

# Study & Evaluation Scheme of

## Bachelor of Arts (Hons) (Specialization in Economics/ Psychology / English)

[Applicable for 2020- 23]

Version 2020

[As per CBCS guidelines given by UGC]



Approved in BOS	Approved in BOF	Approved in Academic Council
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**Quantum University, Roorkee**  
***Study & Evaluation Scheme***  
***Study Summary***

Name of the Faculty	Faculty of Graduate Studies
Name of the School	Quantum School of Graduate Studies
Name of the Department	Department of Humanities & Social Sciences
Program Name	Bachelor of Arts (Hons) (Specialization in Economics/ Psychology/ English)
Duration	3 Years
Medium	English

***Evaluation Scheme***

<b>Type of Papers</b>	<b>Internal Evaluation (%)</b>	<b>End Semester Evaluation (%)</b>	<b>Total (%)</b>
Theory	40	60	100
Practical/ Dissertations/Project Report/ Viva-Voce	40	60	100
<b><i>Internal Evaluation Components (Theory Papers)</i></b>			
Mid Semester Examination	60 Marks		
Assignment –I	30 Marks		
Assignment-II	30 Marks		
Attendance	30 Marks		
<b><i>Internal Evaluation Components (Practical Papers)</i></b>			
Quiz One	30 Marks		
Quiz Two	30 Marks		
Quiz Three	30 Marks		
Lab Records/ Mini Project	30 Marks		
Attendance	30 Marks		
<b><i>End Semester Evaluation (Practical Papers)</i></b>			
ESE Quiz	40 Marks		
ESE Practical Examination	40 Marks		
Viva- Voce	20 Marks		



### **Structure of Question Paper (ESE Theory Paper)**

The question paper will consist of 5 questions, one from each unit. Student has to Attempt all questions. All questions carry 20 marks each. Parts a) and b) of question Q1 to Q5 will be compulsory and each part carries 2 marks. Parts c), d) and e) of Q1 to Q5 Carry 8 marks each and the student may attempt any 2 parts.

### **Important Note:**

1. *The purpose of examination should be to assess the Course Outcomes (CO) that will ultimately lead to attainment of Programme Outcomes (POs). A question paper must assess the following aspects of learning: Remember, Understand, Apply, Analyze, Evaluate & Create (reference to Bloom's Taxonomy). The standard of question paper will be based on mapped BL level complexity of the unit of the syllabus, which is the basis of CO attainment model adopted in the university.*
2. *Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.*
3. *There shall be continuous evaluation of the student and there will be a provision of real time reporting on QUMS. All the assignments will be evaluated through module available on ERP for time and access management of the class.*



## **Program Structure – Bachelor of Arts (Hons) (Specialization in Psychology)**

### ***Introduction***

Bachelor of Arts (Hons) in Economics syllabus is a broad and multidisciplinary course consisting of several subjects such as Micro Economics, Macro Economics, Mathematical Economics, Agricultural Economics, Development Economics, International Economics, Industrial Economics, R programming language and MS- Excel theory and lab.

All the above subjects are designed in such a way that students are able to perceive and retain the knowledge related to economics. There are a number of subjects that are offered in order to enhance employability and entrepreneurial ability among the students. The course is designed to produce graduates trained in the application of knowledge in economics to real-life economic, financial, ethical and analytical problems encountered in the economy. It is structured to provide the students with the skills and professional acumen to become key players in the economy irrespective of their future job places and task diversification they would take up. The course may enable the students to effectively apply their knowledge and skills to situations of economic, institutional and policy making both in governance and industry.

The course has a rigorous focus on quantitative techniques and research methods which will orient the students in dealing with economic problems with a practical and analytical approach. The diversity and the spread of the course ensure that the students receive sufficient experience of the current issues and crises of the world, especially that of the emerging economies.

It's focused on the fundamental principles, theories and applications of economics. The programme includes qualitative and quantitative courses in economics, such as Indian economics, microeconomics, macroeconomics, economic statistics, etc.

It is a multidisciplinary trade-based field focusing on the application of business economics. Themes vary from financial management, corporate comporment, cost accounting to corporate communication, commercialization, and so forth. BA's Economics focuses mainly on demand and supply, Indian history, national incomes, inflation and deflation, production and supply, etc. Economics as a topic works primarily with extensive data. Therefore, statistics are vital in the curriculum.

### **Experiential Learning Programme (ELP)/ Hands on Training (HOT)**

This program will be undertaken by the students preferably at the end of 5th semester for a total duration of 6 weeks with a weightage of 0+2 credit hours.



## **Program Structure – Bachelor of Arts (Hons) (Specialization in Psychology)**

### ***Introduction***

This course aims at developing an understanding of the growing discipline of psychology and promoting skill-based education. An important goal is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required competencies in the students to understand and respond to the same efficiently and effectively.

