



SDGI GLOBAL UNIVERSITY (SGU)

Established under U.P. Private Universities Act 2019 (U.P Act No. 12 of 2019) & Recognised under Section 2(f) of UGC Act, 1956



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SCHOOL OF HUMANITIES & LIBERAL ARTS

STUDY AND EVALUATION SCHEME FOR BACHELOR OF

ARTS (B.A-Hons)

BACHELOR OF ARTS (HONOURS)

Effective from the Session: 2025-26



Program Curriculum FOR BA (Hons) *(Effective from Academic Session 2025–26)*

Introduction:

BA (Hons) is a 4-year degree that imparts foundational and advanced knowledge in the humanities and social sciences. The course aims at developing analytical, critical thinking, and communication skills essential for academic and professional pursuits by utilizing various subjects of study and their practical application. Whilst many BA programs cater to impart broad knowledge, this program with high academic rigor and project-centred learning throughout a scholar's University years is much more refined. Learners who aim for thorough academic excellence coupled with practical knowledge from day one would prefer a BA (Honors) program.

Program Educational Objectives (PEOs)

PEO1: To acquire core knowledge in humanities and social sciences in a manner that enables critical understanding, reflection, and interdisciplinary application.

PEO2: To exhibit ethical, analytical, and reasoned thinking to evaluate various societal, cultural, and political issues.

PEO3: To learn to work collaboratively and independently in academic and social contexts.

PEO4: To appreciate human diversity in terms of gender, region, language, culture, and beliefs with sensitivity and mutual respect.

PEO5: To imbibe responsibility and respect for all and continuously strive for justice, ethics, equality, honesty, and integrity both in personal and professional life.

Program Specific Objectives (PSOs)

PSO1: Develop high-quality educational engagement in humanities and social sciences at undergraduate level.

PSO2: Enable students to become effective in managing academic projects and presentations using innovative pedagogical tools and digital resources.

PSO3: Prepare students with foundational knowledge in their chosen discipline and its interdisciplinary applications.

PSO4: Develop academic and professional outlooks to pursue higher education, research, or careers in public, private, or civil sectors.

**Program Outcomes (POs)**

PO1: Critical Thinking and Decision-Making Skills: Learners are able to define, analyze, and evaluate social, cultural, and political issues using logical reasoning and critical inquiry.

PO2: Subject-Specific Competence: Learners demonstrate academic understanding of their chosen discipline with an ability to relate it to contemporary issues.

PO3: Communication Skills: Learners are able to express ideas clearly and effectively in both written and oral forms, and can construct structured arguments.

PO4: Interpersonal and Leadership Skills: Learners can function effectively as individuals, as well as members or leaders in collaborative and interdisciplinary teams.

Credit distribution in each semester

Semester	Credits		
	Theory	Practical	Total
1 st	21	1	22
2 nd	21	1	22
3 rd	19	1	20
4 th	20		20
5 th	20		20
6 th	20		20
7 th	20		20
8 th	20		20
Total			164



Course Status system: Every course will be coded as follows:

Abbreviations	Subject Category/status
Major	Major Subject
OE	Open Elective / Multidisciplinary
AEC	Ability Enhancement Course
SEC	Skill Enhancement Course
VAC	Value Added Course



Scheme of Examination

- a) The Four-year (Eight Semester) BA Programme is 164 credits and the student will have to earn 164 credits.
- b) The medium of instruction shall be English and Hindi.
- c) In a theory course, one credit is equivalent to one hour of teaching.
- d) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.

EVALUATION PATTERN

a) **Evaluation Pattern of Theoretical Papers**

• **Internal Assessment in each paper-50 marks**

- Two best of three Sessionals- 30 (15 each) marks
- Assignments/ Participation in Seminars/ surprise test(s)/quizzes/ discipline etc.- 10 marks
- Regularity and attendance- 10 marks

b) **External Assessment in each paper-50 marks**

Semester end examination in each paper- 50 marks

c) **Evaluation Pattern of field/practicum**

50% internal assessment shall be done by the teacher concerned deputed for the same on the basis of overall performance of the candidate in different areas. 50% external assessment shall be done by the panel of two external examiners on the basis of record, viva-voice and presentation by the each candidate.

The requirement of passing marks in a theory & field/practicum course	
CIE	Minimum 40%
ESE	Minimum 40%
CIE+ESE	Minimum 40%



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SCHOOL OF HUMANITIES & LIBERAL ARTS

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BACHELOR OF ARTS (HONOURS)

(As per the Guidelines of NEP 2020, UGC, NHEQF for Four Years Multidisciplinary Undergraduate Honours Programme)

Batch 2025-29 Academic Session -2025-26

1st Semester

S. No	Status	Subject Code	Subject Name	Study Scheme Lec/ Week			Hours	Credits	Marks in Evaluation Scheme						Passing Marks	Total Marks
				Credits					Continuous Internal Evaluation (CIE)			End of Semester Examination (ESE)				
				L	T	P			Th	Pr	Total	Th	Pr	Total		
1	Major	B110125101	Understanding Political Theory	4	0	0	4	4	50	0	50	50	0	50	40	100
2	Major	B110125102	History of India (Pre-History to Early India)	4	0	0	4	4	50	0	50	50	0	50	40	100
3	Major (Choose One) Contd. From Sem. I	B110825103	Introduction to Micro-Economics	4	0	0	4	4	50	0	50	50	0	50	40	100
		B110725103	Introduction to Psychology													
		B110225103	British Poetry and Drama: 14 th to 17 th Centuries													
4	OE	B110E24101	Principles and Practices of management	3	0	0	3	3	50	0	50	50	0	50	40	100
5	AEC	BSGUA2401	English Language Proficiency	2	0	0	2	2	50	0	50	50	0	50	40	100
6	SEC	BSGUSE2410	Office Automation	2	0	0	2	2	25	0	25	25	0	25	20	50
6	SEC	BSGUSE2460	Office Automation lab	0	0	1	2	1	0	30	30	0	20	20	20	50
7	VAC	BSGUA2403	Foundation of Indian Society	3	0	0	3	3	50	0	50	50	0	50	40	100
Total				22	0	1	24	23	325	30	355	325	20	345	280	700

OE - Open Elective / Multidisciplinary

AEC - Ability Enhancement Course

VAC - Value Added Course

SEC - Skill Enhancement Course



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SCHOOL OF HUMANITIES & LIBERAL ARTS

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BACHELOR ARTS (HONOURS)

(As per the Guidelines of NEP 2020, UGC, NHEQF for Four Years Multidisciplinary Undergraduate Honours Programme)

Batch 2024-2028 Academic Session 2025-26

3rd Semester

S. No	Status	Subject Code	Subject Name	Study Scheme Lec/Week			Hours	Credits	Marks in Evaluation Scheme						Passing Marks	Total Marks
				L	T	P			Continuous Internal Evaluation (CIE)			End of Semester Examination (ESE)				
									Th	Pr	Total	Th	Pr	Total		
1	Major	B110125301	Nationalism in India	4	0	0	4	4	50	0	50	50	0	50	40	100
2	Major	B110125302	Early Medieval Indian History (750AD- 1206AD)	4	0	0	4	4	50	0	50	50	0	50	40	100
3	Major (Choose One) Contd. From Sem. I	B110225303	Indian Literature	4	0	0	4	4	50	0	50	50	0	50	40	100
		B110725303	Introduction to Personality													
		B110825303	Indian Economy-I													
4	OE	B11OE24301	Journalism and Mass Communication	3	0	0	3	3	50	0	50	50	0	50	40	100
5	AEC	BSGUA2404	Professional Communication	2	0	0	2	2	50	0	50	50	0	50	40	100
6	SEC	BSGUSE2406	Time Management and Personal Effectiveness	2	0	0	2	2	25	0	25	25	0	25	20	50
7	SEC	BSGUSE2456	Time Management and Personal Effectiveness Lab	0	0	2	2	1	0	30	30	0	20	20	20	50
Total				19	0	2	21	20	275	30	305	275	20	295	240	600

OE - Open Elective / Multidisciplinary

AEC - Ability Enhancement Course

VAC - Value Added Course

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School of Humanities & Liberal Arts
Ist Semester Syllabus
(Major, Open Elective, AEC, SEC, VAC)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- UNDERSTANDING POLITICAL THEORY			
A.Y 2025-26	Course Code- B110125101	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
<ol style="list-style-type: none"> 1. To introduce students to the fundamental concepts and ideas in political theory. 2. To analyze various political ideologies and their impact on political structures and processes. 3. To critically examine the contributions of key political theorists. 4. To explore the application of political theory in understanding contemporary political issues. 5. To develop analytical skills to interpret and critique political arguments . 			
Unit 1	Introduction to Political Theory		No. of Teaching hours/ (Lecture)
1	Definition, nature, and scope of political theory,		4
2	Approaches to political theory: Normative, Empirical, and Critical,		5
3	Relationship between Political Theory and Political Science,		5
4	Relevance of political theory in contemporary times.		5
UNIT 2	Key Concepts in Political Theory		
1	Power, Authority, and Legitimacy, State, Sovereignty, and Citizenship, Liberty,		4
2	Equality, and Justice, Rights and Duties, Democracy and its different forms.		4
UNIT 3	Unit 3: Political Ideologies		
1	Liberalism: Classical and Modern, Conservatism: Traditional and New Right,		4
2	Socialism: Utopian, Scientific, and Democratic,		4
3	Feminism: Liberal, Radical, and Intersectional, Environmentalism and its political implications.		5
UNIT 4	Major Political Theorists		
1	Plato and Aristotle on political philosophy, Hobbes, Locke, and Rousseau on the social contract,		5



1	Marx and Engels on class struggle and revolution, John Stuart Mill on liberty and utilitarianism, Contemporary political theorists: Rawls, Nozick, and Foucault.	5
UNIT 5	Application of Political Theory	
1	Political theory and contemporary political issues, Role of political theory in policymaking,	5
2	Political theory and public opinion, The relevance of political theory in global politics	5

Course Outcomes:

1. To introduce students to the fundamental concepts and ideas in political theory.
2. To analyze various political ideologies and their impact on political structures and processes.
3. To critically examine the contributions of key political theorists.
4. To explore the application of political theory in understanding contemporary political issues.
5. To develop analytical skills to interpret and critique political arguments and theories.

Reference Books:

1. "An Introduction to Political Theory" by O.P. Gauba
2. "Political Theory: An Introduction" by Andrew Heywood
3. "Contemporary Political Theory" by J.C. Johari
4. "A History of Political Theory" by George H. Sabine and Thomas L. Thorson
5. "The Oxford Handbook of Political Theory" edited by John S. Dryzek, Bonnie Honig, and Anne Phillips

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- History of India (Pre-History to Early India)			
A.Y 2025-26	Course Code- (B110125102)	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
<p>This course is designed to provide students with a comprehensive understanding of early Indian history by focusing on multiple dimensions of its evolution. Students will first understand the major stages of prehistoric human evolution and cultural development in India (CO1), gaining insights into the foundations of civilization. They will then analyze the significance of archaeological findings in reconstructing ancient Indian history (CO2), appreciating the role of material evidence in historical interpretation. The course also emphasizes the ability to examine the socio-economic and political structures of early Indian civilizations (CO3), thereby uncovering the complexities of governance, economy, and social organization. Further, students will evaluate the development of early religious and philosophical ideas in India (CO4), tracing their lasting influence on cultural traditions. Finally, the course encourages learners to critically assess the impact of early Indian history on contemporary Indian society (CO5), fostering a deeper appreciation of how the past continues to shape present identities, values, and institutions.</p>			
Unit 1	Introduction to Pre-History		No. of Teaching hours/ (Lecture)
1	Definition and scope of Pre-History, Sources for the study of Pre-History: Archaeological, geological, and anthropological sources,		6
2	Methods of dating: Relative and absolute dating methods, Geological time scale and human evolution, Palaeolithic cultures: Lower, Middle, and Upper Palaeolithic		6
Unit 2	Mesolithic and Neolithic Cultures		
1	Mesolithic cultures: Characteristics and major sites, Neolithic revolution: Causes and consequences,		6
2	Neolithic cultures of India: Mehrgarh, Burzahom, Chirand, and others, Transition from hunting- gathering to settled agriculture		6
Unit 3	The Harappan Civilization		
1	Discovery and extent of the Harappan Civilization, Urban planning and architecture: Cities like Mohenjo-Daro, Harappa, Dholavira, Economy, technology, and trade, Social and political organization, Religious practices and scripts, Decline of the Harappan Civilization		6
2	Dholavira, Economy, technology, and trade, Social and political organization, Religious practices and scripts, Decline of the Harappan Civilization		6



UNIT 4	Vedic Period	
1	Sources of Vedic history: Literary and archaeological, Early Vedic and Later Vedic periods: Society, economy, and polity, Religious a	6
2	Philosophical ideas in the Vedic texts, Evolution of social stratification and the varna system	6
UNIT 5	Post-Vedic Period and the Rise of States	
1	Mahajanapadas and the rise of states, The emergence of Buddhism and Jainism: Teachings, spread, and impact,	6
2	The Mauryan Empire:administration, economy, and Ashoka's Dhamma, The post-Mauryan period: Regional kingdoms and cultural developments	6

Course Outcomes:

CO1: Understand the major stages of prehistoric human evolution and cultural development in India.

CO2: Analyze the significance of archaeological findings in reconstructing ancient Indian history.

CO3: Examine the socio-economic and political structures of early Indian civilizations.

CO4: Evaluate the development of early religious and philosophical ideas in India.

CO5: Critically assess the impact of early Indian history on contemporary Indian society.

Reference Books:

"Prehistoric India" by V.D. Misra and J.N. Pal

"The Indus Civilization" by Irfan Habib

"A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century" by Upinder Singh

"Early India: From the Origins to AD 1300" by Romila Thapar

"The Vedic Age" by R.C. Majumdar (ed.)

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES			
A.Y 2025-26	Course Code- B110225103	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
To provide an understanding of the development of British poetry and drama from the 14th to the 17th centuries.			
<p>The study of British poetry and drama from this period aims to analyze the thematic and stylistic features of major works, highlighting how literary expression reflects the concerns and innovations of its time. It further seeks to explore the historical and cultural contexts that shaped and influenced the creation of such literature, enabling students to connect texts with the socio-political and intellectual currents of the age. Through engagement with seminal writings, the course is designed to develop critical thinking and analytical skills, fostering the ability to interpret, critique, and appreciate complex literary works. Ultimately, it enhances students' appreciation for the literary, cultural, and historical significance of British poetry and drama, cultivating both scholarly insight and a deeper understanding of the enduring value of these texts.</p>			
Unit 1	Introduction to Middle English Literature (14th Century)		No. of Teaching hours/ (Lecture)
1	Historical and cultural background of 14th-century England.		5
2	Introduction to Middle English language and literature.		5
3	Major themes and styles of Middle English poetry.		5
	Key Words :Geoffrey Chaucer: The Canterbury Tales (Prologue and selected tales). William Langland: Piers Plowman (selected passages)		
Unit 2	Transition from medieval to Renaissance literature.		
1	Humanism and its influence on poetry.		5
2	The development of the sonnet and other poetic forms.		5
	Key Texts: Thomas Wyatt: Selected Sonnets. Henry Howard, Earl of Surrey: Selected Poems.		5



Unit 3	Elizabethan Drama (16th Century)	
1	The rise of the Elizabethan theatre. Major playwrights and their contributions.	6
2	Characteristics of Elizabethan drama. Key Texts: Christopher Marlowe: Doctor Faustus. William Shakespeare: Hamlet.	5
UNIT 4	Metaphysical Poetry and Cavalier Poets (17th Century)	
1	Characteristics of metaphysical poetry. Themes and techniques of the Cavalier poets. Influence of political and religious upheavals on poetry.	5
2	Influence of political and religious upheavals on poetry. Key Texts: John Donne: Selected Poems. Andrew Marvell: To His Coy Mistress. Ben Jonson: Selected Poems.	5
UNIT 5	Jacobean and Caroline Drama (17th Century)	
1	Evolution of drama during the Jacobean and Caroline periods. Major dramatists and their works.	5
2	The impact of political and social changes on drama. Key Texts: Ben Jonson: Volpone. John Webster: The Duchess of Malfi.	5
Course Outcomes: <ol style="list-style-type: none">1. To provide an understanding of the development of British poetry and drama from the 14th to the 17th centuries.2. To analyze the thematic and stylistic features of major works from this period.3. To explore the historical and cultural contexts that influenced the literature of this time.4. To develop critical thinking and analytical skills through the study of seminal texts.5. To enhance appreciation for the literary, cultural, and historical significance of British poetry and drama.		
Reference Books: <ol style="list-style-type: none">1. Carter, Ronald, and John McRae. The Routledge History of Literature in English: Britain and Ireland. Routledge, 2017.2. Daiches, David. A Critical History of English Literature, Volume I & II. Mandarin, 1994.3. Greenblatt, Stephen, et al., eds. The Norton Anthology of English Literature, Volume 1. W.W. Norton & Company, 2018.		
Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)		



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- INTRODUCTION TO MICRO-ECONOMICS			
A.Y 2025-26	Course Code- (B110825103)	Batch- 2025-29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Unit 1	Introduction to Micro-Economics		No. of Teaching hours/ (Lecture)
1	Definition and scope of microeconomics, Basic economic problems: scarcity and choice, Opportunity cost and production possibility frontier, Methods of economic analysis: positive and normative economics, Role and significance of microeconomics in political science.		6
2	Methods of economic analysis: positive and normative economics, Role and significance of microeconomics in political science.		6
Unit 2	Demand and Supply Analysis		
1	Law of demand and determinants of demand, Law of supply and determinants of supply,		6
2	Market equilibrium: determination and changes, Elasticity of demand and supply: price, income, and cross elasticity, Applications of demand and supply analysis in political science.		6
Unit 3	Theory of Consumer Behaviour		
1	Cardinal and ordinal approaches to consumer behavior, Utility analysis: total utility and marginal utility,		6



2	Indifference curve analysis: properties and consumer equilibrium, Budget constraint and consumer choice, Revealed preference theory and applications.	6
UNIT 4	Theory of Production and Costs	
1	Production function: short-run and long-run, Law of variable proportions and returns to scale,	6
2	Isoquants and isocosts: producer equilibrium, Cost concepts: fixed, variable, average, marginal, and total costs, Economies and diseconomies of scale.	6
UNIT 5	Market Structures and Welfare Economics	
1	Characteristics and outcomes of perfect competition, monopoly, monopolistic competition, and oligopoly, Price and output determination under different market structures,	6
2	Market failures and role of government: public goods and externalities, Welfare economics: Pareto efficiency and social welfare, Introduction to game theory and strategic behavior in politics and economics.	6

Course Outcomes:

1. To understand the basic principles of microeconomics and their application to real-world economic issues.
2. To analyze the behavior of individuals and firms in making decisions regarding the allocation of scarce resources.
3. To evaluate the outcomes of different market structures and their impact on social welfare.
4. To examine the role of government in influencing economic outcomes through policy interventions.
5. To develop critical thinking and analytical skills in the context of economic problem-solving.

