counselling, guidance and psychotherapy: differences
- c. Characteristics and qualities of an effective counsellor
- d. Counselling in the Indian socio-cultural context (school, family, career etc)

Unit II: The Counselling Process (15 Hours)

- a. Stages of counselling (intake, working and termination)
- b. Case history taking and problem identification
- c. Goal setting and planning intervention
- d. Resistance, transference, counter-transference and record keeping

Unit III: Core Counselling Skills (15 Hours)

- a. Attending behaviour, listening and empathy
- b. Questioning, paraphrasing and summarizing
- c. Non-verbal communication and use of silence
- d. Building rapport and establishing a helping relationship



Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

Practicum (30 Hours)

Any ONE practicum based on Units II-III (Case History Taking, Case Analysis, or Core Skill Demonstration).

Pedagogy

- Lectures
- Role plays and demonstrations
- Class discussions
- Case illustrations
- Audio-visual material

Textbooks

- Egan, G. (2014). *The Skilled Helper*. Cengage.
- Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. Sage.
- Rao, S. N. (2013). *Counselling and Guidance*. Tata McGraw Hill.

Recommended Readings

- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage.
- McLeod, J. (2013). *An Introduction to Counselling*. Open University Press.
- Gibson, R. & Mitchell, M. (2008). *Introduction to Counseling and Guidance*. Pearson.
- American Counseling Association. (2014). *ACA Code of Ethics*.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

ORGANISATIONAL BEHAVIOUR

Name of the Course: DSC
Semester: VI
Course Code: BALAY306
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to foundational concepts in organisational behaviour.
2. To develop understanding of motivational and attitudinal processes in work settings.
3. To examine leadership and organisational structures influencing behaviour at work.

Course Outcomes

After completing this course, students will be able to:

- CO 1 (Knowledge):** Define key concepts in organisational behaviour.
CO 2 (Understanding): Describe motivational and job satisfaction theories.
CO 3 (Analysis): Analyse leadership and organisational structures in context.
CO 4 (Application): Apply organisational behaviour principles to workplace scenarios.

Course Content

Unit I: Introduction to Organisational Behaviour (15 Hours)

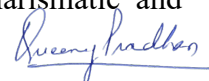
- a. Nature and scope of organisational behaviour
- b. Historical antecedents of organisational behaviour
- c. Organisational behaviour in the Indian context

Unit II: Job Satisfaction and Work Motivation (15 Hours)

- a. Job satisfaction: meaning, antecedents, consequences
- b. Work motivation: meaning and early theories of motivation (Maslow, McClelland, Herzberg/Two-Factor)
- c. Contemporary theories of motivation (Goal Setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign)

Unit III: Organisational Culture and Leadership (15 Hours)

- a. Organisational culture: meaning, components, and functions
- b. Meaning and types of leadership
- c. Theories of leadership (Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership - Charismatic and Transformational Leadership)



Practicum (30 Hours)

Any ONE practicum based on Units II-III (e.g., case analysis of leadership styles; motivation survey).

Pedagogy

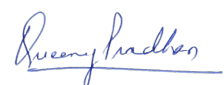
- Lectures
- Class discussions
- Case Analysis and field-based observations
- Student presentations and assignments
- Audio-visual material

Textbooks

- Luthans, F. (2011). *Organizational behaviour*. Tata McGraw-Hill.
- Robbins, S. P., & Judge, T. A. (2011). *Organizational behaviour*. Pearson.
- Jex, S. M. (2010). *Organizational psychology*. Wiley India.

Recommended Readings

- Blum, M. L., & Naylor, J. C. (1984). *Industrial psychology*. CBS Publishers.
- Schultz, D. P., & Schultz, S. E. (2011). *Psychology and work today*. Pearson.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

CULTURAL AND INDIGENOUS PSYCHOLOGY (IKS)

Name of the Course: DSC
Semester: VI
Course Code: BALAY308
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the cultural foundations of psychological processes.
2. To develop an understanding of how culture shapes human behaviour and cognition.
3. To familiarize students with indigenous approaches to psychology, particularly in the Indian context.
4. To encourage critical reflection on the universality versus cultural specificity of psychological theories.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe key concepts, theories, and approaches in cultural and indigenous psychology.

CO2 (Understanding): Explain the role of culture in shaping cognition, emotion, and behaviour.

CO3 (Analysis): Analyze psychological phenomena from cross-cultural and indigenous perspectives.

CO4 (Application): Apply culturally sensitive frameworks to understand behaviour in diverse social contexts.

Course Content

Unit I: Foundations of Cultural Psychology (15 Hours)

- a. Meaning, scope, and relevance of cultural psychology;
- b. Distinction between cultural, cross-cultural, and indigenous psychology; Indigenisation of Psychology
- c. Methodological Approaches to Cultural Psychology

Unit II: Indigenous Psychology and Indian Perspectives (15 Hours)

- a. Concept and need for indigenous psychology; Indian Psychology and Psychology in India
- b. Indigenous psychological knowledge systems in India: concept of self as per Vedanta
- c. Contributions of Indian thinkers and culturally rooted concepts

Unit III: Culture and Human Behaviour (15 Hours)

- a. Cultural influences on cognition, emotion, and perception

- b. Self and identity across cultures (independent vs interdependent self)
- c. Cultural Psychology of Morality

Unit IV: Applications and Contemporary Issues (15 Hours)

- a. Nature, psychological benefits and costs of cultural competence
- b. Migration; Management of multicultural identities
- c. Globalization, acculturation, and cultural change

Pedagogy

- Lectures
- Class discussions
- Case studies and field-based observations
- Student presentations and assignments
- Audio-visual material

Textbooks

- Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). *Cross-cultural psychology: Research and applications*. Cambridge University Press.
- Rao, K. R. (2011). Indian Psychology: Implications and Applications. In Cornelissen, R.M., Misra, G. & Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and Concepts*, Vol, 1. New Delhi: Pearson.
- Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across Cultures: Living and Working in a Changing World*. London: Sage.
- Rao KR, Paranjpe A, Dalal AK, eds. *Handbook of Indian Psychology*. Foundation Books; 2008.