### ***Bachelor of Arts (Hons) in Psychology***

The teaching-learning of the programme would be organized through lectures, tutorials, experiential exercises, projects, presentations, workshops, seminars and hands on training. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in most of the papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, testing, survey, interview and case study. Use of ICT and mass media and web-based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful. The B.A. (Hons) Psychology subjects are designed in such a way that students grasp all the knowledge related to Psychology and human behaviour. Towards enhancing employability and entrepreneurial ability of the graduates the Quantum University increase the practical content in the courses wherever necessary.

The total number of credit hours in 6 semesters including student READY Programme will range from 147 to 156 for all the programmes. In order to harness regional specialties and to meet region-specific needs the Quantum University modify the content of syllabus as per the regional demands and needs. During these six semesters the students will go through some important courses like fundamental of psychological process, theory of psychology, systems of psychology, developmental psychology, social psychology, health psychology etc.



**Program Structure – Bachelor of Arts (Hons) (Specialization in English)**

***Introduction***

- Bachelor in Arts (Hons) in English’ syllabus covers a broad area of English Literature that comprises of different genres of literature for instance, British Literature 18<sup>th</sup>-19<sup>th</sup> Century, excluding Romantic Literature, American Literature, Classic Literature, Modern Literature, British Romantic Literature, Modern European Literature, Science Fiction and Fantasy, Indian Literature in Translation, Women’s Writing, Seminar Presentation, Dissertation, Language, Linguistics and Phonetics, Language Lab, Literature of the Diaspora, Literary Theory, Women’s Writings of 19<sup>th</sup> and 20<sup>th</sup> Centuries, New Age Fiction, South Asian Literature, Popular Literature.
- Bachelor in Arts (Hons) in English is designed in such a way that it helps to gain in-depth knowledge about English literature and the English language. After the completion of degree, many corporate companies recruit English graduates for the IT sector, PR management, commercial sector, content writing, marketing sector, subject matter expert, etc. Hence, it facilitates in enhancing employability and entrepreneurial ability of the graduates. The University attempts to increase the practical content in the courses required for the professional eligibility. The total number of credit hours in 6 semesters will range from 129 for the programs of Bachelor in Arts (Hons) in English degree.



### *Curriculum (2020- 23) Version 2020*

Quantum School of Graduate Studies

Department of Humanities & Social Sciences

**Bachelor of Arts (Hons) (Specialization in Economics)-PC:03-3-08**

#### **BREAKUP OF COURSES**

Sr. No	CATEGORY	CREDITS
1	Foundation Core (FC)	7
2	Program Core (PC)	87
3	Program Electives (PE)	16
4	Open Electives (OE)	9
5	Project	10
6	Internship	2
7	Value Added Programs (VP)	7
8	General Proficiency (GP)	5
9	Disaster Management*	2*
<b>TOTAL NO. OF CREDITS</b>		<b>143</b>

\*Non-CGPA Audit Course

#### **SEMESTER-WISE BREAKUP OF CREDITS**

Sr. No	CATEGORY	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	TOTAL
1	Foundation Core	5	2	-	-	-	-	7
2	Program Core	16	17	18	16	8	12	87
3	Program Electives	-	-	-	-	8	8	16
4	Open Electives	-	3	3	3	-	-	9
5	Project	-	-	-	3	3	4	10
6	Internship	-	-	-	-	-	2	2
7	VP	1	1	2	2	1	-	7
8	GP	1	1	1	1	1	-	5
9	Disaster Management*	-	2*	-	-	-	-	2*
	<b>TOTAL</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>25</b>	<b>21</b>	<b>26</b>	<b>143</b>

\*Non-CGPA Audit Course

**Minimum Credit Requirements:**

**B. A. (Hons) Economics: 143 credits**



### Bachelor of Arts (Hons) (Specialization Psychology)- PC:03-3-09

#### BREAKUP OF COURSES

Sr. No	CATEGORY	CREDITS
1	Foundation Core (FC)	7
2	Program Core (PC)	83
3	Program Electives (PE)	20
4	Open Electives (OE)	9
5	Project	5
6	Internship	2
7	Value Added Programs (VAP)	7
8	General Proficiency (GP)	5
9	Disaster Management*	2*
<b>TOTAL NO. OF CREDITS</b>		<b>138</b>