Reference Books:

1. Mankiw, N. Gregory Title: Principles of Microeconomics
2. Koutsoyiannis, A. Title: Modern Microeconomics
3. Varian, Hal R. Title: Intermediate Microeconomics: A Modern Approach
4. Pindyck, Robert S., and Rubinfeld, Daniel L. Title: Microeconomics

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- Introduction to Psychology			
A.Y 2025-26	Course Code- (B110725103)	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
<p>This course introduces students to the fundamental concepts and theories in psychology, covering cognitive, behavioral, and developmental processes while highlighting their relevance to understanding human behavior. It emphasizes the application of psychological principles to real-world contexts such as mental health, education, and workplace settings, helping students connect theory with practice. Alongside this, the course develops critical thinking by encouraging students to analyze psychological theories and research methods, fostering a deeper appreciation of the discipline. It also provides insights into the interplay of biological, psychological, and social factors in shaping behavior and mental processes. Finally, the course raises awareness of ethical considerations in psychological research and practice, ensuring that students approach the subject with both analytical skills and a strong sense of professional responsibility.</p>			
Unit 1	Introduction to Psychology		No. of Teaching hours/ (Lecture)
1	Definition, Goals, and Scope of Psychology, History of Psychology: Structuralism, Functionalism, Psychoanalysis, Behaviorism, and Humanism,		5
2	Branches of Psychology: Clinical, Cognitive, Developmental, Social, and Industrial-Organizational Psychology,		6
3	Research Methods in Psychology: Experimental, Correlational, and Observational Techniques		5
Unit 2	Biological Bases of Behavior		
1	Structure and Functions of the Nervous System, Brain and Behavior: Neurotransmitters and Neuroplasticity, Endocrine System and Hormones		6



2	Genetics and Behavior: Nature vs. Nurture Debate	6
Unit 3	Cognitive Processes	
1	Sensation and Perception: Theories and Processes, Learning: Classical and Operant Conditioning, Observational Learning,	6
2	Memory: Stages, Types, and Processes, Thinking, Problem-Solving, and Decision-Making, Intelligence: Theories and Assessment	6
UNIT 4	Developmental Psychology	
1	Theories of Development: Piaget, Erikson, and Kohlberg, Prenatal Development and Birth, Childhood: Cognitive, Emotional, and Social Development,	6
2	Adolescence and Adulthood: Developmental Challenges and Changes, Aging and Life-Span Development	6
UNIT 5	Psychological Disorders and Treatment	
1	Classification of Psychological Disorders: DSM-5 Overview, Anxiety Disorders, Mood Disorders, and Schizophrenia,	6
2	Approaches to Treatment: Psychotherapy, Behavioral Therapy, and Biological Treatments, Impact of Stigma and Mental Health Awareness, Contemporary Issues in Mental Health	6

Course Outcomes:

1. To introduce students to the fundamental concepts and theories in psychology, including cognitive, behavioral, and developmental processes.
2. To develop an understanding of how psychological principles can be applied to real-world situations, including mental health, education, and workplace settings.
3. To enhance students' ability to critically analyze psychological theories and research methods.
4. To provide an overview of how biological, psychological, and social factors influence behavior and mental processes.
5. To raise awareness about the ethical considerations in psychological research and practice.

Reference Books:

1. Psychology by David G. Myers
2. Introduction to Psychology by Charles Stango
3. Understanding Psychology by Robert S. Feldman
4. The Science of Psychology: An Appreciative View by Laura King
5. Abnormal Psychology by Ronald J. Comer.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name -ENGLISH LANGUAGE PROFICIENCY			
A.Y 2025-26	Course Code BSGUAE2401	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 30	Total Credits-2		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
<p>This course is designed to enhance students' understanding and usage of English grammar and vocabulary while simultaneously developing effective reading and comprehension skills. It aims to improve writing proficiency across various forms and styles, enabling students to express ideas clearly and coherently. Through the study of literature, the course fosters critical thinking and analytical skills, encouraging students to engage with texts on a deeper intellectual level. In addition, it seeks to build effective communication skills that are essential for both academic success and professional development, ensuring students can articulate their thoughts with confidence and precision.</p>			
Unit 1	English Grammar and Usage		No. of Teaching hours/ (Lecture)
1	Parts of Speech, Tenses: Past, Present, Future, Subject-Verb Agreement, Active and Passive Voice, Direct and Indirect Speech		6
Unit 2	Vocabulary Building		
1	Synonyms and Antonyms, Word Formation, Idioms and Phrases, Homophones and Homonyms, One Word Substitutions		6
Unit 3	Reading and Comprehension		
1	Techniques for Effective Reading, Skimming and Scanning, Summarizing and Paraphrasing, Comprehension Passages, Analysing Texts		6
UNIT 4	Writing Skills		



1	Essay Writing: Argumentative, Descriptive, Narrative, Letter Writing: Formal and Informal, Report Writing, Email Writing, Creative Writing	6
UNIT 5	Literature and Critical Thinking	
1	Short Stories "The Last Leaf" by O. Henry "The Necklace" by Guy de Maupassant Poems "The Road Not Taken" by Robert Frost "If" by Rudyard Kipling	4
2	Drama Excerpts from "Macbeth" by William Shakespeare Literary Analysis and Interpretation	2
Course Outcomes: <ol style="list-style-type: none">1. To enhance students' understanding and usage of English grammar and vocabulary.2. To develop effective reading and comprehension skills.3. To improve writing proficiency across various forms and styles.4. To foster critical thinking and analytical skills through literature.5. To build effective communication skills for academic and professional purposes. Reference Books: <ol style="list-style-type: none">1. Psychology by David G. Myers2. Introduction to Psychology by Charles Stango3. Understanding Psychology by Robert S. Feldman4. The Science of Psychology: An Appreciative View by Laura King5. Abnormal Psychology by Ronald J. Comer. Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)		



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name - OFFICE AUTOMATION TOOLS LAB			
A.Y 2025-26	Course Code (BSGUSE2460)	Batch-2025-29	CIE Marks-25(MM)
Total Teaching Hours 30	Total Credits-1		ESE Marks-25(MM)
Type of Course- Practical			Total Marks50(MM)
<p>This subject aims to cover the handling of whole field of word processing. It also involves various clerical tasks, such as organizing customer data or creating reports. It enables people with lower skill levels to perform higher-level tasks. In Today's commercial world, automation helps the users with a sophisticated set of commands to format, edit, and print text documents. It is used as valuable and important tools in the creation of application such as newsletters, brochures, charts, presentation, documents, drawings and other graphic images. This will make the students proficient in office automation applications</p>			
<p>DETAILED CONTENTS</p> <p>1 Tools to be used: Microsoft office/ Libre Office / Open Office / G Suite</p> <p>PRACTICING MS WORD</p> <p>2 Creating a document using different font, changing font size and colour, changing the appearance through bold/italic/underline.</p> <p>3 Creating a document using subscript and superscript, justification of the document.</p> <p>4 Create a document using Bullets and Numbering.</p> <p>5 Create a document using page number, header and footer.</p> <p>6 Create a document using inserting page breaks and column break, line spacing.</p> <p>7 How to use mail merge and macro in MS Word.</p> <p>8 Creating table, formatting cells, use of different border styles, shading in tables, merging of cells, and partition of cells, inserting and deleting a row in a table in MS word document.</p> <p>9 Apply spelling checker, grammar mistakes, thesaurus in a document.</p>			<p>No. of Teaching hours/ (Lecture)</p> <p>15</p>



10 Create a Boucher using templates, page setup and print preview, and then print that document.

PRACTICING MS EXCEL

11 Working on spread sheet like adding, deleting, merging cells, layout and style.

12 Create a table and perform operation using predefined function on it.

13 In MS Excel procedure to switching between different spread sheets and workbook.

14 Create a spread sheet and print selected as well as full workbook.

15 Create a spread sheet with LOOKUP/VLOOKUP features.

16 Create different charts in excel and implement formulas (automatic and use defined).

PRACTICING MS POWERPOINT

17 Create a Power Point presentation using slide template.

18 Create a Power Point presentation using animation.

19 Create a Power Point presentation using transition

20 Create a Power Point Presentation with Adding movie and sound.

21 Create a Power Point Presentation with Adding tables and chart etc.

22 Changing slide colour scheme in presentation.

23 Viewing the presentation using slide navigator.

24 Create, Save, Run and Print the Power Point Presentation.

25 Create a database table using predefined template.

26 Create a database form using form wizard.

27 Create and share files/folders in Google drive

28 Create and share Google docs.

29 Create and share Google sheets.

30 Create and share Google Forms. And create and share Google slides.

Course Outcomes:

1. Use file managers, word processors, spread sheets, presentation software's
2. Describe the features and functions of the categories of application software.
3. Present conclusions effectively, orally and in writing.
4. Understand the dynamics of an office environment.
5. Demonstrate the ability to apply application software in an office environment.
6. Use Google Suite for office data management tasks.

1. **Reference Books: Sinha, R.P.** – *Computer Fundamentals* – BPB Publications.
2. **Anita Goel** – *Computer Fundamentals* – Pearson Education.
3. **Peter Norton** – *Introduction to Computers* – McGraw Hill.



4. **Michael R. Groh, et al.** – *Microsoft Office Professional 2021 Step by Step* – Microsoft Press.

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name- OFFICE AUTOMATION			
A.Y 2025-26	Course Code BSGUSE2410	Batch-2025- 29	CIE Marks-25(MM)
Total Teaching Hours 30	Total Credits-2		ESE Marks-25(MM)
Type of Course- Theory			Total Marks50 (MM)
<p>This subject aims to cover the handling of whole field of word processing. It also involves various clerical tasks, such as organizing customer data or creating reports. It enables people with lower skill levels to perform higher-level tasks. In Today's commercial world, automation helps the users with a sophisticated set of commands to format, edit, and print text documents. It is used as valuable and important tools in the creation of application such as newsletters, brochures, charts, presentation, documents, drawings and other graphic images. This will make the students proficient in office automation applications</p>			
Unit 1	Unit 1: Microsoft Word Basics & Advanced Features <ol style="list-style-type: none"> 1. Introduction to Microsoft Word <ol style="list-style-type: none"> a. Basic features of Word processors (Microsoft Word/Libre Office/Open Office). b. Overview of the user interface: ribbon, quick access toolbar, navigation pane. 2. Formatting Documents <ol style="list-style-type: none"> a. Changing fonts, font sizes, and colors. b. Using bold, italic, and underline to emphasize text. c. Working with subscript and superscript. 3. Document Layout <ol style="list-style-type: none"> a. Justifying text (left, right, center, and full). b. Using bullets and numbering to create lists. c. Page setup: Margins, orientation, page size. 		No. of Teaching hours/ (Lecture) 6



	<ul style="list-style-type: none">4. Headers, Footers, and Page Breaks<ul style="list-style-type: none">a. Inserting page numbers, headers, and footers.b. Managing page breaks and section breaks.c. Adjusting line spacing and paragraph settings.5. Advanced Features: Mail Merge and Macros<ul style="list-style-type: none">a. Creating a mail merge for letters, labels, or envelopes.b. Introduction to macros: Creating, recording, and using macros to automate repetitive tasks.	
Unit 2:	<p>Microsoft Word Tables & Document Enhancement</p> <ul style="list-style-type: none">1. Working with Tables<ul style="list-style-type: none">a. Inserting and formatting tables.b. Merging and splitting cells.c. Adding borders, shading, and formatting table content.d. Inserting and deleting rows and columns.2. Proofing Tools<ul style="list-style-type: none">a. Applying spelling and grammar checks.b. Using the thesaurus for alternative word suggestions.c. Setting up autocorrect options.3. Creating Professional Documents<ul style="list-style-type: none">a. Designing brochures using templates.b. Page setup for documents and print preview options.c. Printing documents: Full and selected pages.4. Document Navigation and Protection<ul style="list-style-type: none">a. Adding bookmarks and hyperlinks for document navigation.b. Using features like password protection, track changes, and comments.	6
Unit 3	<p>Microsoft Excel Basics & Data Manipulation Total Hours: 6</p> <ul style="list-style-type: none">1. Introduction to Microsoft Excel<ul style="list-style-type: none">a. Overview of the Excel interface.b. Creating, saving, and opening workbooks.2. Cell Management & Data Entry<ul style="list-style-type: none">a. Adding, deleting, and merging cells.b. Formatting cells and adjusting row/column layout.c. Using predefined functions: SUM, AVERAGE, COUNT, etc.3. Working with Multiple Worksheets<ul style="list-style-type: none">a. Switching between multiple worksheets and workbooks.b. Creating linked data between worksheets.4. Advanced Excel Features<ul style="list-style-type: none">a. Using LOOKUP and VLOOKUP functions.b. Working with formulas and applying automatic calculations.	6



	<p><u>c. Creating and formatting different types of charts.</u></p>	
Unit 4	<p>Microsoft PowerPoint Basics & Presentation Techniques</p> <ol style="list-style-type: none">1. Introduction to PowerPoint<ol style="list-style-type: none">a. Overview of PowerPoint interface.b. Creating and saving presentations using slide templates.2. Adding and Formatting Content<ol style="list-style-type: none">a. Adding text, images, tables, and charts.b. Applying transitions and animations to slides.3. Multimedia Elements in PowerPoint<ol style="list-style-type: none">a. Inserting movies, sounds, and audio clips.b. Customizing slide layout and color schemes.4. Presenting and Sharing PowerPoints<ol style="list-style-type: none">a. Viewing presentations using slide navigator.b. Running and printing presentations.c. Exporting PowerPoint presentations as PDFs or videos.	6
Unit 5	<p>Unit 5: G Suite (Google Workspace) & Collaborative Tools</p> <ol style="list-style-type: none">1. Introduction to Google Drive Creating, uploading, and organizing files/folders in Google Drive. Sharing files with permissions (view, edit, comment).2. Google Docs and Sheets Creating and sharing Google Docs for collaboration. Using Google Sheets to manage and share data. Collaborative features: Comments, suggestions, and real-time editing.3. Google Slides and Forms Creating and sharing Google Slides for presentations.	6
<p>Course Outcomes:</p> <ol style="list-style-type: none">1. The subject covers the complete handling of word processing tools and applications.2. It involves clerical tasks such as organizing customer data and creating reports.3. It enables individuals with basic skills to perform higher-level tasks efficiently.4. In today's commercial world, automation supports users with advanced commands to format, edit, and print text documents.5. Word processing is a valuable tool for creating newsletters, brochures, charts, presentations, documents, drawings, and other graphic images.		



6. The course aims to make students proficient in office automation applications, preparing them for professional tasks.

Reference Books:

5. **Sinha, R.P.** – *Computer Fundamentals* – BPB Publications.
6. **Anita Goel** – *Computer Fundamentals* – Pearson Education.
7. **Peter Norton** – *Introduction to Computers* – McGraw Hill.
8. **Michael R. Groh, et al.** – *Microsoft Office Professional 2021 Step by Step* – Microsoft Press.