Recommended Readings

- Bhatia, S. (2007). Rethinking Culture and Identity in Psychology: Towards a Transnational Cultural Psychology. *Journal of Theoretical and Philosophical Psychology*, 27-28(2-1), 301-321.
- Auluck, S. (2002). Self and Identity. In Misra, G. & Mohanty, A.K. (Eds.), *Perspectives on Indigenous Psychology*. New Delhi: Concept Publishing Company.
- Sinha, D. (1998). Changing perspectives in social psychology in India: A journey towards indigenization. *Asian Journal of Social Psychology*, 1(1), 17-31.
- Matsumoto, D. (Ed.). (2001). *The handbook of culture and psychology*. Oxford University Press.
- Kakar, S. (2008). *Culture and psyche: Selected essays* (2nd ed). Oxford University Press, India.
- Sinha, C., Bharte, U., & Mishra, A. K. (2025). Critical Indigenous Psychologies in India: Striving for Human Liberation. In Z. Z. Gao & M. I. Medved (Eds.), *Global Perspectives on Cultural Politics in Indigenous Psychology* (pp. 115-140). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-96813-6_6
- Misra, G., Sundararajan, L., Teo, T., Ting, R. S. K., & Yang, J. (2025). Decolonial research practices from an indigenous psychology perspective: Critical contributions to knowledge. *American Psychologist*, 80(8), 1171.

MINOR STREAM COURSE (MS)

INDUSTRIAL PSYCHOLOGY

Name of the Course: MS
Semester: VI
Course Code: BALAY310
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objective

1. To introduce students to foundational concepts in organisational behaviour.
2. To develop understanding of motivational and attitudinal processes in work settings.
3. To examine leadership and organisational structures influencing behaviour at work.

Course Outcomes

After completing this course, students will be able to:

- CO 1 (Knowledge):** Define key concepts in organisational behaviour.
CO 2 (Understanding): Describe motivational and job satisfaction theories.
CO 3 (Analysis): Analyse leadership and organisational structures in context.
CO 4 (Application): Apply organisational behaviour principles to workplace scenarios.

Course Content

Unit I: Introduction to Organisational Behaviour (15 Hours)

- a. Nature and scope of organisational behaviour
- b. Historical antecedents of organisational behaviour
- c. Organisational behaviour in the Indian context

Unit II: Job Satisfaction and Work Motivation (15 Hours)

- a. Job satisfaction: meaning, antecedents, consequences
- b. Work motivation: meaning and early theories of motivation (Maslow, McClelland, Herzberg/Two-Factor)
- c. Contemporary theories of motivation (Goal Setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign)

Unit III: Organisational Culture and Leadership (15 Hours)

- a. Organisational culture: meaning, components, and functions
- b. Meaning and types of leadership
- c. Theories of leadership (Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership - Charismatic and Transformational Leadership)

Practicum (30 Hours)

Any ONE practicum based on Units II-III (e.g., case analysis of leadership styles; motivation survey).

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

Pedagogy

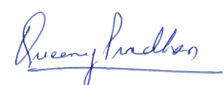
- Lectures
- Class discussions
- Case Analysis and field-based observations
- Student presentations and assignments
- Audio-visual material

Textbooks

- Luthans, F. (2011). *Organizational behaviour*. Tata McGraw-Hill.
- Robbins, S. P., & Judge, T. A. (2011). *Organizational behaviour*. Pearson.
- Jex, S. M. (2010). *Organizational psychology*. Wiley India.

Recommended Readings

- Blum, M. L., & Naylor, J. C. (1984). *Industrial psychology*. CBS Publishers.
- Schultz, D. P., & Schultz, S. E. (2011). *Psychology and work today*. Pearson.



MINOR STREAM COURSE (MS)

CONSUMER AND MARKET PSYCHOLOGY

Name of the Course: MS
Semester: VI
Course Code: BALAY312
Credits: 4 (L3,T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To understand the psychological processes underlying consumer behavior.
2. To analyze internal dynamics of consumers and their role in shaping purchasing behavior.
3. To examine persuasive communication strategies used in marketing and advertising.
4. To apply psychological principles to interpret real-world consumer behavior and marketing practices.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Define key concepts and theories in consumer and market psychology.

CO2 (Understanding): Explain psychological processes underlying consumer behavior and decision-making.

CO3 (Analysis): Analyze the influence of psychological and socio-cultural factors on consumer choices.

CO4 (Application): Apply psychological principles to evaluate marketing and advertising strategies.

Course Content

Unit I : Foundations of Consumer Psychology (15 Hours)

- a. Nature and scope of consumer psychology
- b. Evolution and historical development of consumer psychology
- c. Interdisciplinary linkages with marketing and behavioral sciences

Unit II : Theoretical Models of Consumer Behaviour (15 Hours)

- a. Learning models (Classical conditioning, Operant conditioning, Observational learning)
- b. Decision Models (Engel-Kollat-Blackwell Model & Howard-Sheth Model)
- c. Contemporary Models (Technology Acceptance Model - Fred Davis & Dual Process Model - Daniel Kahneman)

Unit III : Psychological Processes in Consumer Behaviour (15 Hours)

- a. Perception and consumer interpretation of marketing stimuli
- b. Motivation and needs in consumer choice
- c. Attitudes and attitude change in consumer decision making



Unit IV : Social and Post-Purchase Behaviour (15 Hours)

- a. Social and cultural influences on consumer behaviour

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

- b. Consumer satisfaction and post-purchase evaluation
- c. Consumer loyalty and contemporary consumption trends

Pedagogy

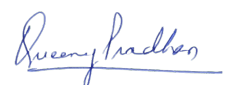
- Lectures
- Class Discussions
- Audio-visual
- Case Studies
- Student presentations

Textbooks

- Hawkins, D. I., Mothersbaugh, D. L., & Best, R. J. (2007). *Consumer behavior: Building marketing strategy* (10th ed.). McGraw-Hill.
- Solomon, M. R. (2019). *Consumer behavior: Buying, having, and being*. Pearson.

Recommended Readings

- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of consumer psychology*. Psychology Press.
- Gunter, B. (2019). *The psychology of consumer profiling in a digital age*. Routledge.
- Journal of Consumer Psychology; Journal of Consumer Behaviour.



MINOR STREAM COURSE (MS)

INTRODUCTION TO ABNORMAL PSYCHOLOGY

Name of the Course: MS
Semester: VI
Course Code: BALAY 314
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce the concept of abnormal behaviour.
2. To familiarise students with major psychological models explaining abnormality.
3. To provide an overview of classification systems and common mental disorders.