\*Non-CGPA Audit Course

#### SEMESTER-WISE BREAKUP OF CREDITS

Sr. No	CATEGORY	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	TOTAL
1	Foundation Core	5	2	-	-	-	-	7
2	Program Core	17	16	15	16	14	5	83
3	Program Electives					10	10	20
4	Open Electives	-	3	3	3	-	-	9
5	Project	-	-	-	0	0	5	5
6	Internship	-	-	-	-	-	2	2
7	VAPs	1	1	2	2	1	-	7
8	GP	1	1	1	1	1	-	5
9	Disaster Management*		2*					2*
	<b>TOTALCREDITS</b>	<b>24</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>26</b>	<b>22</b>	<b>138</b>

\*Non-CGPA Audit Course

#### Minimum Credit Requirements:

**Bachelor in Arts (hons) Psychology: 138 credits**





### Bachelor in Arts (Hons) (Specialization in English)-PC:03-3-07

#### SEMPESTER-WISE BREAKUP OF CREDITS

Sr. No	CATEGORY	CREDITS
1	Foundation Core (FC)	04
2	Program Core (PC)	89
3	Program Electives (PE)	20
4	Open Electives (OE)	09
5	Project	07
6	Internship	-
7	Value Added Programs (VP)	07
8	General Proficiency (GP)	5
9	Disaster Management*	02*
<b>TOTAL NO. OF CREDITS</b>		<b>141</b>

#### SEMESTER WISE BREAKUP

Sr. No	CATEGORY	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	TOTAL
1	Foundation Core	2	2	-	-	-	-	4
2	Program Core	22	15	21	18	8	5	89
3	Program Electives	-	-	-	-	10	10	20
4	Open Electives	-	3	3	3	-	-	9
5	Projects	-	-	-	-	2	5	7
6	Internship	-	-	-	-	-	-	-
7	VP	1	1	2	2	1	-	7
8	GP	1	1	1	1	1	-	5
9	Disaster Preparedness & Management*	-	2*	-	-	-	-	02*
	<b>TOTAL</b>	<b>26</b>	<b>22</b>	<b>27</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>141</b>

\*Non-CGPA Audit Course

#### Minimum Credit Requirements:

Bachelor in Arts (Hons) in English : **141 Credit**



## SEMESTER 1

### Common papers for Economics, Psychology and English:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3101	FC	Human Values & Ethics	2	0	0	2	1.0	Nil
EM3102	PC	Principles of Micro Economics	3	1	0	4	1.0	Nil
EG3101	PC	Communicative English	3	1	0	4	1.0	Nil
PS3108	PC	Fundamental Psychological Processes I	3	1	0	4	1.0	Nil
VP3101	VP	Communication and Professional Skills I	0	0	2	1	1.0	Nil
GP3101	GP	General Proficiency	0	0	0	1	1.0	Nil
		<b>TOTAL</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>16</b>		

**Contact Hrs: 16**

### Common papers for Economics and Psychology:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
CS3102	FC	Fundamental of Computer Application	2	0	0	2	1	Nil
CS3141	FC	Fundamental of Computer Application Lab	0	0	2	1	1	Nil
		<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>		

**Contact Hrs: 4**

### Papers for Specialization in Economics:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3103	PC	Economic History of India	4	0	0	4	1.0	Nil
		<b>TOTAL</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>		

**Contact Hrs: 4**

**Papers for Specialization in Psychology:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3107	PC	Introduction to Theory of Psychology	3	1	0	4	1.0	Nil
PS3140	PC	Psychology Practical Training I	0	0	2	1	1.0	Nil
		<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>		

**Contact Hrs: 5****Papers for Specialization in English:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3106	PC	English Poetry & Drama	4	1	0	5	1	Nil
EG3107	PC	Indian Writing in English	4	1	0	5	1	Nil
		<b>TOTAL</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>10</b>		

**Contact Hrs:10**



## SEMESTER 2

### Common papers for Economics, Psychology and English:

Course Code	Category	Course title	L	T	P	C	Version	Course Prerequisite
CY3205	FC	Environmental Studies	2	0	0	2	1.0	Nil
EM3201	PC	Principles of Macro Economics	3	1	0	4	1.0	EM3102
PS3206	PC	Fundamental Psychological Processes II	3	1	0	4	1.0	PS3106
	OE	Open Elective I	3	0	0	3	1.0	Nil
VP3201	VP	Communication & Professional Skills II	0	0	2	1	1.1	Nil
GP3201	GP	General Proficiency	0	0	0	1	1.0	Nil
CE3101		Disaster Management*	2*	0	0	2*	1.0	Nil
		<b>TOTAL</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>15</b>		

**Contact Hrs =15**

\*Non-CGPA

Audit Course

### Common Paper for Psychology and English:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3206	PC	British Literature (18 <sup>th</sup> -19 <sup>th</sup> Century)-excluding Romantic Literature	4	0	0	4	1.0	Nil
		<b>TOTAL</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>		