Assessment method: (Continuous Internal Assessment = 25%, Final Examination = 25%)

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name - Foundation of Indian Society			
A.Y 2025-26	Course Code BSGUVA2403	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 30	Total Credits-2		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
<p>This course is designed to help students develop an understanding of India's rich cultural and historical heritage while analyzing the political structure and constitutional framework that shapes the nation. It also focuses on examining India's economic development and the challenges it faces in the global context, providing insights into both achievements and limitations. In addition, the course emphasizes discussion of the social structure and the issues related to caste, religion, and gender, fostering awareness of the complexities of Indian society. Finally, it enables students to assess the role of India in contemporary global affairs, offering a comprehensive perspective on the country's position and influence in the modern world.</p>			
Unit 1	Ancient and Medieval India		No. of Teaching



		hours/ (Lecture)
	Introduction to Indian Civilization, Vedic Age and Later Vedic Period, Maurya and Gupta Empires,	3
	The Delhi Sultanate and the Mughal Empire, Cultural and Religious Developments	3
Unit 2	Modern India: Colonialism and Independence	
	British East India Company and the Colonial Economy, Social and Religious Reform Movements,	3
	The Indian National Movement, Gandhian Era and Non-violent Struggles, Partition and Independence	3
Unit 3	Indian Constitution and Political Structure	3
	Framing of the Indian Constitution, Fundamental Rights and Duties,	
	Structure of Indian Government: Legislature, Executive, and Judiciary, Federalism in India, Electoral Process and Political Parties	3
UNIT 4	Economic Development and Challenges	
	Post-Independence Economic Policies, Five-Year Plans and Economic Reforms, Agriculture and Industrial Development, Poverty,	3
	Unemployment, and Developmental Challenges, Globalization and India's Economy	3
UNIT 5	Social Structure and Contemporary Issues	
	Caste System and Social Stratification, Religion and Secularism in India, Gender Issues and Women Empowerment, Education,	3
	Health, and Human Development, India's Role in Global Affairs	3

Course Outcomes:

1. CO1: Demonstrate an understanding of India's cultural and historical heritage.
2. CO2: Analyze the political structure and constitutional framework of India.
3. CO3: Examine India's economic development and challenges in the global context.
4. CO4: Discuss the social structure and issues pertaining to caste, religion, and gender in India.
5. CO5: Assess the role of India in contemporary global affairs.

Reference Books:

1. Bipan Chandra, Mridula Mukherjee, and Aditya Mukherjee, India's Struggle for Independence, Penguin Books, 1989.



2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, HarperCollins, 2007.
3. D.D. Basu, Introduction to the Constitution of India, LexisNexis, 23rd Edition, 2018.
4. Amartya Sen and Jean Drèze, An Uncertain Glory: India and Its Contradictions, Penguin Books, 2013.
5. C. Rajagopalachari, The Ramayana: A Modern Retelling of the Great Indian Epic, Bharatiya Vidya Bhavan, 1957.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-Ist
Course Name - Principles and Practices of Management			
A.Y 2025-26	Course Code B11OE24101	Batch- 2025-29	CIE Marks-50(MM)
Total Teaching Hours 45	Total Credits-3		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)



At the end of this course, students will be able to understand the concepts of management, including administration, organization, and managerial skills, while also recognizing the evolution of management thought. They will learn to apply the concepts of planning by identifying barriers, understanding different levels, and evaluating its advantages and limitations. In addition, the course will help them grasp the basics of motivation, controlling, and coordination within teams, as well as the fundamental concepts of strategic management, thereby providing both theoretical knowledge and practical insights into the principles of management.

Unit 1	Unit 1 Introduction	No. of Teaching hours/ (Lecture)
	Nature of Management: Meaning, Definition, nature & purpose, importance & Functions, Management as Art, Science & Profession-Management as social System Concepts of management-Administration-Organization, Management Skills, Levels of Management.	9
Unit 2	Unit-2 Evolution of Management	
	Evolution of Management Thought: Contribution of F.W.Taylor, Henri Fayol, Elton Mayo, Chester Barhard & Peter Drucker to the management thought. Business Ethics & Social Responsibility: Concept, Shift to Ethics, Tools of Ethics	9
Unit 3	Unit-3 Functions of Management	
	Planning Meaning- Need & Importance, types, Process of Planning, Barriers to Effective Planning, levels, advantages & limitations. Forecasting- Need & Techniques, Decision making Types -Process of rational decision making & techniques of decision making, organizing – Elements of organizing & processes: Types of organizations, Delegation of authority – Need, difficulties, Delegation – Decentralization. Staffing – Meaning & Importance Direction – Nature, Principles Communication – Types & Importance.	9
UNIT 4	Unit-4 Functions of Management:	
	Motivation – Importance – theories, Leadership – Meaning – styles, qualities & function of leader, Controlling - Need, Nature, importance, Process & Techniques, Total Quality Management, Coordination – Need – Importance.	9
UNIT 5	Unit-5 Management of Change	
	Models for Change, Force for Change, Need for Change, Alternative Change, Techniques, New Trends in Organization Change. Strategic Management: Definition, Classes of Decisions, Levels of Decision, Strategy, Role of different Strategist, Relevance of Strategic Management and its Benefits, Strategic Management in India.	9



Course Outcomes:

1. Understand the concepts of management, including administration, organization, and managerial skills.
2. Recognize the evolution of management thought and its basic ideas.
3. Apply the concepts of planning by identifying barriers, levels, advantages, and limitations.
4. Grasp the basics of motivation, controlling, and coordination within teams.
5. Gain knowledge of the fundamental concepts of strategic management

Reference Books:

1. Drucker, F. Peter - Management-Tasks, Responsibilities & Practices.
2. Koontz "O" Donnel Weihrich - Elements of Management.
3. Koontz H, "O" Donnel C - Management-A Book of Reading.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School of Humanities and Liberal Arts

2nd Semester Syllabus



(Major, Open Elective, AEC, SEC, VAC

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA			
A.Y 2025-26	Course Code- B110125201	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)

**Course Objectives/Course Description**

At the end of this course, students will be able to explain the major political and cultural developments in early and early medieval India while analysing the socio-economic changes and their impacts on society during this period. They will evaluate the contributions of different dynasties and their significance in shaping Indian history, along with developing an understanding of the evolution of religious and philosophical thought in early and early medieval India. Finally, students will critically assess the sources and historiography of this period, enabling them to engage with historical interpretations in a nuanced and analytical manner.

Unit 1	Introduction to the Indian Constitution	No. of Teaching hours/ (Lecture)
	Historical background and making of the Indian Constitution, Preamble, salient features, and significance, Fundamental Rights and Duties, Directive Principles of State Policy, Amendment process and its significance	15
Unit 2	Unit II: Structure and Functioning of the Union Government	
	President: Election, powers, and functions, Prime Minister and Council of Ministers: Role and responsibilities, Parliament: Composition, powers, and functions, Judiciary: Structure, powers, and functions of the Supreme Court and High Courts, Federalism: Centre-State relations	15
Unit 3	Unit III: State Government and Local Governance	
	Governor: Appointment, powers, and functions, Chief Minister and Council of Ministers: Role and responsibilities, State Legislature: Composition, powers, and functions, Panchayati Raj Institutions: Evolution, structure, and significance, Urban Local Bodies: Municipalities and their functions	15
Unit 4	Unit:4 Democratic Processes and Electoral System	
	Election Commission of India: Role and functions, Electoral process and reforms, Political parties and party system in India, Role of media and civil society in democracy, Issues in electoral politics: Money power, criminalization, and electoral violence	15
UNIT 5	Unit V: Contemporary Challenges to Indian Democracy	
	Corruption: Causes, consequences, and measures, Communalism and secularism: Issues and challenges, Social justice and affirmative action: Policies and effectiveness, Regionalism and	15



demands for autonomy, Globalization and its impact on Indian democracy	
Course Outcomes:	
<ol style="list-style-type: none"> 1. To understand the historical evolution and the underlying principles of the Indian Constitution. 2. To analyze the structure and functions of the Indian government. 3. To examine the role of democratic institutions and their effectiveness in India. 4. To critically evaluate the relationship between the Constitution and social justice in India. 5. To explore the contemporary challenges to Indian democracy and constitutional governance. 	
Reference Books:	
<ol style="list-style-type: none"> 1. Granville Austin - The Indian Constitution: Cornerstone of a Nation 2. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee - India After Independence: 1947-2000 3. Durga Das Basu - Introduction to the Constitution of India 4. Subhash C. Kashyap - Our Constitution: An Introduction to India's Constitution and Constitutional Law 5. Zoya Hasan (Ed.) - Politics and the State in India 	
Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)	

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- Early to Early Medieval Indian History			
A.Y 2025-26	Course Code- B110125202	Batch-2025-29	CIE Marks-50(MM)



Total Teaching Hours 60		Total Credits-4	ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
<p>Course Objectives/Course Description This course enables students to explain the major political and cultural developments in early and early medieval India while analyzing the socio-economic changes and their impact on society during this period. It further encourages them to evaluate the contributions of different dynasties and their significance in shaping Indian history. Students will also develop an understanding of the growth of religious and philosophical thought in early and early medieval India, gaining insights into its lasting influence on culture and society. In addition, the course trains learners to critically assess the sources and historiography of this era, equipping them with the analytical skills necessary for interpreting and understanding the complexities of India's historical past.</p>			
Unit 1	Unit 1: The Early Historical Period (600 BCE - 300 CE)		No. of Teaching hours/ (Lecture)
	The Mahajanapadas and the rise of Magadha, The Mauryan Empire: Chandragupta Maurya, Ashoka, and the spread of Buddhism, The Post- Mauryan Period: Shunga, Satavahana, and Kushana Empires, Socio- economic and cultural developments: Urbanization, trade, and religion		15
Unit 2	Unit 2: The Gupta Empire (300 CE - 600 CE)		
	The rise and expansion of the Gupta Empire, Political administration and military organization, Cultural and scientific achievements: Literature, art, architecture, and science, Decline of the Gupta Empire and regional states		15
Unit 3	Unit 3: Post-Gupta Period and the Rise of Regional Kingdoms (600 CE - 1000 CE)		
	The Vakatakas, Pallavas, and Chalukyas, The rise of the Rashtrakutas and Pratiharas, The Pallava and Chola dynasties in South India, Socio-economic developments: Agrarian economy, trade, and commerce,		15
Unit 4	Unit 4: The Early Medieval Period (1000 CE - 1200 CE)		
	The Chola Empire: Administration, economy, and culture, The Rajputs and their polity, The Pala and Sena dynasties in Eastern India, The development of regional cultures and languages		15
UNIT 5	Unit 5: Religion, Philosophy, and Society		



	The rise of Bhakti and Tantric movements, Development of Hindu philosophy: Advaita Vedanta, Vishishtadvaita, and Dvaita, The spread of Buddhism and Jainism, Socio-religious institutions and their impact on society	15
<p>Course Outcomes:</p> <ol style="list-style-type: none">1. CO1: Explain the major political and cultural developments in early and early medieval India.2. CO2: Analyze the socio-economic changes and their impacts on society during this period.3. CO3: Evaluate the contributions of different dynasties and their significance in Indian history.4. CO4: Understand the development of religious and philosophical thought in early and early medieval India.5. CO5: Critically assess the sources and historiography of early and early medieval Indian history. <p>Reference Books:</p> <ol style="list-style-type: none">1. "A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century" by Upinder Singh2. "Early India: From the Origins to AD 1300" by Romila Thapar3. "The Wonder That Was India" by A.L. Basham4. "A History of South India: From Prehistoric Times to the Fall of Vijayanagar" by K.A. Nilakanta Sastri5. "Indian Feudalism" by R.S. Sharma6. "Medieval India: From Sultanat to the Mughals, Part One: Delhi Sultanat (1206- 1526)" by Satish Chandra7. "The Gupta Empire" by Radhakumud Mookerji <p>Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)</p>		

School Name-School of Humanities & Liberal Arts

Program-B.A (Hons)

Semester-IIInd

**Course Name- Cognitive Psychology**

A.Y 2025-26	Course Code- B110725203	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
<p>This course is designed to help students understand the fundamental concepts and theories of cognitive psychology while analysing key cognitive processes such as perception, memory, and decision-making. It also emphasizes exploring the neural underpinnings of cognitive functions, providing a link between brain mechanisms and mental processes. Students will be encouraged to critically evaluate empirical research in the field, fostering a deeper understanding of how knowledge in cognitive psychology is constructed and tested. Finally, the course highlights the application of cognitive psychology principles to real-world situations and problems, enabling learners to connect theory with practice in everyday life.</p>			
Unit 1	Unit I: Introduction to Cognitive Psychology		No. of Teaching hours/ (Lecture)
	Definition and Scope of Cognitive Psychology, Historical Background: From Behaviorism to Cognitivism, Key Concepts: Information Processing, Mental Representation, and Computation, Research Methods in Cognitive Psychology, Applications of Cognitive Psychology in Everyday Life		15
Unit 2	Unit II: Perception and Attention		
	Theories of Perception: Bottom-Up and Top-Down Processing, Visual Perception: Object Recognition, Depth Perception, Auditory Perception: Speech and Sound Processing, Attention: Models and Mechanisms, Disorders of Perception and Attention (e.g., Agnosia, ADHD)		15
Unit 3	Unit III: Memory Processes		
	Types of Memory: Sensory, Short-Term, Long-Term, Models of Memory: Multi-Store Model, Working Memory Model, Encoding,		15



	Storage, and Retrieval Processes, Forgetting: Theories and Mechanisms, Memory Disorders: Amnesia, Alzheimer’s Disease	
Unit 4	Unit IV: Language and Cognition	
	Theories of Language Acquisition: Nativist, Learning, Interactionist, Language Processing: Speech Perception, Sentence Comprehension, The Relationship Between Language and Thought, Bilingualism and Cognitive Function, Language Disorders: Aphasia, Dyslexia	15
UNIT 5	Unit V: Higher-Order Cognitive Processes	
	Problem Solving and Decision Making: Theories and Strategies, Reasoning: Deductive and Inductive Approaches, Intelligence: Theories and Measurement, Creativity: Cognitive and Neural Perspectives, The Role of Emotions in Cognitive Processes	15

Course Outcomes:

1. Understand the fundamental concepts and theories of cognitive psychology.
2. Analyze various cognitive processes such as perception, memory, and decision-making.
3. Explore the neural underpinnings of cognitive functions.
4. Critically evaluate empirical research in cognitive psychology.
5. Apply cognitive psychology principles to real-world situations and problems.

Reference Books:

1. Matlin, M. W. (2013). Cognitive Psychology (8th Edition). Wiley.
2. Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook (7th Edition). Psychology Press.
3. Sternberg, R. J., & Sternberg, K. (2016). Cognitive Psychology (7th Edition). Cengage Learning.
4. Goldstein, E. B. (2019). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th Edition). Cengage Learning.
5. Anderson, J. R. (2015). Cognitive Psychology and Its Implications (8th Edition). Worth Publishers.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES			
A.Y 2025-26	Course Code- B110225203	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
At the end of this course, students will be able to explain the major political and cultural developments in early and early medieval India while analysing the socio-economic changes and their impacts on society during this period. They will evaluate the contributions of different dynasties and their significance in shaping Indian history, along with developing an understanding of the evolution of religious and philosophical thought in early and early medieval India. Finally, students will critically assess the sources and historiography of this period, enabling them to engage with historical interpretations in a nuanced and analytical manner.			
Unit 1	Unit I: Poetry of the Early 17th Century		No. of Teaching hours/ (Lecture)
	John Donne: Selected Poems (e.g., "The Flea," "A Valediction: Forbidding Mourning," "The Good-Morrow") Ben Jonson: Selected Poems (e.g., "On My First Son," "To Penshurst") Metaphysical Poetry: Characteristics and themes Key Topics: Metaphysical Conceit Religious and Secular themes Literary Techniques		15
Unit 2	Unit II: Restoration Drama		
	John Dryden: All for Love William Wycherley: The Country Wife Aphra Behn: The Rover		15



	Key Topics: Restoration Comedy and Tragedy Themes of Love and Power Satire and Social Commentary	
Unit 3	Unit III: The Augustan Age	
	Alexander Pope: The Rape of the Lock • Jonathan Swift: Gulliver's Travels (Book IV) Key Topics: • Satire and Irony • Mock-Epic Poetry • Political and Social Critique	15
Unit 4	Unit IV: 18th Century Drama	
	Richard Brinsley Sheridan: The School for Scandal Oliver Goldsmith: She Stoops to Conquer Key Topics: • Comedy of Manners • Sentimental Comedy • Social and Moral Criticism	15
UNIT 5	Unit V: Transition to Romanticism	
	William Blake: Selected Poems (e.g., from Songs of Innocence and of Experience) Thomas Gray: Elegy Written in a Country Churchyard William Cowper: Selected Poems Key Topics: • Pre-Romanticism Elements • Themes of Nature and Innocence • Stylistic Features	15
Course Outcomes: <ol style="list-style-type: none">1. To provide students with an understanding of the historical, social, and cultural contexts of British poetry and drama in the 17th and 18th centuries.2. To develop students' skills in literary analysis through the close reading of significant texts from the period.3. To explore key themes and motifs prevalent in the literature of the 17th and 18th centuries, such as politics, power, gender, and religion.		