Course Outcomes

After completing this course, students will be able to:

- CO1:** Define abnormal behaviour using different criteria.
CO2: Describe major psychological models of abnormality.
CO3: Identify broad categories of mental disorders.
CO4: Understand the role of classification in mental health.

Course Content

Unit I: Defining Abnormal Behaviour (15 Hours)

- a. Criteria of abnormality
- b. Historical perspectives
- c. Cultural relativity and stigma
- d. Overview of DSM-5-TR, ICD-10 and ICD-11

Unit II: Models of Abnormal Behaviour (15 Hours)

- a. Biological model
- b. Psychodynamic model
- c. Behavioural and cognitive models
- d. Humanistic and socio-cultural models

Unit III: Mental Disorders: Types (15 Hours)

- a. Anxiety, Stress-related disorders
- b. Depressive disorders
- c. Schizophrenia spectrum disorders
- d. Personality and substance use disorders

Practicum (30 Hours)

Based on assessment of any disorders mentioned in unit III using techniques such as clinical interview, testing, etc.)



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Pedagogy

- Lectures
- Class Discussions
- Audio-visual
- Case Studies
- Student presentations

Textbooks

- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (10th ed.). Worth Publishers.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2022). *Understanding abnormal behavior* (12th ed.). Cengage Learning.

Recommended Readings

- Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics (11th rev.; ICD-11)*. World Health Organization.
- Davison, G. C., & Neale, J. M. (2001). *Abnormal psychology* (8th ed.). John Wiley & Sons.



SEVENTH SEMESTER**DISCIPLINE-SPECIFIC CORE COURSE (DSC)****HUMAN RESOURCE MANAGEMENT**

Name of the Course: DSC
Semester: VII
Course Code: BALAY401
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To develop an understanding of fundamental concepts and functions of human resource management.
2. To equip students with basic skills related to recruitment, selection, and performance management.
3. To familiarize students with training, development, and organizational growth processes.
4. To build sensitivity towards diversity and contemporary HR challenges.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate understanding of key concepts, functions, and contemporary perspectives in human resource management.

CO2 (Understanding): Explain core HR processes such as job analysis, recruitment, selection, and performance appraisal within organizational contexts.

CO3 (Analysis): Analyze training, development, and organizational practices in relation to employee performance and organizational effectiveness.

CO4 (Application): Apply human resource management principles to address workplace issues, including diversity, employee well-being, and emerging organizational challenges.

Course Content**Unit I : Foundations of Human Resource Management (15 Hours)**

- a. Meaning, nature, and scope of human resource management
- b. Traditional and strategic perspectives in HRM; HRM and HRD
- c. Contemporary issues and challenges in HRM

Unit II : Person-Organization Alignment and HR Practices (15 Hours)

- a. Job analysis and its applications
- b. Recruitment and selection processes
- c. Performance appraisal and evaluation methods



Unit III : Training and Development in Organizations (15 Hours)

- a. Identification of training needs and methods of training
- b. Evaluation of training effectiveness
- c. Organizational development: concepts and techniques

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

- Lectures
- Class Discussions
- Audio-visual
- Case Studies
- Role Plays and Demonstrations
- Student presentations

Textbooks

- Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th ed.). Pearson.
- Luthans, F. (2011). *Organizational behavior: An evidence-based approach*. McGraw Hill.
- Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational behavior*. Pearson.
- Schultz, D., & Schultz, S. (2013). *Psychology and work today*. Pearson.

Recommended Readings

- Ahuja, K. A., Padhy, P., & Srivastava, G. (2018). Performance appraisal satisfaction and organizational commitment. *The Indian Journal of Industrial Relations*, 53(4), 675-692.
- Chadha, N. K. (2002). *Human resource management: Issues, case studies and experiential exercises*. Sai Printographers.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

PSYCHOTHERAPEUTIC INTERVENTIONS

Name of the Course: DSC
Semester: VII
Course Code: BALAY403
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the principles, goals, and processes of psychotherapy.
2. To familiarise students with major psychotherapeutic approaches and their theoretical foundations.
3. To develop an understanding of basic therapeutic techniques and counselling skills.
4. To enable application of psychotherapeutic concepts in real-life and community settings.

Course Outcomes

After completing this course, students will be able to:

- CO1 (Knowledge):** Describe major psychotherapeutic approaches and their foundations.
CO2 (Understanding): Explain key techniques used in different therapeutic models.
CO3 (Analysis): Compare different therapeutic approaches and evaluate their applicability.
CO4 (Application): Demonstrate basic helping skills and apply therapeutic concepts to case-based situations.

Course Content

Unit I : Foundations of Psychotherapy (15 Hours)

- a. Meaning, goals and nature of psychotherapy (healing vs helping, aims of therapy, types of interventions)
- b. Historical development of psychotherapy (psychoanalysis, behaviourism, humanistic shift, contemporary approaches)
- c. Therapeutic relationship (rapport, empathy, trust, therapeutic alliance, therapist qualities)
- d. Ethical issues in psychotherapy (confidentiality, informed consent, professional boundaries, cultural sensitivity)

Unit II : Psychodynamic and Humanistic Therapies (15 Hours)

- a. Psychodynamic therapy (Freudian concepts: unconscious, defence mechanisms; neo-Freudian contributions)
- b. Key techniques (free association, dream analysis, interpretation, transference and countertransference)
- c. Humanistic therapies (client-centered therapy, existential approach - overview)
- d. Core conditions (empathy, unconditional positive regard, congruence, authenticity)

Unit III : Behavioural and Cognitive Therapies (15 Hours)

- a. Behaviour therapy (classical conditioning, operant conditioning, social learning principles)
- b. Behavioural techniques (reinforcement, token economy, systematic desensitization, exposure therapy, modelling)
- c. Cognitive therapies (Beck's cognitive therapy, Ellis' REBT - basic ideas)
- d. Techniques (cognitive restructuring, identifying automatic thoughts, thought records, problem-solving skills)

Practicum (30 Hours)

Any ONE practicum based on Units I-III.

Pedagogy

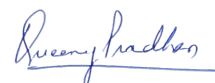
- Lectures
- Class discussions
- Role-plays and demonstrations
- Case study analysis
- Experiential exercises
- Audio-visual materials
- Student presentations

Textbooks

- Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- Corsini, R. J., & Wedding, D. (2019). *Current psychotherapies* (11th ed.). Cengage Learning.