**Contact Hrs =4**

### Papers for Specialization in Economics:

Course Code	Category	Course title	L	T	P	C	Version	Course Prerequisite
EM3202	PC	Statistical Tools in Economics	4	1	0	5	1.0	Nil
EM3203	PC	Business Environment	4	0	0	4	1.0	Nil
		<b>TOTAL</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>		

**Contact Hrs: 9**

### Papers for Specialization in Psychology:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3207	PC	Theory and Systems of Psychology	3	0	0	3	1.0	Nil
PS3240	PC	Psychology Practical Training-II	0	0	2	1	1.0	Nil
		<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>		

**Contact Hrs: 4**

**Papers for Specialization in English:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3207	PC	American Literature	3	0	0	3	1	Nil
		<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>		

**Contact Hrs: 3**



### SEMESTER 3

#### Common papers for Economics, Psychology and English:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3303	PC	Development Economics	3	1	0	4	3.0	Nil
PS3304	PC	Introduction to Development Psychology	4	0	0	4	1.0	Nil
	OE	Open Elective II	3	0	0	3	1.0	Nil
VP3301	VP	Employability skills I (Numerical Abilities)	0	0	2	2	1.0	Nil
GP3301	GP	General Proficiency	0	0	0	1	1.0	Nil
		<b>TOTAL</b>	10	1	2	14		

**Contact Hrs = 13**

#### Papers for Specialization in Economics:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3302	PC	Advance Macro economics	3	0	0	3	3.0	EM3201
EM3304	PC	Environmental Economics	3	0	0	3	2.0	Nil
EM3305	PC	Mathematical Economics	3	1	0	4	2.0	Nil
		<b>TOTAL</b>	9	1	0	10		

**Contact Hrs = 10**

#### Papers for Specialization in Psychology:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3306	PC	Educational Psychology	3	1	0	3	1.0	Nil
PS3308	PC	Social Psychology	3	1	0	3	1.0	Nil
PS3340	PC	Psychology Practical Training - III	0	0	2	1	1.0	Nil
		<b>TOTAL</b>	6	2	2	7		

**Contact Hrs = 10**

**Papers for Specialization in English:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3306	PC	British Literature (20 <sup>th</sup> Century)	3	0	0	3	1	Nil
EG3307	PC	Classical Literature	4	1	0	5	1	Nil
EG3308	PC	Modern Literature	4	1	0	5	1	Nil
		<b>TOTAL</b>	11	2	0	13		

**Contact Hrs = 13**



### SEMESTER 4

#### Common papers for Economics, Psychology and English:

Course Code	Category	Course title	L	T	P	C	Version	Course Prerequisite
	OE	Open Elective III	3	0	0	3	1.0	Nil
VP3401	VP	Employability Skills I (Aptitude and Reasoning Abilities)	0	0	2	2	1.0	Nil
GP3401	GP	General Proficiency	0	0	0	1	1.0	Nil
		<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>6</b>		

**Contact Hrs = 5**

#### Common papers for Psychology and English:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3408	PC	Science Fiction and Fantasy	3	1	0	4	1.0	Nil
		<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>		Nil

**Contact Hrs = 4**

#### Papers for Specialization in Economics:

Course Code	Category	Course title	L	T	P	C	Version	Course Prerequisite
EM3401	PC	Economics of Public Finance	4	0	0	4	2.0	Nil
EM3402	PC	International Economics	4	0	0	4	2.0	Nil
EM3403	PC	Industrial Economics	4	0	0	4	1.0	Nil
EM3404	PC	Calculus for Economics	3	1	0	4	1.0	EM3305
EM3470	P	Project I	3	0	0	3	1.0	Nil
		<b>TOTAL</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>20</b>		

**Contact Hrs = 20**



**Papers for Specialization in Psychology:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3406	PC.	Health Psychology	3	0	0	3	1.0	Nil
PS3407	PC-	Understanding Psychological Disorders	3	1	0	4	1.0	Nil
PS3408	PC	Organizational Behaviour	3	1	0	4	1.0	Nil
PS3440	PC	Psychology Practical Training - IV	0	0	2	1	1.0	Nil
		<b>TOTAL</b>	9	2	2	12		Nil

**Contact Hrs = 13****Papers for Specialization in English:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3406	PC	British Romantic Literature	4	1	0	5	1	Nil
EG3407	PC	Modern European Drama	3	0	0	3	1	Nil
		<b>TOTAL</b>	7	1	0	8		

**Contact Hrs = 8**



### SEMESTER 5

#### Common papers for Economics, Psychology and English:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
VP3501	VP	GDPI	0	0	2	1	1.0	Nil
GP3501	GP	General Proficiency	0	0	0	1	1.0	Nil
<b>TOTAL</b>			<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>		