4. To examine various literary forms and genres, including poetry, tragedy, comedy, and satire, and their evolution during this period.
5. To engage students with various critical perspectives and interpretations of British poetry and drama from the 17th and 18th centuries.

Reference Books:

1. Greenblatt, Stephen, et al. The Norton Anthology of English Literature, Volume 2. W.W. Norton & Company, 2018.
2. Daiches, David. A Critical History of English Literature, Volume II. Secker & Warburg, 1960.
3. Sanders, Andrew. The Short Oxford History of English Literature. Oxford University Press, 2004.
4. Rogers, Pat. The Oxford Illustrated History of English Literature. Oxford University Press, 1990.
5. Spender, Dale. Mothers of the Novel: 100 Good Women Writers Before Jane Austen. Pandora, 1986.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- INTRODUCTION TO MACRO-ECONOMICS			
A.Y 2025-26	Course Code- B110825203	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
<p>The course is designed to introduce students to the fundamental concepts and principles of macroeconomics, providing a strong foundation for understanding the broader economic environment. It emphasizes the analysis of major economic indicators such as GDP, inflation, and unemployment, enabling students to interpret and evaluate the health of an economy. The course further explores various macroeconomic theories and models, including Classical, Keynesian, and Monetarist approaches, to help learners understand diverse perspectives on economic functioning. In addition, it focuses on evaluating the impact of fiscal and monetary policies on the economy, highlighting their role in stabilization and growth. Finally, the course aims to develop an understanding of the global economic environment and its influence on domestic economic policies, preparing students to critically engage with contemporary economic issues</p>			
Unit 1	Unit 1: Introduction to Macroeconomics		No. of Teaching hours/ (Lecture)
	Definition and scope of macroeconomics, Difference between microeconomics and macroeconomics, Key macroeconomic variables: GDP, inflation, unemployment, Circular flow of income and expenditure		12
Unit 2	Unit 2: National Income Accounting		
	Concepts of national income: GDP, GNP, NNP, NI, PI, DI., Methods of calculating national income: production, income, and expenditure approaches, Real vs. nominal GDP, Limitations of GDP as a measure of economic welfare		12



Unit 3	Unit 3: Theories of Income and Employment	
	Classical theory of employment, Keynesian theory of income and employment, Aggregate demand and aggregate supply, Multiplier and accelerator effects	12
Unit 4	Unit 4: Money and Banking	
	Functions and types of money, The role of commercial banks and the central bank, Money supply and its determinants, Theories of money: Quantity theory of money, Keynesian theory of money	12
UNIT 5	Unit 5: Inflation, Unemployment, and Economic Policy	
	Types and causes of inflation, Consequences of inflation, The Phillips curve: relationship between inflation and unemployment, Fiscal policy: objectives, tools, and effectiveness, Monetary policy: objectives, tools, and effectiveness	12

Course Outcomes:

1. To introduce students to the fundamental concepts and principles of macroeconomics.
2. To analyze major economic indicators such as GDP, inflation, and unemployment.
3. To explore various macroeconomic theories and models, including Classical, Keynesian, and Monetarist.
4. To evaluate the impact of fiscal and monetary policies on the economy.
5. To understand the global economic environment and its influence on domestic economic policies.

Reference Books:

1. *"Macroeconomics"* by N. Gregory Mankiw
2. *"Macroeconomics: Theory and Policy"* by H.L. Ahuja
3. *"Macroeconomics"* by Richard T. Froyen
4. *"Macroeconomics: Principles and Policy"* by William J. Baumol and Alan S. Blinder
5. *"Economics"* by Paul Samuelson and William Nordhaus

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- ICT & DIGITAL SKILLS			
A.Y 2025-26	Course Code- B11OE24201	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 45	Total Credits-3		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description The course aims to provide students with a comprehensive understanding of the fundamental concepts of Information Technology and its wide-ranging applications. It focuses on developing proficiency in basic computer operations and commonly used software applications, ensuring that learners build a strong technical foundation. Alongside this, the course emphasizes the development of skills in internet usage, web design, and digital communication, enabling students to effectively engage in today's digital world. Moreover, it explores the profound impact of Information Technology on society and the economy, fostering critical awareness of its role in shaping modern life. Finally, the course equips students with the knowledge and adaptability required to stay updated with emerging technologies, preparing them for future challenges and opportunities in the IT field.			
Unit 1:	Unit 1: Introduction to Information Technology		
	Definition and Importance of IT, History and Evolution of Computers, Types of Computers and IT Devices, Basic Computer Architecture and Components, Operating Systems: Types and Functions.		
Unit 2:	Unit 2: Software Applications		15



	Introduction to Software and Hardware, Types of Software: System Software and Application Software, Word Processing: MS Word, Spreadsheets: MS Excel, Presentation Software: MS PowerPoint.	
Unit 3:	Unit 3: Internet and Web Technologies	15
	Introduction to the Internet and its History, Internet Services: Email, FTP, WWW, Browsers and Search Engines, Basics of HTML and Web Page Designing, Social Media and Digital Communication Tools.	
Unit 4:	Unit 4: IT in Society	15
	IT in Education, Healthcare, and Business, E-Governance and Digital India Initiatives, Cyber Security and Ethical Issues, Impact of IT on Employment and Society, Case Studies on IT Applications.	
Unit 5:	Unit 5: Emerging Technologies	15
	Introduction to Cloud Computing, Basics of Artificial Intelligence and Machine Learning, Overview of Big Data and Data Analytics, Internet of Things (IoT)	
Course Outcomes:		
<ol style="list-style-type: none">1. To understand the fundamental concepts of Information Technology and its applications.2. To gain proficiency in basic computer operations and software applications.3. To develop skills in internet usage, web design, and digital communication.4. To explore the impact of Information Technology on society and the economy.5. To equip students with the knowledge to stay updated with emerging technologies.		
Reference Books:		
<ol style="list-style-type: none">1. Title: Fundamentals of Information Technology2. Title: Computer Fundamentals3. Title: Introduction to Information Technology4. Title: Internet & World Wide Web: How to Program5. Title: Essentials of Management Information Systems		
Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)		



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- HINDI LANGUAGE & COMMUNICATION SKILL			
A.Y 2025-26	Course Code- BSGUAE2402	Batch-2024- 28	CIE Marks-50(MM)
Total Teaching Hours 45	Total Credits-3		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description The course on Hindi Language and Communication Skills aims to enable students to gain a clear understanding of the fundamental concepts of Hindi grammar, vocabulary, and expression. It develops the ability to communicate effectively in Hindi, both in written and oral forms, while also enhancing comprehension through reading, listening, and interpretation of diverse texts. The course further focuses on applying Hindi language skills in academic, professional, and social contexts, thereby equipping learners with the confidence to express themselves in different situations. By the end of the course, students will be able to demonstrate proficiency in public speaking, presentations, and interpersonal communication using Hindi in an accurate and impactful manner			
Unit 1:	UNIT 1: Applied Hindi Grammar and Composition 1.1 Advanced Hindi Grammar (वाक्य रचना, संधि, समास, पर्यायवाची शब्द, विलोम शब्द) 1.2 Writing precise answers based on comprehension passages (अभिप्राय आधारित प्रश्न) 1.3 Techniques of writing summaries, essays, and letters in Hindi (निबंध, पत्र)		
Unit 2:	UNIT 2: Functional Hindi Writing		15



	2.1 Writing professional documents like reports, memos, and official letters (रिपोर्ट लेखन, सरकारी पत्र); 2.2 Composing formal emails and meeting agendas (ईमेल, बैठक का एजेंडा). 2.3 Writing for media: Press releases and advertisements (प्रेस विज्ञप्ति, विज्ञापन) 2.4 Creative writing: Essays, stories, and articles (निबंध, कहानी लेखन)	
Unit 3:	UNIT 3: Professional Hindi Communication 3.1 Public speaking and presentations in Hindi (भाषण, प्रस्तुति), 3.2 Group discussions and debates (समूह चर्चा, वाद-विवाद), 3.3 Interview skills and communication etiquette in professional settings (साक्षात्कार कौशल, व्यावसायिक शिष्टाचार). .	15
Unit 4:	UNIT 4: Technical Writing 4.1 Technical Writing: Writing technical manuals, user guides, project reports, and research papers, 4.2 Translating technical documents into Hindi, 4.3 Writing product descriptions and specifications.	15
Unit 5:	UNIT 5: Business Communication 5.1 Writing business proposals and contracts in Hindi 5.2 Communicating with clients and stakeholders 5.3 Conducting business meetings in Hindi	15

Course Outcomes:

1. **CO1:** Understand the basic concepts of Hindi language, grammar, and vocabulary.
2. **CO2:** Develop effective communication skills in Hindi, both oral and written.
3. **CO3:** Enhance comprehension abilities through reading, listening, and interpretation of Hindi texts.
4. **CO4:** Apply Hindi language skills in academic, professional, and social contexts.
5. **CO5:** Demonstrate confidence in public speaking, presentations, and interpersonal communication in Hindi.

Reference Books:

1. Hindi Vyakaran Core by Dr Vipin Gupta; New Saraswati House., New Delhi
2. Aaroh, Part-1, Published by NCERT, New Delhi



3. Vitaan, Part-1, Published by NCERT, New Delhi
 4. Abhivyakti Aur Madhyam, Published by NCERT, New Delhi
- Assessment method:** (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- ADVANCED EXCEL			
A.Y 2025-26	Course Code- BSGUSE2411	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 30	Total Credits-2		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
<p>The course is designed to help students understand the concept and application of look-up functions in Excel (K2), enabling them to effectively search and retrieve data. It provides practical knowledge of worksheets (K3), equipping learners with the ability to organize, manage, and present data systematically. Students will further develop hands-on skills in using Excel functions and formulas (K3, K4), enhancing their analytical and problem-solving abilities. In addition, the course offers practical exposure to financial modeling in Excel (K3, K4), preparing learners to apply spreadsheet tools in real-world financial and business scenarios..</p>			
Unit 1:	Unit-1 Topic Conditional Formatting - Inbuilt Conditional Formatting, Custom Conditional Formatting, Dynamic Search & Highlight, Partial Match Vlookup/ Hlookup/ Xlookup – 18 Scenario		6
Unit 2:	Unit -2 Offset Function–Basic, Offset with Sum – Horizontal, Offset with Sum – Vertical, Offset with Match, Offset with Average, Offset		6



	with Countif Cloud Features – Edit Report, Export to PowerPoint & PDF, Embed Code Generation Setting, Manage Permissions & Content Pack, Mail Subscription, Quick Insights	
Unit 3:	Unit-3 Index & Match Function - Index Function Basic, Index Function with Area Number, Match Function Basic, Index & Match Functions as replacement to Vlookup Function, Index & Match Functions with Drop Down, SUMIF, AVERAGEIF and COUNTIF Application of Excel Functions in Creating HR Dashboards	6
Unit 4:	Unit-4 Financial Modelling in Excel: PMT, PPMT, IPMT, IRR, MIRR, XIRR, FV, FVSCEDULE, PV, CUMPRINC Forecasting, Financial Statements Forecasting, Statistical tools-Standard Deviation, Correlation, Regression, histogram, testing-z-test, t-test, chi square	6
Unit 5:	Unit-5 Business Analytics, Use of Spread Sheet to analyze data- Descriptive analytics and Predictive analytics. Macro, Designing Dashboard Power Query Protection New Functions of Excel 2019, VBA	6

Course Outcomes:

- CO 1 To understand the concept of look-up functions in Excel K2
- CO 2 To gain the practical knowledge of worksheet K3
- CO 3 To gain the practical knowledge of Excel Function & Formulas K3,4
- CO 4 To gain the practical knowledge of Financial modelling in Excel K3,4

Reference Books:

1. William Fischer, Excel: Quick Start Guide from Beginner to Expert
2. Grey Harvey, Excel 2019 All – in- One For Dummies



School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- Advanced Excel Lab			
A.Y 2025-26	Course Code- BSGUSE2461	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 30	Total Credits-1		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description This course aims to familiarize students with the concepts and applications of look-up functions in Excel (K2), enabling them to efficiently search, extract, and utilize data. It emphasizes practical knowledge of worksheets (K3), helping learners to systematically organize, manage, and present information. Students will also acquire hands-on experience in applying Excel functions and formulas (K3, K4), thereby strengthening their analytical and problem-solving skills. Furthermore, the course provides practical training in financial modeling using Excel (K3, K4), equipping learners to apply spreadsheet tools effectively in real-world financial and business contexts.			
Unit 1:	List of Experiments (Indicative & not limited to) 1. Data Entry and Formatting a. Enter a list of names, addresses, and phone numbers. b. Format cells with different font styles, sizes, and colors. c. Adjust column widths and row heights. 2. Basic Formulas a. Calculate the total and average of a list of numbers.		Total Teaching Hours 30



- b. Use SUM, AVERAGE, MIN, and MAX functions.
- 3. Sorting and Filtering**
 - a. Sort data by multiple criteria (e.g., by name, then by age).
 - b. Apply filters to display specific records (e.g., only sales over a certain amount).
- 4. Conditional Formatting**
 - a. Highlight cells based on specific conditions (e.g., values greater than a certain number).
 - b. Use color scales to visualize data trends.
- 5. Using Functions**
 - a. Implement logical functions like IF, AND, OR.
 - b. Use text functions like CONCATENATE, LEFT, RIGHT, and MID.
- 6. Charts and Graphs**
 - a. Create various chart types (bar, line, pie) to represent data visually.
 - b. Customize charts with titles, labels, and legends.
- 7. Pivot Tables**
 - a. Create a Pivot Table to summarize sales data by product and region.
 - b. Use slicers to filter data in the Pivot Table.
- 8. Data Validation**
 - a. Set up drop-down lists for data entry.
 - b. Implement rules to restrict the type of data entered (e.g., dates only).
- 9. VLOOKUP and HLOOKUP**
 - a. Use VLOOKUP to find information in a large dataset.
 - b. Implement HLOOKUP for horizontal data retrieval.
- 10. Descriptive Statistics**
 - a. Calculate standard deviation, variance, and correlation using Excel functions.
 - b. Create a summary table with descriptive statistics for a dataset.
- 11. Macros**
 - a. Record a simple macro to automate repetitive tasks (e.g., formatting).
 - b. Edit a recorded macro in the VBA editor.

Course Outcomes:

1. To understand the concepts and applications of look-up functions in Excel (K2), enabling effective data search and retrieval.



2. To acquire practical knowledge of worksheets (K3) for systematic data organization, management, and presentation.
3. To develop hands-on skills in applying Excel functions and formulas (K3, K4), strengthening analytical and problem-solving abilities.
4. To gain practical exposure to financial modeling in Excel (K3, K4), preparing students to use spreadsheet tools in real-world financial and business scenarios.

Reference Books:

1. William Fischer ,Excel: Quick Start Guide from Beginner to Expert
2. Grey Harvey, Excel 2019 All – in- One For Dummies

School Name-School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-IIInd
Course Name- Physical Education and Yoga			
A.Y 2025-26	Course Code- BSGUVA2405	Batch-2025- 29	CIE Marks-50(MM)
Total Teaching Hours 45	Total Credits-3		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description The course is designed to help students understand the concept and application of look-up functions in Excel (K2), enabling them to effectively search and retrieve data. It provides practical knowledge of worksheets (K3), equipping learners with the ability to organize, manage, and present data systematically. Students will further develop hands-on skills in using Excel functions and formulas (K3, K4), enhancing their analytical and problem-solving abilities. In addition, the course offers practical exposure to financial modeling in Excel (K3, K4), preparing learners to apply spreadsheet tools in real-world financial and business scenarios..			
Unit 1:	1. : Introduction to Physical Education a. Concept and Importance of Physical Education b. Definition, aims, and objectives. c. Role of physical education in modern society.		6



	<ul style="list-style-type: none">d. Physical education and its contribution to overall health.e. Components of Physical Fitnessf. Health-related fitness: cardiovascular endurance, muscular strength, flexibility and body composition.g. Skill-related fitness: agility, balance, coordination, speed, power and reaction time.	
Unit 2:	<p>1. Unit 2: Introduction to Yoga</p> <ul style="list-style-type: none">a. History and Development of Yogab. Origins of yoga in ancient India.c. Evolution of yoga practices.d. Importance of yoga in contemporary times.e. Philosophy and Types of Yogaf. Ashtanga Yoga (Eight Limbs of Yoga).g. Various forms of yoga: Hatha, Raja, Karma, Bhakti, Jnana and Tantra yoga.	6
Unit 3:	<p>1. Yoga Asanas and Pranayama</p> <ul style="list-style-type: none">a. Yoga Asanasb. Classification: standing, sitting, prone, and supine postures.c. Practice and benefits of selected asanas: Tadasana, Vrikshasana, Trikonasana, Bhujangasana, Shavasana, etc.d. Pranayama (Breathing Techniques)e. Concept and importance of pranayama in yoga.f. Types of pranayama: Anulom Vilom, Kapalbhati, Bhramari, etc.g. Benefits of pranayama for physical and mental health.	6
Unit 4:	<p>1. Unit 4: Stress Management through Physical Education and Yoga</p> <ul style="list-style-type: none">a. Concept of Stressb. Definition, types, and causes of stress.c. Physiological and psychological effects of stress.d. Role of Physical Education and Yoga in Stress Managemente. Physical activities for reducing stress.f. Yoga asanas and pranayama for stress relief.g. Mindfulness and meditation practices.	6



Unit 5:	1. Unit 5: Practical Applications and Lifestyle Integration <ol style="list-style-type: none">a. Developing a Personal Fitness Planb. Assessing personal fitness levels.c. Setting realistic fitness goals.d. Designing a balanced fitness regimen including yoga and physical exercises.e. Yoga and Physical Education in Daily Lifef. Integrating yoga and physical activities into daily routines.g. Promoting a balanced and healthy lifestyle.h. Case studies and real-life examples.	6
<p>Course Outcomes:</p> <ol style="list-style-type: none">1. CO1: Understand the fundamental concepts and importance of physical education for overall well-being.2. CO2: Gain knowledge of yoga practices and their significance in maintaining physical and mental health.3. CO3: Develop the ability to perform various yoga asanas and breathing techniques.4. CO4: Apply the principles of physical fitness and yoga to manage stress and enhance life quality.5. CO5: Evaluate the impact of regular physical activity and yoga on stress management and mental health. <p>Reference Books:</p> <ol style="list-style-type: none">1. Michael Alexander & Dick Kusleika – <i>Microsoft Excel 2021 Bible</i> – Wiley2. Wayne Winston – <i>Microsoft Excel Data Analysis and Business Modeling</i> – Microsoft Press.3. John Walkenbach – <i>Excel 2019 Power Programming with VBA</i> – Wiley.4. Jinjer Simon – <i>Excel Functions and Formulas</i> – McGraw Hill.5. Danielle Stein Fairhurst – <i>Using Excel for Business and Financial Modelling</i> – Wiley.		