Recommended Readings

- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). Guilford Press.
- Nelson-Jones, R. (2014). *Introduction to counselling skills* (4th ed.). Sage.
- Rogers, C. R. (1961). *On becoming a person*. Houghton Mifflin.
- Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). Basic Books.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

GEROPSYCHOLOGY

Name of the Course: DSC
Semester: VII
Course Code: BALAY405
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To develop an in-depth understanding of psychological, biological, and socio-emotional processes of ageing in the context of geropsychology and gerontology.
2. To familiarise students with cognitive, emotional, and social changes in later life and associated challenges.
3. To enable analysis of coping, adjustment, and well-being in older adults with reference to Indian and global contexts.
4. To understand caregiving, policy frameworks, and approaches to positive and active ageing.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Explain key concepts, theories, and processes related to ageing and geropsychology.

CO2 (Understanding): Describe physical, cognitive, and socio-emotional changes in later life.

CO3 (Analysis): Analyse challenges such as ageism, neurocognitive decline, and social transitions in ageing.

CO4 (Application): Apply knowledge to understand coping, caregiving, and positive ageing practices.

Course Content

Unit I : Foundations of Geropsychology (15 Hours)

- a. Understanding ageing: concepts, types and processes
- b. Gerontology, geropsychology and geriatrics: scope and interdisciplinary perspectives
- c. Theories of ageing (biological, psychological and socio-cultural)
- d. Ageing in global and Indian context: demographic trends and challenges

Unit II : Physical and Cognitive Aspects of Ageing (15 Hours)

- a. Psychological impact of physical changes (sensory decline, sleep, health transitions)
- b. Cognitive ageing: memory, attention and intelligence changes
- c. Neurocognitive disorders (Alzheimer's disease, Dementia, Parkinson's disease)
- d. Lifestyle, preventive care and healthy ageing

Unit III : Socio-Emotional Aspects of Ageing (15 Hours)

- a. Transitions in later life (retirement, role changes)
- b. Family, social relationships and support systems
- c. Ageism and societal attitudes towards ageing
- d. Emotional well-being and mental health in later life

Unit IV : Coping, Care and Positive Ageing (15 Hours)

- a. Coping with death, dying and bereavement
- b. Caregiving in later life: caregiver stress and resilience
- c. Rights of the elderly, legal awareness and policies/programmes for elderly care in India
- d. Positive ageing, active ageing and community support systems

Pedagogy

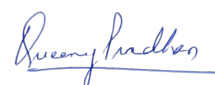
- Lectures
- Class discussions
- Case studies
- Field visits and experiential learning
- Audio-visual materials
- Student presentations

Textbooks

- Belsky, J. (2019). *The psychology of aging: Theory, research, and interventions*. Cengage Learning.
- Santrock, J. W. (2021). *Life-span development* (18th ed.). McGraw Hill.
- Robnett, R. H., Brossoie, N., & Chop, W. C. (2020). *Gerontology for the health care professional*. Jones & Bartlett Learning.

Recommended Readings

- Berk, L. E. (2017). *Exploring lifespan development* (4th ed.). Pearson.
- Moody, H. R., & Sasser, J. R. (2014). *Ageing: Concepts and controversies* (8th ed.). Sage.
- Paltasingh, T., & Tyagi, R. (2015). *Caring for the elderly: Social gerontology in the Indian context*. Sage.
- Quadagno, J. (2014). *Ageing and the life course: An introduction to social gerontology* (6th ed.). McGraw Hill.
- Shankardass, M. K. (2020). *Ageing issues and responses in India*. Springer.
- Woods, B., & Clare, L. (2008). *Handbook of the clinical psychology of ageing* (2nd ed.). Wiley.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

RESEARCH METHODS

Name of the Course:DSC
Semester: VII
Course Code: BALAY407
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the scientific foundations of psychological inquiry.
2. To develop understanding of diverse research approaches used in psychology.
3. To equip students with skills required for designing and conducting research.
4. To familiarize students with ethical and reporting standards in psychological research.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate competence in distinguishing major theoretical frameworks and methodological approaches in the study of human development.

CO2 (Understanding): Identify and explain key developmental milestones across multiple domains of human development throughout the lifespan.

CO3 (Analysis): Analyze the role of socio-cultural contexts in shaping patterns of human development.

CO4 (Application): Examine key developmental challenges and issues within the Indian socio-cultural context.

Course Content

Unit I: Fundamentals of Psychological Inquiry (15 Hours)

- a. Paradigms of research: positivist, post-positivist and constructivist
- b. Nature, purpose and steps of psychological research
- c. Types of research in psychology

Unit II: Approaches to Psychological Research (15 Hours)

- a. Quantitative, Qualitative and Mixed Methods
- b. Sampling: Probability and Non-Probability Methods
- c. Ethical principles in Psychological Research



Unit III: Methods of Data Collection (15 Hours)

- a. Quantitative Research Techniques: Survey and Questionnaire
- b. Qualitative Research Techniques: Interview, Observation, Case Study and Focus Group Discussion
- c. Techniques of Qualitative Data Analysis: Thematic Analysis

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Textbooks

- Goodwin, J. C. (2010). *Research in psychology: Methods and design* (6th ed.). Wiley.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Sage Publications.
- Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd ed.). Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
- Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26-41.
- Pretorius, L. (2024). Demystifying research paradigms: Navigating ontology, epistemology, and axiology in research. *The Qualitative Report*, 29(10).
- Turin, T. C., Raihan, M. M. H., & Chowdhury, N. A. (2024). Paradigms of approaches to research. *BSMMU Journal*.
- Coolican, H. (2018). *Research methods and statistics in psychology*. Routledge.
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. American Psychological Association.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597. <https://doi.org/10.1080/2159676X.2019.1628806>

Recommended Readings

- Bordens, K. S., & Abbott, B. B. (2014). *Research design and methods: A process approach* (9th ed.). McGraw-Hill Education.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

SPORTS PSYCHOLOGY

Name of the Course:DSC
Semester: VII
Course Code: BALAY409
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To understand the role of psychology in sports.
2. To learn key psychological concepts and their application in sports.
3. To develop the ability to apply sports psychology in real-life settings.
4. To gain practical exposure through hands-on training.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge) : Describe key concepts and principles of sports psychology.

CO2 (Understanding) : Explain psychological factors influencing sports performance.

CO3 (Analysis) : Analyze psychological issues and challenges in sports settings, including performance and well-being.