**Contact Hours = 2**

#### Common papers for Economics and Psychology :

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3505	PC	Research Methodology	3	1	0	4	2.0	Nil
<b>TOTAL</b>			<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>		

#### Papers for Specialization in Economic:

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3504	PC	Contemporary Economic Thought	3	1	0	4	1.0	Nil
	PE	Program Elective-I	3	1	0	4	1.0	Nil
	PE	Program Elective-II	3	1	0	4	1.0	Nil
EM3540	P	Project- II	3	0	0	3	1.0	Nil
<b>TOTAL</b>			<b>12</b>	<b>3</b>	<b>0</b>	<b>15</b>		

**Contact Hours = 15**

**Papers for Specialization in Psychology**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3506	PC	Community Psychology	4	1	0	5	1.0	Nil
PS3508	PC	Statistics in Psychology	3	1	0	4	1.0	Nil
PS3540	PC	Psychology Practical Training – V	0	0	2	1	1.0	Nil
	PE	Program Elective-I	4	1	0	5	1.0	Nil
	PE	Program Elective-II	4	1	0	5	1.0	Nil
		<b>TOTAL</b>	<b>15</b>	<b>4</b>	<b>2</b>	<b>20</b>		

**Contact Hours = 21****Papers for Specialization in English:**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3506	PC	Indian Literature in Translation	3	1	0	4	1	Nil
EG3507	PC	Women's Writing	3	1	0	4	1	Nil
EG3508	P	Seminar Presentation	0	0	0	2	1	Nil
	PE	Program Elective-I	4	1	0	5	1	Nil
	PE	Program Elective-II	4	1	0	5	1	Nil
		<b>TOTAL</b>	<b>14</b>	<b>4</b>	<b>2</b>	<b>22</b>		



## SEMESTER 6

### Papers for Specialization in Economics

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EM3603	PC	Digital Economy	3	1	0	4	1.0	Nil
EM3602	PC	Economics of Marketing	3	1	0	4	1.0	Nil
	PE	Program Elective-III	3	1	0	4	1.0	Nil
	PE	Program Elective-IV	3	1	0	4	1.0	Nil
EM3604	PC	Fraud and Risk Detection	3	1	0	4	1.0	Nil
EM3640	PT	Project- III	4	0	0	4	1.0	Nil
EM3670	I	Internship	0	0	0	2	1.0	Nil
		<b>TOTAL</b>	<b>19</b>	<b>5</b>	<b>0</b>	<b>26</b>		

**Contact Hours = 24**

### Papers for Specialization in Psychology

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
PS3606	P	Dissertation	0	0	0	5	1.0	Nil
PS3607	PC	Counselling Psychology	3	1	0	4	1.0	Nil
PS3640	PC	Psychology Practical Training - VI	0	0	2	1	1.0	Nil
	PE	Program Elective-III	4	1	0	5	1.0	Nil
	PE	Program Elective-IV	4	1	0	5	1.0	Nil
PS3670	I	Internship	0	0	0	2	1.0	NIL
		<b>TOTAL</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>20</b>		

**Contact Hrs. 16**

**Papers for Specialization in English**

Course Code	Category	Course Title	L	T	P	C	Version	Course Prerequisite
EG3606	P	Dissertation	0	0	0	5	1	Nil
EG3607	PC	Language, Linguistics and Phonetics	4	0	0	4	1	Nil
EG3640	PC	Language Lab	0	0	2	1	1	Nil
	PE	Program Elective-III	4	1	0	5	1	Nil
	PE	Program Elective-IV	4	1	0	5	1	Nil
		<b>TOTAL</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>20</b>		

**Contact Hours = 16**



## PROGRAM ELECTIVES

### Bachelor of Arts (Hons) (Specialization in Economics):

Program Elective	S.N	Course Code	COURSE TITLE	L	T	P	C	Version	Course Prerequisite
I	1	EM3520	Financial Economics	3	1	0	4	2.0	Nil
	2	EM3517	Game Theory	3	1	0	4	1.0	Nil
II	1	EM3521	Basic Econometrics	3	1	0	4	2.0	Nil
	2	EM3519	Law & Economics	3	1	0	4	1.0	Nil
III	1	EM3620	Health and Education Economics	3	1	0	4	1.0	Nil
	2	EM3617	Political Economics	3	1	0	4	1.0	Nil
IV	1	EM3621	Applied Econometrics	3	1	0	4	2.0	EM3521
	2	EM3619	Economics Sociology	3	1	0	4	1.0	Nil