SDGI GLOBAL UNIVERSITY (SGU)

Established under U.P. Private Universities Act 2019 (UP Act No. 12 of 2019) & Recognised under Section 2(f) of UGC Act, 1956

**School of Arts, Humanities and Social
Sciences**

3rd Semester Syllabus



(Major, Open Elective, AEC, SEC)

School Name-School of Arts, Humanities & Social Sciences			
Program- BA (Hons)			Semester-3rd
Course Name- Nationalism in India			
A.Y 2025-26	Course Code- (B110424301)	Batch-2nd year	CIE Marks-50 (MM)
Total Teaching Hours -4	Total Credits- 4		ESE Marks-50 (MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description: This course explores the foundations, growth, and evolution of Indian nationalism. It examines major political, social, and cultural movements that shaped the national struggle. Students will study key events, mass mobilizations, Gandhian leadership, and constitutional developments. The course will also address communalism, partition debates, and modern challenges to nationalism. It emphasizes critical engagement with historical processes and interpretations.			
Unit 1	Foundation of Indian Nationalism,		No. of Teaching hours/ (Lecture)
1	Foundation of Indian Nationalism,		3



2	Nation and Nationalism-meaning and difference,	3
3	Approaches to Indian Nationalism	3
4	Colonial, Nationalist and Marxist	3
Unit 2:	Emergence of nationalism in India	
1	Birth and growth of Nationalism in India,	2
2	Revolt of 1857, Establishment of the Indian National Congress-	3
3	The Moderate and Extremist Phase, Partition of Bengal,	3
4	Swadeshi Movement, Home Rule League	2
Unit 3:	Popular Movements and Mass Mobilizations	
1	Social Reformist Movements,	3
2	Tribal Movements Santhal, Bhil, Munda Uprisings, Anti-caste Movement,	2
3	Role of peasants,	3
4	workers and women in the national struggle	3
Unit 4	The Gandhian Era and Constitutional Developments: -,	
1	Arrival of Gandhi and mass mobilization	3
2	Champaran, Kheda, Ahmedabad, Khilafat	4
3	Non-cooperation, Civil Disobedience, and Quit India Movement,	4
4	Government of India Act -1909,1919 and 1935.	3
Unit 5	Nationalism and the Post-Independence Indian State:	
1	Communalism in Indian Politics – The Two-Nation Theory,	3
2	Negotiations over Partition. Nationalism vs globalization	4
3	Modern challenges	3
Course Outcomes		
CO1: Understand the meaning of nation and nationalism and differentiate between colonial, nationalist, and Marxist approaches to Indian nationalism.		



CO2: Examine the emergence and early growth of nationalism in India through events like the Revolt of 1857, the Swadeshi Movement, and the Home Rule League.

CO3: Analyze the contribution of social reform movements, tribal uprisings, and marginalized groups like peasants, workers, and women in the nationalist struggle.

CO4: Evaluate the impact of Gandhian mass movements and key constitutional developments such as the Government of India Acts of 1909, 1919, and 1935.

CO5: Assess the role of communalism in Indian politics, the process of contemporary challenges to nationalism in the era of globalization.

Reference Book:

1. Bipan Chandra, *India's Struggle for Independence, 1857-1947*
2. Sekhar Bandyopadhyay, *From Plassey to Partition*
3. P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76- 115.
4. Sangari, Kumkun and Vaid, S. (1989) *Recasting Woman: Essays in Colonial History*. New Delhi: Oxford University Press.
5. Ram Chandra Pradhan., *The mainstream of the Indian national movement., Raj to Swaraj*(2008)



School Name- School of Humanities & Liberal Arts			
Program- BA Honors			Semester-3rd
Course Name- Early Medieval Indian History (750 CE-1206 CE)			
A.Y	Course Code- (B110125302)	Batch-	CIE Marks-50(MM)
Total Teaching Hours -4	Total Credits- 4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description- The objective of the course on Early Medieval India (750 CE to 1206 CE) is to provide students with a comprehensive understanding of the political, social, cultural, and economic developments during this period. It aims to explore the emergence of regional kingdoms, the influence of Islamic rulers, the evolution of feudal systems, and transformations in religion, art, and architecture. The course also seeks to analyze key historical events, movements, and their long-term impact on Indian society and the rise of the Delhi Sultanate.			
Unit 1	Northern India: Age of Three Empire (800 CE-1000CE)		No. of Teaching hours/ (Lecture)



1	The Struggle for Domination in North India- Introduction	2
2	The Palas and The Pratiharas	3
3	The Rashtrakutas	4
4	Political Ideas and Organisation	3
Unit2:	South India: The Chola Empire	
1	The Rise of The Chola Empire, Chola Age of Rajaraja and Rajendra I, Chola Government-Local self-Government, Cultural Life	3
2	Chola Age of Rajaraja and Rajendra I,	4
3	Chola Government-Local Self-Government	3
4	Cultural Life of Chola Empire	4
Unit 3:	Economic and Social Life, Education and Religious Beliefs (800 CE- 1200 CE)	
1	Trade and Commerce and Nature of Society	3
2	The Caste System ,Condition of women, Dress, Food and Amusements, Education	4
3	Education and Science and Religious Learning	3
4	Religious movements and Beliefs.	2
Unit 4	The Age of Conflict (1000 CE-1200 CE):	
1	The Ghaznavids	3
2	The Rajput states,	3
3	The Turkish Conquest of North India	4
4	The Battle of Tarain, Causes of the Defeat of Rajput's	3
Unit 5	The Delhi Sultanate I (1200 CE-1300 CE)	
1	The Mamcluck Sultan	3
2	Raziya Sultan, Era of Balban	3
3	Iltutmish, Raziya Sultan	3
4	The Mongol's, Problems of North West Frontiers	3



Course Outcomes

1. CO1: Understand the political dynamics of North India through the Palas, Pratiharas, and Rashtrakutas, focusing on ideas and organization.
2. CO2: Analyze the Chola Empire's rise, Rajaraja and Rajendra I's reign, local governance, and cultural contributions during the Chola age.
3. CO3: Examine society's structure, caste, women's condition, education, trade, religious movements, and cultural practices in historical contexts.
4. CO4: Study the Ghaznavids, Rajput states, Turkish conquest, Battle of Tarain, and the causes behind the Rajput defeat in North India.
5. CO5: Explore the Mamluk Sultanate, Iltutmish, Raziya Sultan, Balban's era, Mongol invasions, and the challenges of Northwest frontiers.

Reference Book:

1. Kulke, Herman (ed.) (1995), *The State in India (1000-1700)*, New York and Delhi: Oxford University Press.
2. Nigam, S.B.P.: (1968), *Nobility under the Sultans of Delhi*, Delhi, Munshiram Manoharlal
3. Prasad, Ishwari: (1940), *Medieval India (English or Hindi Version)* Delhi, Indian Press
4. Roy, S.C.: (1935), *Dynastic History of Northern India*, Calcutta, Calcutta University Press
5. Sharma, S.R.: (2005), *Crescent in India (English or Hindi Version)* Delhi, Bhartiya Kala Prakashan
6. Singh, Dilbag: *Structure of Rural Society in Medieval India*
7. Srivastava, A.L.: (2017), *Delhi Sultanate (English or Hindi Version)* India, Shivalal Agarwal & Co.
8. Srivastava, A.L.: (2017), *The Mughal Empire (English or Hindi Version)* India, Shivalal Agarwal & Co.
9. Tripathi, R.P.: (2012), *Rise and Fall of the Mughal Empire (English or Hindi Version)*, Delhi, Sujjeet Publications
10. Yadav, B.N.S.: (2012), *Society and Culture in North India in the 12th Century*, India, Raka Prakashan
11. Sarkar, J.N., *Shivaji and his Times*

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name- School of Humanities & Liberal Arts			
Program- B A (Hons)			Semester- 3rd
Course Name- Indian Literature			
A.Y 2025-26	Course Code- B110225303	Batch-2025- 2028	CIE Marks-50 (MM)
Total Teaching Hours :60 (Lectures)	Total Credits-4		ESE Marks-50 (MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
To engage with Indian drama, analyzing plays like Hayavadan by Girish Karnad, which explore myth, identity, and the human condition. Students will critically engage with postcolonial themes in literature, such as colonialism's lingering impact on Indian culture, as explored in works like Midnight's Children and The God of Small Things			
UNIT 1	Origins & Early Indian English Literature (19th–Early 20th Century)		Number Of Teaching Hours (12 Hrs)
1.	Introduction of English education through Macaulay's Minute (1835)		4
2.	Translated by Tagore himself; won Nobel Prize in 1913		4
3.	Patriarchy, female agency, domestic oppression, social reform		4



UNIT 2	Pre-Independence & Nationalist Literature (1920s–1947)	(12 Hrs)
1.	socialrealism, caste oppression	4
2.	Gandhiannationalism, oral storytelling	4
3.	Spiritual epic poetry	4
UNIT 3	Post-Independence Realism & The Novel (1950s–1970s)	(12 Hrs)
1.	Conflict between Modernity and Tradition	4
2.	Partition and Family Disintegration	4
3.	Social Injustice and Poverty	4
UNIT 4	Contemporary Indian English Fiction (1980s–Present)	(12 Hrs)
1.	Postcolonial Identity	4
2	Caste & Social Hierarchy	4
3	Post-Independence India	4
UNIT 5	Poetry & Drama	UNIT 5 (12 Hrs)
1.	Sexuality and Feminism	4
2.	Myth and Folklore	4
3.	<input type="checkbox"/> Cultural and Traditional Myths	4

Course Outcomes:

CO1: To Understand the impact of British colonialism on Indian literature, focusing on the introduction of English education and the rise of the English literary tradition.

CO2: To examine how Indian literature responded to the growing nationalist movement and the quest for independence.

CO3: To explore the emergence of modern Indian novels post-independence, focusing on R.K. Narayan's *The Guide*, Anita Desai's *Clear Light of Day*, and Bhabani Bhattacharya's *So Many Hungers*.

Reference books:

1. Mehrotra, Rajaram. *Indian English : Texts and Interpretation*. Amsterdam and Philadelphia: John Benjamins, 1998.
2. Srinivasa, Iyengar. *Indian Writing in English*. 5th Ed. Delhi: Sterling, 1985.
3. Walsh, William R.K. *Narayan: A Critical Appreciation*, Heinemann, London, 1982.
4. Paranjape, Makarand. *The Best of Raja Rao*. New Delhi: Katha, 1998.
5. K. Naik, Ed. *Perspectives on Indian Prose in English*. New Delhi: Abhinav, 1982

Assessment method: (Continuous Internal Assessment = 50th%, Final Examination = 50th%)



School Name-School of Humanities & Liberal Arts			
Program- BA (Hons)			Semester-3rd
Course Name- Introduction To Personality			
A.Y 2025-26	Course Code- (B110725303)	Batch-	CIE Marks-50 (MM)
Total Teaching Hours -4	Total Credits- 4		ESE Marks-50 (MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description This course aims to provide students with a foundational understanding of personality, exploring major theories, research methods, and applications. Students will examine how personality develops, how it influences behaviour and relationships, and how it is assessed. By the end of the course, students will be able to critically evaluate different personality theories, apply concepts to real-world contexts, and understand the biological, social, and cultural factors that shape personality.			
UNIT-1	DEFINITION, ORIGINS AND CHARACTERISTICS FEATURES OF PERSONALITY		No. of Teaching hours/



		(Lecture)
2	Introduction Objectives and Definitions of Personality,	3
3	Characteristic Features of Personality.	4
4	Dimensions of Personality: Traits, Motivation,	4
5	Temperament and Character.	4
UNIT II:	Determinants of Personality	
1	Biological or physical determinants,	4
2	psychological determinants,	3
3	environmental and social determinants	4
UNIT III	Psychoanalytic Theories Sigmund Freud	
1	Freudian Perspectives	3
2	Neo-Freudian Perspectives	4
UNIT IV	life- span and trait perspectives of personality Erik Erikson	
1	Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical;	4
2	Gordon Allport: Culture – Functional Equivalence – Personal Dispositions,	5
3	Eysenck's: Hierarchical Model of Personality,	3
Unit V	Behavioural, cognitive and social perspective of personality	
1	Albert Bandura: Social-Cognitive Learning Theory- Self- System	4
2	Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms	4
3	Schema Theory – Kelly's Personal Construct Theory	4

Course Outcomes**CO1: Understand Major Theories:**

Explain and differentiate between key personality theories, including psychoanalytic, trait, humanistic, behavioural, cognitive, and biological approaches.

CO2; Apply Theoretical Concepts:

Apply personality theories to analyze human behavior and individual differences in real-life scenarios.

CO3: Critically Evaluate Research:

Assess research methods used in the study of personality, including psychometric assessments and empirical studies.



CO4: Explore Influencing Factors:

Identify and explain the biological, environmental, and cultural influences on personality development.

CO5: Demonstrate Self-Awareness:

Reflect on one's own personality traits and development through the lens of psychological theory and self-assessment tools.

Reference books: 1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.

2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.

3. Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Society of India.

4. Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India: Bhavana Books and Prints.

5. Jacobsen, K. A., Larson, G. J. (2005). Theory and practice of yoga: Essays in honour of Gerald James Larson. Leiden, Holland: Brill.

WEB RESOURCES

1. Personality development – course – Swayam https://swayam.gov.in/nd2_cec19_mg36>preview

2. Psychology of Development and Learning – Course – Swayam https://swayam.gov.in/nd2_cec20_ed01

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name- School of Humanities And Liberal Arts			
Program- B.A. (Hons.)			Semester-3rd Sem
Course Name- Indian Economy			
A.Y. : 2025-2026	Course Code- (B110825303)	Batch- 2024-2027	CIE Marks 50 (MM)
Total Teaching Hours	Total Credits-4		ESE Marks- 50 (MM)
Type of Course- Theory			Total Marks – 100 (MM)
Course Objectives/Course Description : “The course seeks to equip students with sector-specific knowledge and skills to analyse key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context.”			
UNIT-1	UNIT I Title: Introduction to the Indian Economy Teaching Hours: 10 hours		No. of Teaching hours/ (Lecture)
1	Meaning and definition of Under development- Characteristics and causes		2
2	Determinants of Economic Development- Economic and Non-Economic Factors		3
3	Concepts of Growth and Development		2



4	Difference Between Underdeveloped and Developed economy.	3
UNIT-2	UNIT II Title: Population and Human Development Teaching Hours: 10 hours	No. of Teaching hours/ (Lecture)
1	Human Resources - Reasons for Population Growth	2
2	Population Growth as a Retarding Factor	3
3	Demographic Transition Theory- Recent Population Policy,	2
4	National Income – Concept-Its Measurement-Limitations-Recent Trends in National Income.	3
UNIT-3	UNIT III Title: Agriculture and Rural Economy Teaching Hours: 10 hours	No. of Teaching hours/ (Lecture)
1	Agriculture - Features - Role of Agriculture	3
2	Agricultural Productivity- Causes for Low Agricultural Productivity and Measures to improve Agriculture	2
3	Food Problem	3
4	Green Revolution- Second Green Revolution.	2
UNIT-4	UNIT IV Title: Industry, Infrastructure, and Services Teaching Hours: 10 hours	No. of Teaching hours/ (Lecture)
1	Industrialization - Role of industries in economic Development	3
2	Major Industries - Iron & Steel, Cotton Textiles, Sugar - Cottage and Small Scale Industries	3
3	Industrial Sickness -Reasons - Remedial Measures, Industrial Labour	2
4	New Industrial Policy – 1991	2
UNIT-5	UNIT V Title: Economic Reforms, Globalization, and Current Issues Teaching Hours: 10 hours	No. of Teaching hours/ (Lecture)
1	Planning - Types of Planning,	2
2	Objectives - Five year plans - The 11th and 12th Five Year Plan and Recent three year action plan	2
3	India's Foreign Trade and Balance of Payments	3
4	GATT - WTO and Indian Economy	3

**Course Outcomes:**

- CO1:** Understand the nature, characteristics, and structure of the Indian economy.
- CO2:** Analyze the role of education, health, and skill development in economic growth.
- CO3:** Evaluate the roles of education, health, gender, and institutions in the development process.
- CO4:** Explain the pattern of industrial development before and after liberalization.
- CO5:** Analyze the impact of globalization on various sectors of the Indian economy.