CO4 (Application) : Apply psychological techniques and understand potential issues in measurement and interventions in sports.

Course Content

Unit I : Foundations of Sports Psychology (15 Hours)

- a. Introduction to sports psychology: definition and origin
- b. Need and scope of sports psychology; origin of sports psychology in the Indian context
- c. Role of a sports psychologist: importance for athletes, coaches, and others in sports settings

Unit II : Psychological Determinants of Sports Performance (15 Hours)

- a. Anxiety, arousal (Inverted U Hypothesis), and stress in relation to optimal and peak performance
- b. Personality in sports: sports-specific traits and personality-performance relationship (POMS by Morgan)
- c. Motivation and goal setting as key drivers of performance and achievement in sports

Unit III : Psychological Challenges and Well-being in Athletes (15 Hours)

- a. Psychological responses to injury, Burnout, overtraining, and stress-related issues in athletes
- b. Coping strategies, mental health concerns, and psychological support in sports settings
- c. Relaxation and activation techniques : PMR, Yoga, Meditation, Imagery and Mindfulness

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

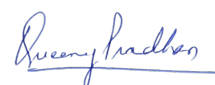
- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Jarvis M (2006). Sports psychology: A students handbook. Rutledge.
- LeUnes, A., & Nation, J.R (2002). Sport psychology: An introduction 3rd ed. Belmont CA: Wadsworth Thomson Learning.
- Perry J (2016) .Sports Psychology: A complete introduction .Kindle Edition.
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). Handbook of sport psychology (3rd ed.). John Wiley & Sons, Inc.

Recommended Readings

- Cox ,R (2006) .Sports Psychology. McGraw -Hill Education
- Carron, A.V., Hausenlas, H.A.Mark Eys (2005).Group Dynamics in Sports.Organtown ,WV:Fitness information Technology, INC, US.
- Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi : Friends Publishers
- Weinberg, R.S.,& Gould, D(1995). Foundation of sports & Exercise psychology Champaign, IL:Human Kinetics.



MINOR STREAM COURSE (MS)

DEVELOPMENT ACROSS LIFESPAN

Name of the Course: MS
Semester: VII
Course Code: BALAY417
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To develop a basic understanding of human development across the lifespan.
2. To familiarize students with key developmental theories and domains.
3. To examine developmental changes across childhood and adolescence.
4. To encourage application of developmental concepts through practicum.

Course Outcomes

After finishing this course, students will be able to:

CO 1 (Knowledge): Describe major concepts, principles, and theories in lifespan development.

CO 2 (Understanding): Explain developmental changes across physical, cognitive, and moral domains.

CO 3 (Analysis): Compare developmental processes across childhood and adolescence using theoretical and empirical insights.

CO 4 (Application): Apply developmental principles to real-life contexts, educational settings, and developmental challenges.

Course Content

Unit I: Foundations of Lifespan Development (15 Hours)

- a. Meaning, scope, and characteristics of lifespan development
- b. Key developmental issues: nature-nurture, continuity-discontinuity, stability-change
- c. Approaches (Psychoanalytic, Cognitive, Ecological) and Methods of studying development (observational, cross-sectional, longitudinal)

Unit II: Developmental Stages Across the Lifespan (15 Hours)

- a. Prenatal development and birth
- b. Infancy and early childhood (key physical and motor milestones across domains)
- c. Middle childhood and adolescence (growth patterns, identity, peer relations)

Unit III: Core Developmental Domains (15 Hours)

- a. Cognitive development (major processes; brief overview of Piaget, Vygotsky and Bruner)
- b. Language development (emergence and early mechanisms)
- c. Moral development (Kohlberg, Gilligan)

Practicum (30 Hours)

Any ONE practicum based on Unit II-III

Pedagogy

- Lectures
- Class discussions
- Field-based studies
- Assignments
- Audio-visual material

Textbooks

- Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson.
- Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill

Recommended Readings

- Kail, R. V., & Cavanaugh, J. C. (2019). Human development: A lifespan view (8th ed.). Cengage.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2012). Human development (12th ed.). McGraw-Hill.
- Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. Indian Journal of Psychological Medicine, 15(1), 77-82.
- Feldman, R. S., & Babu, N. (2017). Development across the life span (8th ed.). New Delhi: Pearson.
- Feldman, R. S., & Babu, N. (2011). Discovering the life span. New Delhi: Pearson.
- Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and adolescence Indian reprint: Thomson Wadsworth



MINOR STREAM COURSE (MS)
BASICS OF COUNSELLING PSYCHOLOGY

Name of the Course: MS
Semester: VII
Course Code: BALAY419
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the nature and scope of counselling psychology.
2. To develop basic counselling and helping skills required for effective interaction.
3. To familiarize students with the counselling process from intake to termination.
4. To build awareness about professional ethics and applications of counselling in different settings.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Describe the meaning, goals and scope of counselling psychology.

CO 2 (Understanding): Explain the core counselling skills required to build a helping relationship.

CO 3 (Analysis): Understand the stages and dynamics involved in the counselling process.

CO 4 (Application): Apply ethical principles and basic counselling skills in real-life helping situations.

Course Content

Unit I: Understanding Counselling (15 Hours)

- a. Meaning, goals, and Ethical considerations in counselling
- b. Counselling, guidance and psychotherapy: differences
- c. Characteristics and qualities of an effective counsellor
- d. Counselling in the Indian socio-cultural context (school, family, career etc)

Unit II: The Counselling Process (15 Hours)

- a. Stages of counselling (intake, working and termination)
- b. Case history taking and problem identification
- c. Goal setting and planning intervention
- d. Resistance, transference, counter-transference and record keeping



Unit III: Core Counselling Skills (15 Hours)

- a. Attending behaviour, listening and empathy
- b. Questioning, paraphrasing and summarizing
- c. Non-verbal communication and use of silence
- d. Building rapport and establishing a helping relationship

Practicum (30 Hours)

Any ONE practicum based on Units II-III (role play, mock counselling session, case analysis, or skill demonstration).

Pedagogy

- Lectures
- Role plays and demonstrations
- Class discussions
- Case illustrations
- Audio-visual material

Textbooks

- Egan, G. (2014). *The Skilled Helper*. Cengage.
- Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. Sage.
- Rao, S. N. (2013). *Counselling and Guidance*. Tata McGraw Hill.