### Bachelor of Arts (Hons) (Specialization in Psychology):

Program Elective	S. N	Course Code	COURSE TITLE	L	T	P	C	Version	Course Prerequisite
I	1	PS3516	Positive Psychology	4	1	0	5	1.0	Nil
	2	PS3520	Sports Psychology	4	1	0	5	1.0	Nil
II	1	PS3517	Human Resource Management	4	1	0	5	1.0	Nil
	2	PS3521	Applied Transactional Analysis	4	1	0	5	1.0	Nil
III	1	PS3616	Youth Psychology	4	1	0	5	1.0	Nil
	2	PS3618	Psychological Perspective in Education	4	1	0	5	1.0	Nil
IV	1	PS3617	Psychology and Media	4	1	0	5	1.0	Nil
	2	PS3619	Psychology of Peace	4	1	0	5	1.0	Nil


**Bachelor of Arts (Hons) ((Specialization in English):**

Program Elective	S.N	Course Code	COURSE TITLE	L	T	P	C	Version	Course Prerequisite
I	1	EG3516	Literature of the Diaspora	4	1	0	5	1	Nil
	2	EG3517	Business Communication	4	1	0	5	1	Nil
II	1	EG3518	Literary Theory	4	1	0	5	1	Nil
	2	EG3519	Women's Writing of 19th and 20th Centaury	4	1	0	5	1	Nil
III	1	EG3616	New Age Fiction	4	1	0	5	1	Nil
	2	EG3617	Literary Research Methodology	4	1	0	5	1	Nil
IV	1	EG3618	Four Skills of Language Learning	4	1	0	5	1	Nil
	2	EG3619	South Asian Literature	4	1	0	5	1	Nil



## **B. Choice Based Credit System (CBCS)**

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our university.

The following is the course module designed for the B.A. (H) (Economics) program:

**Core competency:** Students will acquire core competency in Economics and in allied subject areas.

### **Program/Discipline Specific Elective Course (DSEC):**

**Skilled communicator:** The course curriculum incorporates basics and advanced training in order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

**Critical thinker and problem solver:** The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical using basic & advance knowledge and concepts of Economics.

**Sense of inquiry:** It is expected that the course curriculum will develop an inquisitive characteristic among the students through appropriate questions, planning and reporting experimental investigation.

**Skilled project manager:** The course curriculum has been designed in such a manner as to enabling a graduate student to become a skilled project manager by acquiring knowledge about mathematical project management, writing, planning, study of ethical standards and rules and regulations pertaining to scientific project operation.

**Ethical awareness/reasoning:** A graduate student requires understanding and developing ethical awareness/reasoning which the course curriculums adequately provide.

**Lifelong learner:** The course curriculum is designed to inculcate a habit of learning continuously through use of advanced ICT technique and other available techniques/books/journals for personal academic growth as well as for increasing employability opportunity.

**Value Added Course (VAC):** A value added audit course is a non-credit course which is basically meant to enhance general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student and at the same time crucial for industry/corporate demands and requirements. The student possessing these





skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life of the corporate world. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance, as desired in corporate world. There shall be four courses of Aptitude in Semester I, II, III & IV semesters and two courses of Soft Skills in III & IV Semesters and will carry no credit, however, it will be compulsory for every student to pass these courses with minimum

45% marks to be eligible for the certificate. These marks will not be included in the calculation of CGPI. Students have to specifically be registered in the specific course of the respective semesters.

**Skill Enhancement Course:** This course may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

**Generic/ Open Elective Course (OE):** Open Elective is an interdisciplinary additional subject that is compulsory in a program. The score of Open Elective is counted in the overall aggregate marks under Choice Based Credit System (CBCS). Each Open Elective paper will be of 3 Credits in III, IV and VI semesters. Each student has to take Open/Generic Electives from department other than the parent department. Core / Discipline Specific Electives will not be offered as Open Electives.

**Non CGPA/ Audit Course (NCAC):** This is a compulsory course but not included in the CGPA calculations and will be of 2 credits. Each student of B.A. (h) Economics Program has to compulsorily pass the Environmental Studies and Human values & professional Ethics and Disaster Management.