Textbooks:

- “Indian Economy” – Ramesh Singh
- “Indian Economy: Performance and Policies” – Uma Kapila

References Book :“Indian Economy: Problems of Development and Planning” – A.N. Agarwal

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program-BA(Hons)			Semester-3rd
Course Name- Journalism and Mass Communication			
A.Y 2025-26	Course Code- B11OE24301	Batch-2nd year	CIE Marks-50 (MM)
Total Teaching Hours 45	Total Credits-3		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100 (MM)
Course Objectives/Course Description			
To introduce students to the fundamentals of journalism and mass communication, the role of media in society, media ethics, and basic reporting and writing skills.			



UNIT-1	Introduction to Mass Communication	No. of Teaching hours/ (Lecture)
1	Definition, nature, and scope of mass communication	3
2	Functions and models of communication (Shannon & Weaver, Lasswell, Berlo, etc.)	4
3	Types of communication: Intrapersonal, Interpersonal, Group, Mass	3
4	Traditional vs. Modern media	2
UNIT 2	Journalism: Principles and Practices	
1	Definition and scope of journalism	3
2	Functions and responsibilities of journalists	3
3	News: Definition, types, elements, values	2
4	News story structure: 5Ws and 1H, Inverted Pyramid	2
5	Basics of news writing and reporting; Introduction to beats	2
UNIT 3	Media Laws and Ethics	
1	Freedom of Press and Article 19(1)(a)	3
2	Key media laws: Defamation, Contempt of Court, Official Secrets Act, RTI	3
3	Ethical journalism: Objectivity, fairness, paid news	3
4	Role of Press Council of India	3
UNIT 4	Development of Indian Media	
1	History of Indian journalism	2
2	Role of media in freedom movement	2
3	Growth of radio, TV, cinema, and new media	3
UNIT 5	Emerging Trends in Media and Communication	
1	Social media and citizen journalism	2
2	Media convergence: Cross-platform journalism	3
3	Basics of PR and Advertising	2
Course Outcomes (COs)		



- **CO1:** Understand the fundamental concepts, models, and functions of mass communication.
- **CO2:** Analyze the principles, practices, and responsibilities involved in journalism.
- **CO3:** Interpret key media laws, rights, and ethical challenges impacting journalism today.
- **CO4:** Examine the historical development and contemporary structure of Indian media industries.
- **CO5:** Evaluate emerging trends in media technologies, digital journalism, and global communication dynamics.

Reference books:

- 1- Mass Communication Theory – DenisMcQuail
2. Journalism: Principles and Practice – Tony Harcup
3. The Indian Media Business – Vanita Kohli-Khandekar
4. Mass Communication in India – Keval J. Kumar

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program-B.A. (Hons)			Semester- 3rd
Course Name-Professional Communication			
A.Y2025–26	Course Code- BSGUAE2404	Batch-2nd year	CIE Marks-50 (MM)
Total Teaching Hours	Total Credits-2		ESE Marks-50 (MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description This course is designed to provide a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable external environment for the firm, as well as an effective internal communications program.			



UNIT-1	Nature of Communication	No. of Teaching hours/ (Lecture)
1	Definition, need, and importance of communication skills.	1
2	Basic types of communication: Reading, Writing, Listening, Speaking.	1
3	Forms of communication: Verbal, Written, Oral, Non-verbal.	1
4	The communication process.	1
5	Barriers to communication and strategies to overcome them.	1
Unit 2	Written Communication	
1	The process of formal written communication: deciding purpose, analyzing audience, designing a message, organizing, selecting, arranging ideas, preparing outlines, and developing the message.	1
2	Qualities of good writing: clarity, conciseness, correctness, coherence, courtesy.	1
Unit 3	Business Correspondence in Organizations	1
1	Business letters: enquiry, reply, order, execution, complaint, collection.	2
2	Common errors in business communication: issues with pronouns, adjectives, verbs, adverbs, participles, and prepositions.	2
Unit 4	Report Writing	
	Principles of report writing	2
	Types of reports.	2
	Structure and presentation of reports	2
Unit 5	Application of Communication Skill	
1	Group decision-making.	2
2	Conflict and negotiations.	2
3	Presentations and interviews.	2
4	Speeches.	1
5	Customer care and relations.	1
Course Outcomes CO1 communicate effectively in a corporate setting and otherwise CO2 overcomes the varied obstructions to communication and be an adept listener CO3 displays effective interpersonal communication, maintaining the decorum of the settings CO4 has hands-on writing business letters and expertise in drafting technical documents CO5 delivers effective presentations in professional environment, tackle group discussions and face		

**Reference books:**

1. **Business Communication** – Urmila Rai & S. M. Rai (Himalaya Publishing House), Asha Kaul (Hall of India)
2. **Business Correspondence & Communication Skills** – Kapoor (S. Chand & Co)
3. **Effective Skills** – Ravi Agrawal (Sublime Publishing, Jaipur)
4. **Developing Communication Skills** – Mohan (Macmillan Publishing)
5. **Business Communication** – Om P. Juneja & Aarati Mujumdar
6. **Business Correspondence & Report Writing** – R. C. Sharma & Krishna Mohan

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-3rd
Course Name-Time management & Personal Effectiveness			
A.Y 2025-26	Course Code- BSGUSE2456	Batch-2nd year	CIE Marks-25 (MM)
Total Teaching Hours 30	Total Credits-2		ESE Marks-25(MM)
Type of Course- Theory			Total Marks50 (MM)

**Course Objectives/Course Description**

This course aims to equip students with essential skills in time management and personal effectiveness. By exploring strategies to optimize time utilization and enhance personal productivity, students will develop competencies that contribute to academic success and personal growth. The course emphasizes self-awareness, goal setting, stress management, and effective communication to foster a holistic approach to personal development.

UNIT-1	Introduction to Time Management	No. of Teaching hours/ (Lecture)
1	Definition and significance of time management.	1
2	Identifying timewasters and procrastination habits.	2
3	Techniques for effective planning and scheduling.	2
4	Tools for time tracking and prioritization.	1
UNIT 2	Goal Setting and Personal Planning	
1	Understanding SMART goals.	1
2	Short-term vs. long-term goal planning.	3
3	Aligning personal values with goal setting.	3
4	Developing action plans and to-do lists.	1
UNIT 3	Enhancing Personal Effectiveness	
1	Self-assessment and personal SWOT analysis.	3
2	Building self-confidence and self-motivation.	3
3	Decision-making and problem-solving skills.	3
4	Cultivating positive habits and routines.	1
UNIT 4	Stress Management and Work-Life Balance	
1	Recognizing sources and symptoms of stress.	3
2	Techniques for stress reduction and relaxation.	1
3	Time allocation for personal and professional activities.	2
4	Strategies for maintaining a healthy work-life balance.	3
UNIT 5	Communication and Interpersonal Skills	
1	Importance of effective communication.	3
2	Active listening and feedback mechanisms.	2
3	Non-verbal communication cues.	1
4	Conflict resolution and assertiveness training.	2
5	Active listening and feedback mechanisms.	1



Course Outcomes

CO1: Understand the principles and importance of effective time management.

CO2: Apply goal-setting techniques to personal and academic scenarios.

CO3: Identify and overcome common barriers to personal effectiveness.

CO4: Develop strategies to manage stress and maintain work-life balance.

CO5: Enhance communication skills to improve interpersonal relationships.

Reference books:

1. "Time Management" by R. Alec Mackenzie – *AMACOM*
2. "The 7 Habits of Highly Effective People" by Stephen R. Covey – *Free Press*
3. "Eat That Frog!" by Brian Tracy – *Berrett-Koehler Publishers*
4. "Emotional Intelligence" by Daniel Goleman – *Bantam Books*
5. "Developing Communication Skills" by Krishna Mohan and Meera Banerji – *Macmillan India*

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program-B.A (Hons)			Semester-3rd
Course Name-Time management & Personal Effectiveness (Practical)			
A.Y 2025-26	Course Code- BSGUSE2406	Batch-	CIE Marks-25(MM)
Total Teaching Hours 15	Total Credits-1		ESE Marks-25(MM)
Type of Course- Practical			Total Marks50 (MM)

**Course Objectives/Course Description**

This course aims to equip students with essential skills in time management and personal effectiveness. By exploring strategies to optimize time utilization and enhance personal productivity, students will develop competencies that contribute to academic success and personal growth. The course emphasizes self-awareness, goal setting, stress management, and effective communication to foster a holistic approach to personal development.

Unit 1	Self-Assessment and Time Analysis	No. of Teaching hours/ (Lecture)
	Activities:	
1	Maintain a time-log diary for one week.	1
2	Identify time-wasters and productivity peaks.	1
3	Conduct a personal SWOT analysis focusing on time management.	1
UNIT 2	Goal Setting and Prioritization	
	Activities:	
1	Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.	1
2	Create a priority matrix (e.g., Eisenhower Box) for daily tasks.	1
3	Develop a weekly planner aligning tasks with goals.	1
UNIT 3	Overcoming Procrastination and Enhancing Focus	
	Activities	
1	Identify personal procrastination triggers.	1
2	Practice the Pomodoro Technique for focused work sessions.	1
3	Engage in mindfulness exercises to improve concentration.	1
UNIT 4	Unit 4: Stress Management and Work-Life Balance	
	Activities	
1	Participate in guided relaxation and breathing exercises.	1
2	Develop a personal stress management plan.	1
3	Reflect on work-life balance through journaling.	1
UNIT 5	Reflective Practice and Continuous Improvement	
	Activities:	
1	Maintain a reflective journal documenting weekly progress.	1
2	Share experiences and strategies in group discussions.	1
3	Prepare a personal development plan for ongoing improvement.	1



4	Unit 5: Reflective Practice and Continuous Improvement	1
<p>Course Outcomes</p> <p>CO1: Analyze personal time usage patterns and identify areas for improvement.</p> <p>CO2: Apply goal-setting frameworks to academic and personal objectives.</p> <p>CO3: Implement strategies to overcome procrastination and enhance focus.</p> <p>CO4: Utilize tools and techniques to manage stress and maintain work-life balance.</p> <p>CO5: Reflect on personal growth and adapt time management strategies accordingly</p> <p>Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)</p>		



4th Semester Syllabus (AEC)

School Name- School of Humanities & Liberal Arts			
Program- B.A. (Hons.)			Semester-4th
Course Name- Democratic Awareness Through Legal Literacy			
A.Y. : 2025-2026	Course Code- (B110125401)	Batch- 2024-2028	CIE Marks 50 (MM)
Total Teaching Hours:60	Total Credits-4		ESE Marks- 50 (MM)
Type of Course- Theory			Total Marks – 100 (MM)



Course Objective -This course aims to equip students with a foundational understanding of the structure and functioning of the legal system in India, emphasizing its role within the broader political framework. The course also introduces constitutional principles, rights and duties, and explores mechanisms of legal redressal including both formal processes and alternative dispute resolution (ADR) systems.

UNIT-1	UNIT I Title: System of courts and their jurisdiction in India	No. of Teaching hours/ (Lecture)
1	Criminal and civil courts, writ jurisdiction,	4
2	Specialized courts such as juvenile courts	4
3	Mahila courts and role of tribunals- Alternate dispute such as Lokadalats, non-formal mechanisms	4
UNIT-2	UNIT II Title: Laws related to Criminal Jurisdiction	No. of Teaching hours/ (Lecture)
1	Filing of an FIR, Arrest, Bail Search and Seizure	4
2	Personal Laws: Pluralism and Democracy, PIL and article 21	4
3	Prevention of Atrocities on Scheduled Castes and Scheduled Tribes.	4
UNIT-3	UNIT III Title: Laws related to Women and Consumers Dowry	No. of Teaching hours/ (Lecture)
1	Laws related to Women and Consumers Dowry	6
2	Sexual Harassment and Violence Against Women. Consumer Rights.	6
UNIT-4	UNIT IV Title: Understanding of the Functioning of the Legal System	No. of Teaching hours/ (Lecture)
1	Legal Service Authorities Act and Right to Legal aid, ADR system.	6
2	Role of legal aid agencies. Anti-terrorist laws: Implication for security – UAPA, TADA AND POTA	6
UNIT-5	UNIT V Title: Human Rights-Human Rights	No. of Teaching hours/ (Lecture)
1	Meaning , Importance ,Human Rights Commissions,.	6
2	NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration	6

Course Outcomes

Co1- Understand the relationship between the legal system and political structures in India



Co2- Gain knowledge of the functioning and jurisdiction of courts, police, and correctional institutions.

CO3 -Develop an awareness of constitutional rights, duties, and the importance of public interest litigation in a democratic society.

CO4- Acquire practical insights into filing complaints, accessing legal aid, and using ADR mechanisms.

CO5 -Critically analyze how the legal system impacts different social groups and contributes to the protection of rights and maintenance of democracy.

References

- Kashyap, S, Our Constitution: An Introduction to India’s Constitution and Constitutional Laws, New Delhi, National Book Trust, 1994.
- Kamala Sankaran and Ujjawal Singh (Ed.), Creating Legal Awareness, (Delhi: OUP, 2007).
- Asha Bajpai, Child Rights in India : Law, Policy, and Practice, Oxford University Press, New Delhi,2003
- V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name-School of Humanities & Liberal Arts			
Program-BA (Hons)			Semester-4th
Course Name- Medieval Indian History (1206 CE–1550 CE)			
A.Y 2025-26	Course Code B110125402	Batch-2024-28	CIE Marks-50(MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)



Type of Course- Theory		Total Marks100(MM)
Course Objectives/Course Description To give students a comprehensive understanding of the political, cultural, and social transformations in India during 1206–1550 CE, including the rise and fall of major dynasties, impact of Islamic rule, and evolution of regional power centres, alongside developments in economy, trade, art, architecture, religion, and literature.		
UNIT-1	Delhi Sultanate II (1300–1400 CE)	No. of Teaching hours/ (Lecture)
1	Khalji and Tughlaq dynasties: rise, expansion, reforms	2
2	Experiments in administration and internal stability	2
3	Causes of decline and fragmentation	2
Unit II	Vijayanagar & Bahmani Sultanate (1350–1525 CE)	
1	Founding, conflicts, and disintegration of these empires	2
2	Cultural apex of Vijayanagar and its downfall	4
3	Arrival and influence of the Portuguese	2
Unit III	Regional Struggles (1206–1550 CE)	
1	Eastern India: Bengal, Assam, Odisha developments	2
2	Western India: Gujarat, Malwa, Mewar's political evolution	3
3	North India and Northwest: Lodi rule and Kashmir's history	4
Unit IV	Cultural & Religious Transformations (1200–1500 CE)	
1	Architecture: Sultanate and regional styles	2
2	Religious syncretism: Sufi traditions (Chishti, Suhrawardi) and Bhakti movements	3
3	Philosophical and communal impacts on society	4
Unit V	Rise of the Mughals & Sur Empire (1526–1567 CE)	
1	Babur's Central Asian lineage and 1526 conquests	4
2	Battle of Panipat; Humayun's struggles, including Gujarat campaign and Sher Shah's challenge	4
3	Sher Shah Suri's governance (1540–1555 CE): policies, administration, and legacy	3
Course Outcomes		
CO1: Analyze the Khalji and Tughlaq dynasties: expansion, reforms, and decline of the Delhi Sultanate.		
CO2: Examine the foundations, conflicts, and fall of the Vijayanagar and Bahmani kingdoms, and assess the impact of Portuguese entry.		



CO3: Explore developments in Eastern (Bengal, Assam, Odisha), Western (Gujarat, Malwa, Mewar), and North India (Lodi Sultans, Kashmir).

CO4: Investigate medieval architecture, religious beliefs, the Sufi (Chishti/Suhrawardi) and Bhakti movements, and their cultural legacies.