Recommended Readings

- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage.
- McLeod, J. (2013). *An Introduction to Counselling*. Open University Press.
- Gibson, R. & Mitchell, M. (2008). *Introduction to Counseling and Guidance*. Pearson.
- American Counseling Association. (2014). *ACA Code of Ethics*.



MINOR STREAM COURSE (MS)**COMMUNITY PSYCHOLOGY**

Name of the Course: MS
Semester: VII
Course Code: BALAY421
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To understand the nature and diversity of communities in India.
2. To examine key concepts and research methods in Community Psychology.
3. To explain the scope and applications of Community Psychology.
4. To analyze the link between community work and mental health.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge) : Describe the nature and diversity of communities and community-based processes.

CO2 (Understanding) : Explain the scope, applications, and ecological perspectives in Community Psychology.

CO3 (Analysis) : Analyze key concepts, paradigms, and social phenomena within community contexts.

CO4 (Application) : Apply research skills and community-based approaches to address mental health concerns.

Course Content**Unit I : Foundations of Community Psychology (15 Hours)**

- a. Definition and goals of community psychology
- b. Research paradigms in community psychology: post-positivist, ; social constructionist and transformative approaches
- c. Methods of Research in Community Psychology (Action Research, Participatory, Community based research and Interventions)

Unit II : Community Empowerment and Mental Health (15 Hours)

- a. Empowerment as a goal in Community Psychology
- b. Community mental health: public perceptions, prevention and treatment
- c. Community-level interventions: Community-based rehabilitation and mental health practices


Unit III : Community Interventions with Vulnerable Groups (15 Hours)

- a. Community-based work in maternal and child health
- b. Community interventions in Disaster-affected settings

- c. Working with communities in India: context, challenges and practices

Practicum (30 Hours)

Any ONE practicum based on Units II-III

Pedagogy

- Lectures
- Class discussions
- Data-Based Exercises
- Field visits
- Assignments and presentations
- Audio-visual material

Textbooks

- Deb, S., Sunny, A. M., & Sanyal, N. (2020). Community Psychology: Theories and Applications. SAGE Publications India Pvt Limited.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities. Singapore: Wadsworth Cengage Learning.
- Nelson, G., & Prilleltensky, I. (2005). Community psychology: In pursuit of liberation and well-being. Palgrave Macmillan.
- Opačić, A. (2021). Practicing Social Work in Deprived Communities. Springer International Publishing.

Recommended Readings

- Duffy, K. G., & Wong, F. Y. (2000). Community psychology. Allyn & Bacon.
- Rudkin, J. K. (2003). Community psychology: Guiding principles and orienting concepts. Pearson College Division.



EIGHTH SEMESTER

DISCIPLINE-SPECIFIC CORE COURSE (DSC)

INTRODUCTION TO HEALTH PSYCHOLOGY

Name of the Course: DSC
Semester: VIII
Course Code: BALAY402
Credits: 4 (L3,P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the field of health psychology and its scope.
2. To understand the interaction between psychological, biological, and social factors in health and illness.
3. To familiarise students with stress, coping, and health-related behaviours.
4. To develop awareness of health promotion and behaviour change in real-life contexts.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe key concepts, models, and scope of health psychology.

CO2 (Understanding): Explain the role of psychological factors in health and illness.

CO3 (Analysis): Analyse stress, coping, and lifestyle factors affecting health.

CO4 (Application): Apply health psychology principles to promote well-being and healthy behaviour.

Course Content

Unit I : Introduction to Health Psychology (15 Hours)

- a. Meaning, nature and scope of health psychology (biopsychosocial model, mind-body relationship)
- b. Health vs illness: concepts and determinants (risk factors, protective factors)
- c. Health care systems and role of psychologists (primary, secondary, tertiary care); Indian context (ayurveda)

Unit II : Health Behaviour (15 Hours)

- a. Models of health behaviour (Health Belief Model, Theory of Planned Behaviour, Stages of Change Model)
- b. Behaviour change strategies (self-regulation, motivation, habit formation)
- c. Risk behaviours and prevention (addiction, sedentary lifestyle, preventive health practices)

Unit III : Health Promotion and Intervention (15 Hours)

- a. Psychological aspects of chronic illness (pain, adjustment, quality of life)
- b. Health Enhancing Behaviours (Exercise, Meditation and Yoga)
- c. Community health and public health interventions (awareness programs, role of media, Indian initiatives)



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Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy


- Lectures
- Class discussions
- Case studies
- Experiential activities
- Field-based assignments
- Audio-visual materials
- Student presentations

Textbooks

- Taylor, S. E. (2021). *Health psychology* (11th ed.). McGraw Hill.
- Sarafino, E. P., & Smith, T. W. (2020). *Health psychology: Biopsychosocial interactions* (10th ed.). Wiley.

Recommended Readings

- Ogden, J. (2019). *Health psychology: A textbook* (6th ed.). McGraw Hill.
- Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health psychology: Theory, research and practice* (5th ed.). Sage.
- Straub, R. O. (2019). *Health psychology: A biopsychosocial approach* (5th ed.). Worth Publishers.
- Dalal, Ajit K. (2012). *New Directions in Health Psychology*. SAGE, New Delhi; London.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)

INTRODUCTION TO PSYCHOMETRICS

Name of the Course: DSC
Semester: VIII
Course Code: BALAY404
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To develop understanding of core concepts and principles of psychometrics.
2. To familiarize students with test construction and standardization processes.
3. To build skills in designing and developing psychological measurement tools.
4. To enable application of item analysis techniques for test evaluation.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate knowledge of key concepts and fundamental principles of psychometrics.

CO2 (Understanding): Explain the processes involved in psychological test construction and standardization.

CO3 (Analysis): Analyze test items and evaluate their effectiveness using appropriate statistical techniques.

CO4 (Application): Apply psychometric principles to design, develop, and standardize basic psychological tests.