### C. Program Outcomes of

Program Outcome (PO's)		
<b>PO-01</b>	Critical Thinking	Develop basic intellectual insights and/or skills to understand and interpret distinct approaches, methods, concepts, practices, techniques and other significant lexis so as to critically apply in the immediate diverse social environment
<b>PO-02</b>	Research and Analysis	Build scientific contemplative skills to interpret classical and contemporary beliefs and theories related to social sciences. Develop researches oriented abilities for instance, collect relevant data compare and contrast them; employ appropriate methodologies to conduct comprehensive research on current economic trends, multi dimensionality of human behavior, varied literary genres etc. in order to enhance evidence-based researches and solution oriented conclusions.
<b>PO-03</b>	Communication Skills	Develop effective written and oral communication skills so as to maintain clarity, coherence and contribute in economic analysis, psychological findings and literary interpretations.
<b>PO-04</b>	Interdisciplinary Perspective	Foster interdisciplinary thinking among students, encouraging them to explore and merge knowledge from various fields and enhancing their understanding of intricate matters and phenomena, while also providing valuable insights into the social, individual, and cultural dimensions of human behavior and literary expression.
<b>PO-05</b>	Ethical Awareness	Build ethical awareness to recognize and navigate moral situations and ethical dilemmas while decision-making in specific social conditions.
<b>PO-06</b>	Problem-solving Abilities	Understand and apply investigative and creative ideas to explore new possibilities for identifying resolving the problems of the different social contexts.
<b>PO-07</b>	Global and Cultural Awareness	Develop an understanding of the global economic landscape, cross-cultural psychological variations, and diverse literary genres and traditions to widen the horizon of social sciences.
<b>PO-08</b>	Teamwork and Collaboration	Build team spirit to balance work force and put collaborate efforts effectively in group settings, leveraging diverse perspectives and expertise of linguistic, economic and psychological settings.
<b>PO-09</b>	Information Literacy	Build inquisitive skills to acquire and evaluate information from a variety of sources, including academic literature, empirical data, and literary texts, to inform economic analysis, psychological research, and literary interpretation.
<b>PO-10</b>	Lifelong Learning	<i>Enhance self directed and lifelong learning</i> by applying the knowledge in a judicious manner and remain continuously employable with updated knowledge of advancements of social science subjects.



#### **D. Program Specific Outcomes of Bachelor of Arts (Hons) (Specialization in Economics):**

**PSO1:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of management and sciences

**PSO2:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**PSO3:** Create, select, and apply appropriate techniques, resources, and modern management and IT tools including prediction and modeling to complex business activities with an understanding of the limitations.

#### **Program Specific Outcomes of Bachelor of Arts (Hons) (Specialization in Psychology):**

**PSO1.** To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

**PSO2.** To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

**PSO3.** Understand the impact of environment, society, heredity on persons Behavior. To understand the human social behavior and create awareness of self and social wellbeing of oneself as well as others. Think scientifically about surroundings and human development.

**PSO4.** To write scientific case study report, use of basic psychological tests and experiments. Identify and Think on the various psychological problems. Make use of personality theories in daily practice. Make Use of Industrial theories while preparing for professional interviews. Analyze and understand abnormal human behavior in practice.

#### **Program Specific Outcomes of Bachelor in Arts (Hons) (Specialization in English) :**

**PSO1:** Able to understand the historical, religious and philosophical contexts of Modernist spirit in literature; social-cultural-ecological-political contexts.

**PSO2:** Able to appreciate the complexity of the origin and reception of Modernist literature, given its European and non-European historical trajectories, particularly in relation to writers of European descent, as well as writers from black and non-European writing traditions.

**PSO3:** Able to critically appreciate the diversity of Modern Literature in the light of regional variations in climate, cultural traits and economic priorities.



### E. Program Educational Objectives (PEOs)

- PEO1** Graduates will integrate knowledge and approaches from different social science disciplines like Economics, Psychology and English to analyze complex issues, identify connections, evidence-based strategies and develop innovative solutions.
- PEO2** Graduates will effectively communicate innovative ideas, research findings and literary interpretations in written/oral/digital forms that certainly cater to diverse audiences and ensuring clarity and impact.
- PEO3** Graduates will understand the significance of ethical considerations and social responsibilities associated with their professional practice in Economics, Psychology and English upholding integrity, inclusivity, and ethical conduct.

### F. Pedagogy & Unique practices adopted:

“Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept”. In addition to conventional time-tested lecture method, the institute will emphasize on experiential learning:

*Role Play & Simulation:* Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning. Therefore, role-play & simulation exercises such as virtual share trading, marketing simulation etc. are being promoted for the practical-based experiential learning of our students.

*Video Based Learning (VBL) & Learning through Movies (LTM):* These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM, wherever possible.

*Field/Live Projects:* The students, who take up experiential projects in companies, where senior executives with a stake in teaching guide them, drive the learning. All students are encouraged to do some live project other their regular classes.



*Industrial Visits:* Industrial visits are essential to give students hand-on exposure and experience of how things and processes work in industries. Our institute organizes such visits to enhance students' exposure to practical learning and work out for a report of such a visit relating to their specific topic, course or even domain.