CO5: Evaluate Babur's Central Asian roots, the 1526 Battle of Panipat, Humayun's reign, and Sher Shah Suri's Sur Empire (1526–1555 CE)

Reference Book:

1. Medieval Indian History (Satish Chandra)

2. Advanced Study in the History of Medieval Indian

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name-School of Humanities & liberal Arts			
Program- BA Honors			Semester-4th
Course Name- 19th Century British Literature			
A.Y 2025-26	Course Code- - (B110225403)	Batch-2024- 28	CIE Marks-50(MM)



Total Teaching Hours -60		Total Credits- 4	ESE Marks-50(MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description: The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.			
Unit 1	A Historical Overview (1798–1837)		No. of Teaching hours/ (Lecture)
1	Romantic Movement and Mid 19th Century.		2
2	Romantic Literature and The Aesthetic Movements and Decadence		3
3	Romantic Changes		3
4	Key Topics: William Wordsworth – focus on nature and emotion; Samuel Taylor Coleridge – mystical and philosophical poetry; Lord Byron, Percy Bysshe Shelley, John Keats – passionate, rebellious, and imaginative poetry		2
Unit2:	Poem and Criticism		
1	Criticism of 19th Century		2
2	Charles Lamb: Old China and Tennyson: Ulysses		3
3	Robert Browning: My Last Duchess		2
4	Key Topics: Rise of literary criticism as a formal discipline; Focus on individual expression, imagination, and social issues; Romantic vs. Victorian Thought; Power and Control		3
Unit 3:	Mid 19th Century (Victorian Period)		
1	Oliver Twist		2
2	Dickens: A Tale of Two Cities		2
3	Dickens: Hard Times		2
4	Key Topics: Victorian Era; Criticism of Hard Times; Social Critique in Dickens' Novels		2
Unit 4	The Aesthetic Movement, Decadence, and Late Victorian Literature		
1	Oscar Wilde: The Picture of Dorian Gray		2
2	Walter Pater: The Renaissance		2



3	Max Beerbohm: The Works of Max Beerbohm	2
4	Key Topics: Aestheticism, duality of human nature, and social satire; Art for art's sake and the focus on aesthetic experience; Satirical perspective on social norms	2
Unit 5	Transition to Modernism (Late 19th Century)	
1	Oscar Wilde – The Picture of Dorian Gray	2
2	George Bernard Shaw – Pygmalion	2
3	Rudyard Kipling – The Man Who Would Be King Key Topics: Aestheticism; Moral Corruption & Consequences; Class and Social Mobility; Decline of Victorian moral certainty	2

Course Outcomes

- CO1: Identify and explain the characteristics, themes, and historical contexts of key American literary movements, including Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.
- CO2: Evaluate the themes of individualism, nature, and the supernatural in Romantic and Transcendentalist works.
- CO3: Explore how American literature reflects and shapes social, political, and cultural developments from the 17th century to the present day.
- CO4: Examine recurring literary themes such as identity, freedom, self-reliance, heroism, the supernatural, psychological complexity, class, race, gender, and the role of the writer/reader.
- CO5: Appreciate the evolving diversity of American literature, including contributions from historically marginalized voices and contemporary author

Reference Book:

- H. Abrams and Stephen Greenblatt. The Norton Anthology of English Literature (Volume 2: The Romantic Period through the Twentieth Century)
- Deirdre David: The Cambridge Companion to the Victorian Novel
- David Duff: The Oxford Handbook of British Romanticism
- Margaret Drabble: The Oxford Companion to English Literature (Seventh Edition)
- Herbert F. Tucker: A Companion to Victorian Literature and Culture
- Peter Raby: The Cambridge Companion to Oscar Wilde

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-BA (Hons)			Semester-4th
Course Name-Foundations of Developmental Psychology			
A.Y 2025-26	Course Code- (B110725403)	Batch-2024- 28	CIE Marks-50 (MM)
Total Teaching Hours 60	Total Credits-4		ESE Marks-50(MM)



Type of Course- Theory		Total Marks100 (MM)
<p>Course Objectives/Course Description This course aims to introduce students to the fundamental principles, theories, and research in developmental psychology. It explores human growth and changes across the lifespan, including physical, cognitive, emotional, and social development. Students will gain an understanding of how various internal and external factors influence development and will develop the ability to apply psychological insights to real-life developmental challenges.</p>		
UNIT-1	Introduction to Developmental Psychology	No. of Teaching hours/ (Lecture)
1	Definition and scope of developmental psychology	2
2	Importance of studying development	2
3	Major themes: nature vs. nurture, continuity vs. discontinuity, stability vs. change	2
4	Research methods in developmental psychology	2
Unit 2:	Unit 2: Theoretical Perspectives	
1	Psychoanalytic theory: Freud, Erikson	2
2	Cognitive development theory: Piaget, Vygotsky	2
3	Behavioural and social learning theories: Skinner, Bandura	2
4	Ecological systems theory: Bronfenbrenner	2
Unit 3:	Areas of Development I – Infancy and Childhood	
1	Physical and Motor Development	2
2	Milestones in physical growth and motor skills	2
3	Cognitive Development	2
4	Preoperational and concrete operational stages	2
5	Language Acquisition and Development	2
6	Stages and theories of language development	2
7	Emotional and Social Development	2
8	Self-concept formation	2
9	Peer relationships	2
10	Moral development: Kohlberg's stages shnaton.huji.ac.il/en.wikipedia.org	2
Unit 4	Adolescence	
1	Physical Changes	2
2	Puberty and its psychological impact	3
3	Cognitive Development	2



4	Formal operational stage	3
5	Identity Formation	2
6	Erikson's identity vs. role confusion	2
7	Emotional and Social Development	2
8	Peer influence	2
9	Family relationships	2
Unit 5	Overview of Adulthood and Aging (Introductory)	
1	Brief overview of adult development	3
2	Erikson's stages in adulthood	2
3	Aging and cognitive changes	2
Course Outcomes		
CO1: Describe Developmental Stages		
Identify and explain key stages of human development from infancy through old age, including physical, cognitive, emotional, and social changes.		
CO2: Understand Theoretical Perspectives		
Compare major developmental theories (e.g., Piaget, Erikson, Vygotsky, Freud) and their relevance to understanding growth and behaviour.		
CO3: Analyze Influencing Factors		
Evaluate the impact of biological, environmental, cultural, and social factors on individual development across the lifespan.		
CO4: Apply Developmental Concepts		
Apply developmental principles to real-world contexts such as parenting, education, and healthcare.		
CO5: Interpret Research and Methods		
Understand and critique research methods used in developmental psychology, including observational studies, longitudinal research, and case studies.		

Reference Books:

1. **Belsky, J. (2022).** *Experiencing the Lifespan* (6th ed.). New York: Worth Publishers, Macmillan Learning.
2. **Khalakdina, M. (2008).** *Human Development in the Indian Context: A Socio-Cultural Focus* (Vol. 1). New Delhi: Sage Publications.
3. **Srivastava, A.K. (1997).** *Child Development: An Indian Perspective*. New Delhi: NCERT.
4. **Santrock, J. W.** *Lifespan Development*.
5. **Shaffer, D. R., & Kipp, K.** *Developmental Psychology: Childhood and Adolescence*.
6. **Saraswathi, T. S.** *Cross-Cultural Perspectives in Human Development*.



Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program- B.A. (Hons.)			Semester-4th
Course Name- Development Economics			
A.Y. : 2025-2026	Course Code- (B110125403)	Batch- 2024-2028	CIE Marks 50 (MM)
Total Teaching Hours:60	Total Credits-4		ESE Marks- 50 (MM)



Type of Course- Theory		Total Marks – 100 (MM)
<p>Course Objectives/Course Description : To provide students with theoretical and empirical tools to understand the process of economic development, examine the causes and consequences of poverty and inequality, and critically evaluate development policies and strategies in low- and middle-income countries."</p>		
UNIT-1	<p>UNIT I Title: Economic Growth and Development Teaching Hours: 10 hours</p>	No. of Teaching hours/ (Lecture)
1	Meaning of growth and development	2
2	Distinction between Economic Growth and Economic Development	3
3	Growth indicators-NNI and PCI	2
4	Measuring Economic Development: Income Measure, Physical Quality of Life Index (PQLI) and Human Development Index (HDI),	3
UNIT-2	<p>UNIT II Title: Stages of Development and Growth Teaching Hours: 10 hours</p>	No. of Teaching hours/ (Lecture)
1	Development Planning & its necessity	2
2	Balanced vs. Unbalanced growth.	3
3	Role of Technology in Agriculture and Industry	2
4	Stages of Growth: Rostow and Marx, The Big-push Theory	3
UNIT-3	<p>UNIT III Title: Theory of Economic Development Teaching Hours: 10 hours</p>	No. of Teaching hours/ (Lecture)
1	Historical legacies, economic growth and development: A brief overview of Adam Smith’s Theory, Richardian Theory,	3
2	Classical, Marxian and Schumpeterian theories of economic development,	2
3	Neoclassical growth models: Solow-Swan Model (problem of dynamic inefficiency) steady state equilibrium, Samuelson-Diamond model (overlapping generations framework);	3
4	Technological progress and total factor productivity growth,;	2
UNIT-4	<p>UNIT IV Title: Capital Formation Teaching Hours: 10 hours</p>	No. of Teaching hours/ (Lecture)
1	Capital Formation in an Underdeveloped Country: Concept, stages of capital formation, role in underdeveloped economy, sources,;	3
2	Role of capital formation in underdeveloped economy, sources of capital formation	3



3	Problems of domestic capital formation in underdeveloped economy	2
4	Problems -Incentives for Savings and Investment.	2
UNIT-5	UNIT V Title: Role of Foreign Sector Teaching Hours: 10 hours	No. of Teaching hours/ (Lecture)
1	Foreign Investment: Different forms & its roles in Economic Development.	2
2	Gender Related Issues: –concept of GDI & instances of Gender Discrimination in the society	2
3	Human Capital Formation and Policy Issues, Sustainable Development with special reference to India,	3
4	Determinants and Obstacles to Economic Development	3
Course Outcomes		
<p>CO1: Understand key concepts, theories, and indicators of economic development and how they differ from economic growth.</p> <p>CO2: Analyze the causes and consequences of poverty, inequality, and population dynamics in developing countries.</p> <p>CO3: Evaluate the roles of education, health, gender, and institutions in the development process.</p> <p>CO4: Examine various development strategies, including industrialization, trade, agriculture, and rural development.</p> <p>CO5: Critically assess the effectiveness of development policies and the role of international organizations (e.g., IMF, World Bank, WTO) in shaping development outcomes.</p>		

Textbooks:

- Todaro, Michael P. and Stephen C. Smith, Economic Development, Pearson Education, 2015.
- Thirlwall, A.P., Growth and Development, Palgrave MacMillan, 2011.

References:

- Meier, Gerald M. and James E. Rauch, Leading issues in Economic Development, Oxford University Press, 2005.
- Ray, D. Development Economics. Oxford University Press, 1998.
- Lipsey, R. G. and K. A. Chrystal, Economics. Oxford University Press, 2007.
- Basu, K. Analytical Development Economics: The Less Developed Economy Revisited. Oxford University Press, 2003.
- Sachs, J., The Age of Sustainable Development. Chapter 14: Sustainable Development Goals. Columbia University Press, 2015. • Hanley, N., Shogren, F and



White, B. Environmental Economics: In Theory and Practice. Chapter 14: The Economics of Sustainable Development. Macmillan. 2008.

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name- School of Humanities & Liberal Arts			
Program- B.A. (Hons.)			Semester-4th
Course Name- Political Process in India			
A.Y. : 2025-2026	Course Code- (B110125404)	Batch- 2024-2028	CIE Marks 50 (MM)
Total Teaching Hours:60	Total Credits-4		ESE Marks- 50 (MM)
Type of Course- Theory			Total Marks – 100 (MM)



Course Objectives/Course Description : The objective of the course is to provide a critical understanding of the Indian party system, electoral processes, and the dynamics of voting behavior. It examines regionalism, affirmative action policies, and challenges like communalism, corruption, and criminalization of politics. Students will explore the debates on secularism, nationalism, and identity movements in India. The course also focuses on emerging social movements and the evolving trends in Indian democracy. Overall, it aims to equip students to analyze the complex challenges of nation-building in a diverse society.

UNIT-1	Unit 1: Indian Party System	No. of Teaching hours/ (Lecture)
1	The Indian Party System – Main Features, National Political Parties and Regional Political Parties,	6
2	Party System Trends in India- From the Congress System to Multi-Party Coalitions	6
UNIT-2	Unit II Voting Behaviour and its Pattern in India	No. of Teaching hours/ (Lecture)
1	Pressure Groups, Electoral Reforms in India, Voting Behaviour in India- Its major determinants	12
UNIT-3	UNIT III Regionalism and Politics	No. of Teaching hours/ (Lecture)
1	Regionalism in India- Meaning-, politics of Secession and Accommodation, Regionalism versus Nationalism Debate- Major Regional Movements in India since Independence	12
UNIT-4	UNIT IV Affirmative Action Policies with Respect to Women, Caste and Class	No. of Teaching hours/ (Lecture)
1	Affirmative Action Policies - Policy of reservation for Scheduled Caste and Schedule Tribes in India, Policy of women's reservation	3
UNIT-5	UNIT V Trends in Indian Democracy	No. of Teaching hours/ (Lecture)
1	Secularism, Debates on Secularism, Communalism-Majority and Minority Communalism, Political Defection in India, Criminalization of Politics	12

Course Outcomes

CO1: Understand and analyze the evolution of the Indian party system, including the role of national and regional political parties.

CO2: Critically evaluate the impact of pressure groups, electoral reforms, voting behavior, defection politics, and the criminalization of politics in India.



CO3: Assess the nature of regionalism, the politics of secession and accommodation, and major regional movements since independence.

CO4: Examine the policies of affirmative action, including reservations for Scheduled Castes, Scheduled Tribes, women and their role in shaping social justice.

CO5: Analyze contemporary challenges to Indian democracy, such as secularism debates, communalism, corruption and criminalization of Politics.

- Kothari,R (1970) 'Caste in Indian Politics', Delhi, Orient Longman
- Z. Hasan (2002) (ed.) 'Parties and Party Politics in India', New Delhi: Oxford University Press.
- P. Brass, (1999) 'The Politics of India since Independence, New Delhi, Cambridge University Press and Foundation Books.
- Kohli, Atul (2004) (ed.) 'The Success of India's Democracy', New Delhi, Cambridge University Press.
- N. Menon and A. Nigam, (2007) 'Power and Contestation: India since 1989', London, Fernwood Publishing, Halifax and Zed Books.
- R. Vora and S. Palshikar (eds.) 'Indian Democracy: Meanings and Practices', New Delhi, Sage.
- P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press
- Todaro, Michael P. and Stephen C. Smith, Economic Development, Pearson Education, 2015.
- Thirlwall, A.P., Growth and Development, Palgrave McMillan, 2011.

References:

- Meier, Gerald M. and James E. Rauch, Leading issues in Economic Development, Oxford University Press, 2005.
- Ray, D. Development Economics. Oxford University Press, 1998.
- Lipsey, R. G. and K. A. Chrystal, Economics. Oxford University Press, 2007.
- Basu, K. Analytical Development Economics: The Less Developed Economy Revisited. Oxford University Press, 2003.
- Sachs, J., The Age of Sustainable Development. Chapter 14: Sustainable Development Goals. Columbia University Press, 2015. • Hanley, N., Shogren, F and White, B. Environmental Economics: In Theory and Practice. Chapter 14: The Economics of Sustainable Development. Macmillan. 2008.



Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)

School Name-School of Humanities & Liberal Arts			
Program- BA Honors			Semester-3rd
Course Name- American Literature			
A.Y 2025-26	Course Code- B110225405	Batch-2024- 28	CIE Marks-50(MM)
Total Teaching Hours -60	Total Credits- 4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100(MM)



Course Objectives/Course Description: This course offers students a foundational understanding of American literature with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its people. Students will explore how American literature evolved in response to historical, cultural, and social developments from the 17th century to the present. Through close reading and analysis, students will engage with major themes such as identity, freedom, self-reliance, heroism, race, and gender.		
Unit 1	Early American Literature (17th–18th Century)	No. of Teaching hours/ (Lecture)
1	Historical Context: The colonization of America, Puritanism, and the influence of religion.	2
2	William Bradford: Of Plymouth Plantation	3
3	The Autobiography of Benjamin Franklin	3
4	Key Topics: Puritanism, Enlightenment ideals, early American identity	2
Unit2:	Romanticism and Transcendentalism (19th Century)	
1	Walt Whitman: O Captain my Captain, Passage to India	2
2	Edgar Allan Poe: The Raven, The Tell-Tale Heart	3
3	Henry David Thoreau: Walden	2
4	Key Topics: Heroism and Leadership, Supernatural vs. Psychological, Self-Reliance and Independence	3
Unit 3:	Realism and Naturalism (Late 19th–Early 20th Century)	
1	Mark Twain: Adventures of Huckleberry Finn	2
2	Emily Dickinson: Selected Poems,	2
3	Stephen Crane: The Open Boat	2
4	Key Topics: Satire and Social Critique, The Power of Language, Naturalism	2
Unit 4	Modernism (Early–Mid 20th Century)	
1	Scott Fitzgerald: The Great Gatsby	2
2	T.S. Eliot: The Waste Land	2



3	William Faulkner: A Rose for Emily	2
4	Key Topics: Class and social status, Fragmentation of modern life, Death, memory, and time	2
Unit 5	Postmodern and Contemporary Literature (Late 20th–21st Century)	
1	Toni Morrison: Beloved	2
2	Sylvia Plath: The Bell Jar	2
3	Contemporary poets (e.g., Billy Collins, Claudia Rankine) Key Topics: Slavery and Its Psychological Legacy, Gender Roles and Expectations, Meta-poetic themes	2

Course Outcomes

CO1: Identify and explain the characteristics, themes, and historical contexts of key American literary movements, including Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.