Course Content

Unit I : Foundations of Psychological Assessment (15 Hours)

- a. Definition, nature and historical development of psychological measurement
- b. Typology of tests and scales of measurement
- c. Classical Test Theory and Item Response Theory
- d. Ethical issues in psychological testing and its role in society; computerized testing

Unit II : Construction of Psychological Tests and Item Analysis (15 Hours)

- a. Conceptualization of construct and operational definition
- b. Steps in test development and standardization
- c. Item construction: item writing, designing responses, and scoring
- d. Item analysis: Item difficulty, discrimination, reliability, validity and norms

Unit III : Standardization of Psychological Tests (15 Hours)

- a. Test standardization process and norms: Qualitative and Quantitative
- b. Reliability : Types
- c. Validity : Types
- d. Norms: Types



Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Murphy, K. R., & Davidshofer, C. O. (2005). Psychological testing: Principles and applications. 6th Edition Englewood Cliffs, N.J: Prentice-Hall.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenegage.
- Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.
- Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication.
- Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). Psychological Testing: A practical Approach. 4th Edition, New Delhi: Sage publications.
- Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th ed.). Boston: Allyn & amp; Bacon.

Recommended Readings

- Cohen, R. J. & Swerdilk, M.E. (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement. New York: McGraw-Hill Education.
- Furr, M R., & Bacharach, V R (2008). Psychometrics: An Introduction. Los Angeles: SAGE Publications.
- Guilford, J. P. (1989) Psychometric Methods. NJ: John Wiley.
- Guilksen, (1988). Theory of Mental Tests. California: Wiley.
- Kalina, P. (1998). The New Psychometrics: Sciences, Psychology and Measurement. London & New York: Routledge.



DISCIPLINE-SPECIFIC CORE COURSE (DSC)
PSYCHOLOGY OF GENDER

Name of the Course: DSC
Semester: VIII
Course Code: BALAY406
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. Understand the fundamental concepts of sex, gender, gender identity, and gender roles from a psychological perspective.
2. Examine major psychological theories and factors influencing gender development and behavior.
3. Analyze the impact of socialization, culture, family, and media on gender attitudes, stereotypes, and identities.
4. Develop a critical understanding of contemporary gender issues and promote gender sensitivity and equality in society.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Define key concepts and perspectives in gender psychology.

CO 2 (Understanding): Explain developmental and social processes related to gender identity and roles.

CO 3 (Analysis): Analyse gender differences and similarities in psychological processes.

CO 4 (Application): Apply gender psychological perspectives to contemporary social issues and interpersonal contexts.

Course Content

Unit I : Understanding Gender as a Social and Psychological Construct (15 Hours)

- a. Gender as a socially constructed category
- b. Historical evolution of gender studies within psychology
- c. Feminist approaches and methodological perspectives in gender research

Unit II : Explanatory Frameworks of Gender Development (15 Hours)

- a. Psychoanalytic perspectives on gender formation
- b. Cognitive-developmental and gender schema approaches
- c. Biological and social cognitive explanations of gender development

Unit III : Gender Diversity, Inequality, and Psychological Concerns (15 Hours)

- a. Gender diversity and marginalization across the gender spectrum
- b. Gender-based discrimination and violence, Gender sensitization and awareness initiatives
- c. Mental health challenges related to gender identity and social exclusion

Practicum (30 Hours)

Any ONE practicum based on Units I-III, such as:

- Cultural Representations of gender (Text and Visual Media)
- Interview based study
- Gender role attitude scale administration and interpretation

Pedagogy

- Lectures
- Class discussions
- Reflective essays
- Presentations
- Audio-visual material

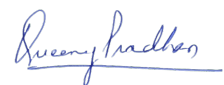
Textbooks

- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.
- Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.
- Haig, B. D. (1997). Feminist research methodology. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (2nd ed.). Pergamon.
- Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.
- Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy?. *Gender & Development*, 24(1), 53-68.
- Lorber, J. (1994). "Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.
- Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.
- Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer affirmative counselling practice - A resource book of Mental health practices in India*, Mumbai: Mariwala Health Initiative.

Recommended Readings

- Brannon, L. (2017). *Gender: Psychological Perspectives* (7th edition). New Delhi Routledge
- Helgeson, V. S. (2017). *Psychology of gender* (5th ed.). Routledge.
- Mills, M. (2010). Gender roles, gender (in) equality and fertility: An empirical test of five gender equity indices. *Canadian Studies in Population [ARCHIVES]*, 37(3-4), 445-474.
- Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.
- Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

- Parri, M., & Ceciliani, A. (2019). Best Practice in PE for gender equity-A review. *Journal of Physical Education and Sport*, 19, 1943-1952.
- Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: Beyond rhetoric*. Oxfam.



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DISCIPLINE-SPECIFIC CORE COURSE (DSC)

FORENSIC PSYCHOLOGY

Name of the Course:DSC
Semester: VIII
Course Code: BALAY408
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce foundational concepts in criminal and forensic psychology.
2. To develop understanding of criminal behaviour and legal applications of psychology.
3. To familiarize students with psychological techniques used in forensic settings.

Course Outcomes

After completing this course, students will be able to:

CO 1 (Knowledge): Describe the fundamental concepts, scope, nature, and interdisciplinary foundations of criminology, criminal behaviour, and forensic psychology.

CO 2 (Understanding): Explain the psychological, biological, and social factors underlying criminal behaviour, juvenile delinquency, victimology, and criminal justice processes.

CO 3 (Analysis): Analyze various forms of criminal behaviour, psychopathy, violent crimes, and criminal personalities using forensic and criminological perspectives.

CO 4 (Application): Apply forensic psychological principles, assessment techniques, and investigative approaches in criminal profiling, offender evaluation, and legal settings.

Course Content

Unit I: Foundations of Crime and Criminology (15 Hours)

- a. Nature and definitions of crime: social, psychological, and legal perspectives
- b. Scope and significance of criminology in contemporary society
- c. Major schools and sociological theories of criminology

Unit II: Basics of Forensic Psychology (15 Hours)

- a. Meaning, scope, and functions of forensic psychology
- b. Roles, specializations, and career pathways in forensic settings
- c. Branches: Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim services, Legal Psychology, Correctional Psychology)

Unit III: Criminal Behaviour and Violence (15 Hours)

- a. Juvenile delinquency: nature and patterns
- b. Psychological, biological, and social perspectives on violent behaviour
- c. Criminal personalities: psychopathy and forms of homicide

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Unit IV: Techniques in Forensic Assessment (15 Hours)

- a. Criminal profiling: approaches and methods
- b. Psychological assessment in forensic contexts (case history and mental status)
- c. Scientific techniques: polygraph, narco-analysis, and BEOS

Pedagogy

- Lectures
- Class discussions
- Reflective essays
- Presentations
- Audio-visual material

Textbooks

- Bartol, C. R., & Bartol, A. M. (2008). *Introduction to forensic psychology: Research and application*. Sage Publications.
- Huss, M. T. (2008). *Forensic psychology: Research, clinical practice, and applications* (2nd ed.). Wiley.
- Nagle, Y. K., Srivastava, K., & Gupta. (2014). *A handbook of forensic psychology*. Author House.

Recommended Readings

- Petherick, W. (2009). *Serial crime: Theoretical and practical issues in behavioral profiling*. Elsevier.
- Veerarahavan (2009). *Handbook of forensic psychology*. Amity University.
- Wrightsman, L. S., & Fulero, S. (2008). *Forensic psychology*. Wadsworth.



MINOR STREAM COURSE (MS)

RESEARCH METHODS IN PSYCHOLOGY

Name of the Course: MS
Semester: VIII
Course Code: BALAY410
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the scientific foundations of psychological inquiry.
2. To develop understanding of diverse research approaches used in psychology.
3. To equip students with skills required for designing and conducting research.
4. To familiarize students with ethical and reporting standards in psychological research.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Demonstrate competence in distinguishing major theoretical frameworks and methodological approaches in the study of human development.

CO2 (Understanding): Identify and explain key developmental milestones across multiple domains of human development throughout the lifespan.

CO3 (Analysis): Analyze the role of socio-cultural contexts in shaping patterns of human development.

CO4 (Application): Examine key developmental challenges and issues within the Indian socio-cultural context.

Course Content

Unit I: Fundamentals of Psychological Inquiry (15 Hours)

- a. Paradigms of research: positivist, post-positivist and constructivist
- b. Nature, purpose and steps of psychological research
- c. Types of research in psychology

Unit II: Approaches to Psychological Research (15 Hours)

- a. Quantitative, Qualitative and Mixed Methods
- b. Sampling: Probability and Non-Probability Methods
- c. Ethical principles in psychological research

Unit III: Methods of Data Collection (15 Hours)

- a. Quantitative Research Techniques: Survey and Questionnaire
- b. Qualitative Research Techniques: Interview, Observation, Case Study and Focus Group Discussion
- c. Techniques of Analysis: Thematic Analysis



Practicum (30 Hours)

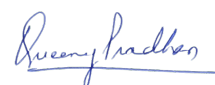
Any ONE practicum based on Units II-III.

Textbooks

- Goodwin, J. C. (2010). *Research in psychology: Methods and design* (6th ed.). Wiley.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Sage Publications.
- Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd ed.). Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26-41.
- Pretorius, L. (2024). Demystifying research paradigms: Navigating ontology, epistemology, and axiology in research. *The Qualitative Report*, 29(10).
- Turin, T. C., Raihan, M. M. H., & Chowdhury, N. A. (2024). Paradigms of approaches to research. *BSMMU Journal*.
- Coolican, H. (2018). *Research methods and statistics in psychology*. Routledge.
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. American Psychological Association.

Recommended Readings

- Bordens, K. S., & Abbott, B. B. (2014). *Research design and methods: A process approach* (9th ed.). McGraw-Hill Education.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.



MINOR STREAM COURSE (MS)

PEACE PSYCHOLOGY

Name of the Course: MS
Semester: VIII
Course Code: BALAY412
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To analyze key peace processes and models across different contexts.
2. To understand major frameworks and strategies used in peacebuilding.
3. To explore psychological perspectives and theories related to peace and conflict resolution.
4. Apply peacebuilding concepts derived from the Bhagavad Gita and the Mahabharata to contemporary social contexts.

Course Outcomes

After completing this course, students will be able to:

CO1 (Knowledge): Describe the concepts of peace and its relevance within psychology.

CO2 (Understanding): Explain the processes of peace and key models used to understand peacebuilding.

CO3 (Analysis): Analyse social conditions and their relationship with conflict.

CO4 (Application): Apply psychological perspectives of peace to real-life situations and conflict resolution.

Course Content

Unit I : Foundations of Peace Psychology (15 Hours)

- a. Meaning, nature and scope of peace psychology; relationship with Conflict Analysis and Resolution (CAR)
- b. Historical development and emergence of peace psychology
- c. Key Concepts: conflict management, conflict resolution, conflict transformation & conflict prevention

Unit II : Process of Peace and Peace Building (15 Hours)

- a. Nature of peace processes: peacemaking, peacekeeping and peacebuilding
- b. Concepts of positive and negative peace
- c. Conflict transformation by peaceful means: Johan Galtung's Transcend Method and Peace Education

Unit III : Psychological Perspectives on Peace and Conflict (15 Hours)

- a. Psychological understanding of peace and conflict
- b. Theoretical approaches: Psychoanalytical perspective (Vamik Volkan)
- c. Social-Psychological perspective (Herbert C. Kelman)



Unit IV : Indian Perspectives on Peace (15 Hours)

- a. Psychological insights into human conflict, duty and peace as reflected in the Bhagavad Gita and the Mahabharata.
- b. Concept of Just War: Elements of Peace, War Avoidance and Ethics; Concept of Satyagraha and Ahimsa
- c. Role of Diplomacy, Deterrence and Stratagem in Conflict Resolution

Pedagogy

- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Chadha, V. (2024). How Dharma Shapes Strategic Thought on War in the Mahabharata. Manohar Parrikar Institute for Defence Studies and Analyses, New Delhi., 62.
- Christie, D. J. (2006). What is peace psychology the psychology of?. Journal of social issues, 62(1), 1-17.
- Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). Searching for Peace: The Road to Transcend. London: Pluto Press.
- Jeong, H, W. (2008). Understanding Conflict and Conflict Analysis. New Delhi: Sage.
- Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. Handbook of Conflict Analysis and Resolution (pp. 170-183). London: Routledge.
- Kelman, H. C., & Fisher, R. J. (Eds.). (2016). Herbert C. Kelman: A pioneer in the social psychology of conflict analysis and resolution. Springer International Publishing.

Recommended Readings

- Satpathy, B. (2010). Spiritual intelligence from the Bhagavad-Gita for conflict resolution. International Journal of Indian Culture and Business Management, 3(4), 449-465.
- Upadhyaya, K. N. (1969). The bhagavad gītā on war and peace. Philosophy East and West, 159-169.
- Volkan, V. D. (2018). Psychoanalysis, international relations, and diplomacy: A sourcebook on large-group psychology. Routledge.
- Webel, C., & Galtung, J. (2007). Handbook of Peace and Conflict Studies. New York: Routledge.