CO2: Evaluate the themes of individualism, nature, and the supernatural in Romantic and Transcendentalist works.

CO3: Explore how American literature reflects and shapes social, political, and cultural developments from the 17th century to the present day.

CO4: Examine recurring literary themes such as identity, freedom, self-reliance, heroism, the supernatural, psychological complexity, class, race, gender, and the role of the writer/reader.

CO5: Appreciate the evolving diversity of American literature, including contributions from historically marginalized voices and contemporary authors

Reference Book:

1. Robert S. Levine. The Norton Anthology of American Literature.
2. Sacvan Bercovitch. The Cambridge History of American Literature.
3. Perry Miller: Puritanism in America: New Culture in a New World.
4. Philip F. Gura: American Transcendentalism: A History.
5. Malcolm Bradbury: The Modern American Novel.
6. Toni Morrison: Playing in the Dark: Whiteness and the Literary Imagination

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program- BA Honors			Semester-4th
Course Name- American Literature			
A.Y 2025-26	Course Code- B110225405	Batch-2024- 28	CIE Marks-50(MM)
Total Teaching Hours -60	Total Credits- 4		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100(MM)



Course Objectives/Course Description: This course offers students a foundational understanding of American literature with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its people. Students will explore how American literature evolved in response to historical, cultural, and social developments from the 17th century to the present. Through close reading and analysis, students will engage with major themes such as identity, freedom, self-reliance, heroism, race, and gender.		
Unit 1	Early American Literature (17th–18th Century)	No. of Teaching hours/ (Lecture)
1	Historical Context: The colonization of America, Puritanism, and the influence of religion.	2
2	William Bradford: Of Plymouth Plantation	3
3	The Autobiography of Benjamin Franklin	3
4	Key Topics: Puritanism, Enlightenment ideals, early American identity	2
Unit2:	Romanticism and Transcendentalism (19th Century)	
1	Walt Whitman: O Captain my Captain, Passage to India	2
2	Edgar Allan Poe: The Raven, The Tell-Tale Heart	3
3	Henry David Thoreau: Walden	2
4	Key Topics: Heroism and Leadership, Supernatural vs. Psychological, Self-Reliance and Independence	3
Unit 3:	Realism and Naturalism (Late 19th–Early 20th Century)	
1	Mark Twain: Adventures of Huckleberry Finn	2
2	Emily Dickinson: Selected Poems,	2
3	Stephen Crane: The Open Boat	2
4	Key Topics: Satire and Social Critique, The Power of Language, Naturalism	2
Unit 4	Modernism (Early–Mid 20th Century)	
1	Scott Fitzgerald: The Great Gatsby	2
2	T.S. Eliot: The Waste Land	2



3	William Faulkner: A Rose for Emily	2
4	Key Topics: Class and social status, Fragmentation of modern life, Death, memory, and time	2
Unit 5	Postmodern and Contemporary Literature (Late 20th–21st Century)	
1	Toni Morrison: Beloved	2
2	Sylvia Plath: The Bell Jar	2
3	Contemporary poets (e.g., Billy Collins, Claudia Rankine) Key Topics: Slavery and Its Psychological Legacy, Gender Roles and Expectations, Meta-poetic themes	2
Course Outcomes CO1: Identify and explain the characteristics, themes, and historical contexts of key American literary movements, including Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism. CO2: Evaluate the themes of individualism, nature, and the supernatural in Romantic and Transcendentalist works. CO3: Explore how American literature reflects and shapes social, political, and cultural developments from the 17th century to the present day. CO4: Examine recurring literary themes such as identity, freedom, self-reliance, heroism, the supernatural, psychological complexity, class, race, gender, and the role of the writer/reader. CO5: Appreciate the evolving diversity of American literature, including contributions from historically marginalized voices and contemporary authors		

Reference Book:

1. Robert S. Levine. The Norton Anthology of American Literature.
2. Sacvan Bercovitch. The Cambridge History of American Literature.
3. Perry Miller: Puritanism in America: New Culture in a New World.
4. Philip F. Gura: American Transcendentalism: A History.
5. Malcolm Bradbury: The Modern American Novel.
6. Toni Morrison: Playing in the Dark: Whiteness and the Literary Imagination

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



School Name-School of Humanities & Liberal Arts			
Program-BA (Hons)			Semester-4th
Course Name-Foundation of Social Psychology			
A.Y: 2024-26	Course Code- B110725405	Batch-2024- 28	CIE Marks-50 (MM)
Total Teaching Hours-60	Total Credits-4		ESE Marks-50 (MM)
Type of Course- Theory			Total Marks50 (MM)
Course Objectives/Course Description			
To understand the fundamentals of social psychology and to examine the individual within the social world—how individuals think, influence, and relate to others.			



UNIT-1	Introduction	No. of Teaching hours/ (Lecture)
1	History of social psychology (with emphasis on India)	
2	Scope and levels of social behavior	
3	Approaches to understanding social behavior	
UNIT 2	Theoretical Perspectives	
1	Biological, familial, and cultural	
2	Behavioral, cognitive, and psychodynamic frameworks	
UNIT 3	Understanding the Self in Context	
1	Self: executive and organizing functions	
2	Gender and cultural differences in self-concept	
3	Introspection & self-awareness theory	
4	Self-Perception and Social Comparison theories	
UNIT 4	Attitudes, Persuasion & Prosocial Behavior	
1	ABC model: Affect, Behavior, Cognition	
2	Implicit vs. Explicit attitudes	
3	Persuasion: types and techniques	
4	Prosocial behavior: altruism, predictors, mood effects	
UNIT 5	Attribution & Group Processes	
1	Theories of Attribution: Kelly, Davis & Jones	
2	Group dynamics, interpersonal attraction, friendship	
3	Prosocial behaviour revisited	
4	Theories of Attribution: Kelly, Davis & Jones	

Course Outcomes

CO1: Explain key concepts, theories, and research methods in social psychology, including individual thought processes, influence, and relationships.

CO2: Analyze the impact of social factors (e.g., group dynamics, culture, norms) on behavior, attitudes, and decision-making.

CO3: Apply major theories (attribution theory, social identity theory, cognitive dissonance, etc.) to practical, real-world scenarios.

CO4: Critically evaluate research methods — experimental design, ethics, and result interpretation.

CO5: Demonstrate understanding of prejudice, stereotypes, and discrimination, and propose interventions to reduce bias.



Reference Book

1. David Krech & Richard S. Crutchfield – *Theory and Problems of Social Psychology*
2. David Krech, Crutchfield & Egerton L. Ballachey – *Individual and Society*
3. B. Kuppuswamy – *Elements of Social Psychology*
4. M. E. Shaw & P. R. Costanzo – *Theories of Social Psychology*
5. M. Sherif & C. M. Sherif – *Social Psychology*
6. H. C. Lindgren – *An Introduction to Social Psychology*
7. B. Cooper, Joseph & J. L. McGaugh – *Integrating Principles of Social Psychology*
8. Douglas T. Kenrick – *Social Psychology*
9. Steven L. Neuberg & Robert B. Cialdini – *Social Psychology: Unraveling the Mystery*
10. Sharon S. Brehm, Saul M. Kassin & Steven Fein – *Social Psychology*

School Name- School of Humanities & Liberal Arts			
Program- B.A. (Hons.)			Semester-4th
Course Name- Statistical Methods for Economics			
A.Y. : 2025-2026	Course Code- (B110125405)	Batch- 2024-2028	CIE Marks 50 (MM)
Total Teaching Hours:60	Total Credits-4		ESE Marks- 50 (MM)
Type of Course- Theory			Total Marks – 100 (MM)
Course Objective: To equip students with the foundational statistical tools and techniques essential for economic analysis, including data presentation, descriptive statistics, probability theory, and statistical inference, enabling them to interpret and analyze real-world economic data effectively.			
UNIT-1	Unit 1: Introduction to Statistics and Data Presentation		No. of Teaching hours/ (Lecture)



1	Meaning, scope, and importance of statistics in economics	2
2	Types of data: cross-sectional, time series, and panel data	2
3	Classification and tabulation of data	2
4	Frequency distributions	2
5	Graphical representation: histogram, ogive, pie chart, bar diagram	2
UNIT-2	Unit 2: Measures of Central Tendency and Dispersion	No. of Teaching hours/ (Lecture)
1	Arithmetic mean, median, mode	2
2	Geometric and harmonic means	3
3	Range, quartile deviation, mean deviation, standard deviation	2
4	Coefficient of variation	3
UNIT-3	Unit 3: Probability and Probability Distributions	No. of Teaching hours/ (Lecture)
1	Basic concepts of probability: classical, relative frequency, and axiomatic approaches	3
2	Conditional probability and independence	2
3	Random variables: discrete and continuous	3
4	Probability distributions: Binomial, Poisson, and Normal distributions and their applications in economics	2
UNIT-4	Unit 4: Sampling and Statistical Inference	No. of Teaching hours/ (Lecture)
1	Population and sample	3
2	Sampling methods: random, stratified, systematic, and cluster sampling	3
3	Sampling distribution and standard error	2
4	Estimation: point and interval estimates	2
UNIT-5	Unit 5: Correlation and Regression Analysis	No. of Teaching hours/ (Lecture)
1	Karl Pearson's and Spearman's correlation coefficients	2
2	Simple linear regression: least squares method	2
3	Interpretation of regression coefficients	3
4	Coefficient of determination (R^2)	3



Course Outcomes

CO1: Understand the role of statistics in economic data analysis and policy formulation.

CO2: Apply descriptive statistical techniques to summarize and interpret economic data.

CO3: Use probability theory and distributions to model economic uncertainty.

CO4: Conduct statistical inference including hypothesis testing and estimation relevant to economic research.

CO5: Interpret regression results and understand their applications in empirical economic analysis.

Core Reference Books:

1. **"Statistical Methods for Economics"** – *Gourango Chakraborty*
 - Designed specifically for Indian university syllabi; accessible language and examples.
2. **"Statistical Methods"** – *S.P. Gupta*
 - Comprehensive coverage with numerous solved examples; very popular in Indian academia.
3. **"Fundamentals of Statistics"** – *Goon, Gupta, and Dasgupta*
 - Classic textbook; especially useful for deeper understanding of statistical theory.
4. **"Statistics for Business and Economics"** – *Paul Newbold, William L. Carlson, and Betty Thorne*
 - Internationally used textbook with strong application focus; good for conceptual clarity and practice.
5. **"Introductory Statistics"** – *Sheldon M. Ross*
 - Clear explanations with economic and business applications; good for foundational learning.

School Name-School of Humanities & Liberal Arts			
Program- BA Honors			Semester- 4th
Course Name- Creative Writing Skill			
A.Y-2025-26	Course Code- - (SGUAE2407)	Batch-2024-28	CIE Marks-50(MM)
Total Teaching Hours -30	Total Credits- 2		ESE Marks-50(MM)



Type of Course- Theory		Total Marks100(MM)
<p>Course Objectives/Course Description: The objective of this course is to develop students ability to write clearly, accurately, and effectively for a variety of purposes and audiences. It aims to strengthen their command over grammar, vocabulary, structure, and style, while encouraging creativity and original expression. Students will learn to organize their ideas logically, adapt their writing to different formats such as essays, reports, articles, and creative works, and refine their editing and proofreading skills. Through regular practice and critical feedback, the course seeks to build confidence in written communication and foster a lifelong ability to think and write with clarity, precision, and impact.</p>		
Unit 1	Introduction to Creativity	No. of Teaching hours/ (Lecture)
1	What is creativity? Importance in personal and professional life and Myths about creativity	2
2	Characteristics of creative individuals	2
3	Creative thinking vs. critical thinking	2
4	Basic techniques: Brainstorming, Mind Mapping, Lateral Thinking	2
Unit2:	Verbal and Written Creativity	
1	Creative writing: Short stories, poems, dialogues and Storytelling techniques	2
2	Language games and improvisation	1
3	Copywriting basics: Ad slogans, taglines, social media posts	1
4	Public speaking with a creative edge	1
Unit 3:	Visual and Performing Arts	
1	Basics of drawing, painting, and sketching	2
2	Introduction to photography and visual storytelling and Theatre activities: Role play, improvisation, street plays	1
3	Basics of music and dance as creative expressions	1
4	Crafting with recycled materials	2
Unit 4	Innovation and Problem Solving	
1	Design Thinking process: Empathize, Define, Ideate, Prototype, Test	2
2	Creative problem-solving models and Group activities: Building prototypes, models, campaigns	1
3	Games and simulations for idea generation	1
4	Creativity in entrepreneurship and startups	1
Unit 5	Personal Creativity Project	
1	Planning and executing a small creative project (individual/group)	1
2	Project areas: Short film, magazine layout, street performance, installation art, podcast episode, digital portfolio	2
3	Presentation and peer feedback and Reflection on creative journey and learning outcomes	2
<p>Course Outcomes</p> <p>CO1: Define the key concepts of creativity and apply basic techniques to enhance creative</p>		



thinking.

CO2: Demonstrate verbal and written creativity through storytelling, creative writing, and language-based activities.

CO3: Express ideas visually and through performance arts like painting, photography, theatre, and crafts.

CO4: Apply creative strategies to solve real-world problems and develop innovative solutions.

CO5: Create and present an original project showcasing their personal creative growth and interdisciplinary skills.

Reference Book:

1. On Writing: A Memoir of the Craft" by Stephen King
2. Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott
3. The Elements of Style" by William Strunk Jr. and E.B. White
4. Creative Writing: A Workbook with Readings" by Linda Anderson
5. The Writing Life" by Annie Dillard

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)



SDGI GLOBAL UNIVERSITY (SGU)

Established under U.P. Private Universities Act 2019 (UP Act No. 12 of 2019) & Recognised under Section 2(f) of UGC Act, 1956



School Name-School of Humanities & Liberal Arts			
Program- BA Honors			Semester- 4th
Course Name- Creative Writing Skill			
A.Y-2025-26	Course Code- - (SGUAE2407)	Batch-2024- 28	CIE Marks-50(MM)
Total Teaching Hours -30	Total Credits- 2		ESE Marks-50(MM)
Type of Course- Theory			Total Marks100(MM)
Course Objectives/Course Description: The objective of this course is to develop students ability to write clearly, accurately, and effectively for a variety of purposes and audiences. It aims to strengthen their command over grammar, vocabulary, structure, and style, while encouraging creativity and original expression. Students will learn to organize their ideas logically, adapt their writing to different formats such as essays, reports, articles, and creative works, and refine their editing and proofreading skills. Through regular practice and critical feedback, the course seeks to build confidence in written communication and foster a lifelong ability to think and write with clarity, precision, and impact.			
Unit 1	Introduction to Creativity		No. of Teaching hours/ (Lecture)
1	What is creativity? Importance in personal and professional life and Myths about creativity		2
2	Characteristics of creative individuals		2
3	Creative thinking vs. critical thinking		2
4	Basic techniques: Brainstorming, Mind Mapping, Lateral Thinking		2
Unit2:	Verbal and Written Creativity		



1	Creative writing: Short stories, poems, dialogues and Storytelling techniques	2
2	Language games and improvisation	1
3	Copywriting basics: Ad slogans, taglines, social media posts	1
4	Public speaking with a creative edge	1
Unit 3:	Visual and Performing Arts	
1	Basics of drawing, painting, and sketching	2
2	Introduction to photography and visual storytelling and Theatre activities: Role play, improvisation, street plays	1
3	Basics of music and dance as creative expressions	1
4	Crafting with recycled materials	2
Unit 4	Innovation and Problem Solving	
1	Design Thinking process: Empathize, Define, Ideate, Prototype, Test	2
2	Creative problem-solving models and Group activities: Building prototypes, models, campaigns	1
3	Games and simulations for idea generation	1
4	Creativity in entrepreneurship and startups	1
Unit 5	Personal Creativity Project	
1	Planning and executing a small creative project (individual/group)	1
2	Project areas: Short film, magazine layout, street performance, installation art, podcast episode, digital portfolio	2
3	Presentation and peer feedback and Reflection on creative journey and learning outcomes	2

Course Outcomes

CO1: Define the key concepts of creativity and apply basic techniques to enhance creative thinking.

CO2: Demonstrate verbal and written creativity through storytelling, creative writing, and language-based activities.

CO3: Express ideas visually and through performance arts like painting, photography, theatre, and crafts.

CO4: Apply creative strategies to solve real-world problems and develop innovative solutions.

CO5: Create and present an original project showcasing their personal creative growth and interdisciplinary skills.

Reference Book:

6. On Writing: A Memoir of the Craft; by Stephen King
7. Bird by Bird: Some Instructions on Writing and Life; by Anne Lamott



8. The Elements of Style" by William Strunk Jr. and E.B. White
9. Creative Writing: A Workbook with Readings" by Linda Anderson
10. The Writing Life" by Annie Dillard

Assessment method: (Continuous Internal Assessment = 50%, Final Examination = 50%)