*MOOCs:* Students may earn credits by passing MOOCs as decided by the college. Graduate level programs may award Honors degree provided students earn prerequisite credits through MOOCs. University allows students to undertake additional subjects/course(s) (In-house offered by the university through collaborative efforts or courses in the open domain by various internationally recognized universities) and to earn additional credits on successful completion of the same. Each course will be approved in advance by the University following the standard procedure of approval and will be granted credits as per the approval. Keeping this in mind, University proposed and allowed a maximum of two credits to be allocated for each MOOC course. In the pilot phase it is proposed that a student undertaking and successfully completing a MOOC course through only NPTEL could be given 2 credits for each MOOC course.

For smooth functioning and monitoring of the scheme the following shall be the guidelines for MOOC courses, Add-on courses carried out by the College from time to time.

- a) It will be necessary for every student to take at least one MOOC Course throughout the programme.
- b) There shall be a MOOC co-ordination committee in the College with a faculty at the level of Professor heading the committee and all Heads of the Department being members of the Committee.
- c) The Committee will list out courses to be offered during the semester, which could be requested by the department or the students and after deliberating on all courses finalize a list of courses to be offered with 2 credits defined for each course and the mode of credit consideration of the student. The complete process shall be obtained by the College before end of June and end of December for Odd and Even semester respectively of the year in which the course is being offered. In case of MOOC course, the approval will be valid only for the semester on offer.
- d) Students will register for the course and the details of the students enrolling under the course along with the approval of the Vice Chancellor will be forwarded to the Examination department within fifteen days of start of the semester by the Coordinator MOOC through the Principal of the College.
- e) After completion of MOOC course, Student will submit the photo copy of Completion certificate of MOOC Course to the Examination cell as proof.
- f) Marks will be considered which is mentioned on Completion certificate of MOOC Course.
- g) College will consider the credits only in case a student fails to secure minimum required credits then the additional subject(s) shall be counted for calculating the minimum credits required for the award of degree.

*Special Guest Lectures (SGL) & Extra Mural Lectures (EML):* Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the industry. Hence, to cater to the present needs of industry we organize such



lectures, as part of lecture-series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights.

*Student Development Programs (SDP):* Harnessing and developing the right talent for the right industry an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, SAP, Advanced excel training etc. that may be required as per the need of the student and industry trends, are conducted across the whole program. Participation in such programs is solicited through volunteering and consensus.

*Industry Focused programmes:* Establishing collaborations with various industry partners to deliver the programme on sharing basis. The specific courses are to be delivered by industry experts to provide practice-based insight to the students.

*Special assistance program for slow learners & fast learners:* write the note how would you identify slow learners, develop the mechanism to correcting knowledge gap. Terms of advance topics what learning challenging it will be provided to the fast learners.

*Induction program:* Every year 3 weeks induction program is organized for 1st year students and senior students to make them familiarize with the entire academic environment of university including Curriculum, Classrooms, Labs, Faculty/ Staff members, Academic calendar and various activities.

*Mentoring scheme:* There is Mentor-Mentee system. One mentor lecture is provided per week in a class. Students can discuss their problems with mentor who is necessarily a teaching faculty. In this way, student's problems or issues can be identified and resolved.

*Competitive exam preparation:* Students are provided with one class in every week for GATE/ Competitive exams preparation.

*Extra-curricular Activities:* organizing & participation in extracurricular activities will be mandatory to help students develop confidence & face audience boldly. It brings out their leadership qualities along with planning & organizing skills. Students undertake various cultural, sports and other competitive activities within and outside then campus. This helps them build their wholesome personality.

*Career & Personal Counseling:* - Identifies the problem of student as early as possible and gives time to discuss their problems individually as well as with the parents. Counseling enables the students to focus on behavior and feelings with a goal to facilitate positive change. Its major role lies in giving: Advice, Help, Support, Tips, Assistance, and Guidance.

*Participation in Flip Classes, Project based Learning (A2 Assignment), Workshops, Seminars & writing & Presenting Papers:* Departments plan to organize the Flip Classes, Project based Learning (A2 Assignment), workshops, and Seminars & Guest lecturers time to time on their respective topics as per academic calendar. Students must have to attend these programs. This participation would be count in the marks of general Discipline & General Proficiency which is the part of course scheme as non-credit course.



*Formation of Student Clubs, Membership & Organizing & Participating events:* Every department has the departmental clubs with the specific club's name. The entire student's activity would be performed by the club. One faculty would be the coordinator of the student clubs & students would be the members with different responsibility.

*Capability Enhancement & Development Schemes:* The Institute has these schemes to enhance the capability and holistic development of the students. Following measures/ initiatives are taken up from time to time for the same: Career Counseling, Soft skill development, Remedial Coaching, Bridge Course, Language Lab, Yoga and Meditation, Personal Counseling

*Library Visit & Utilization of QLRC:* Students may visit the library from morning 10 AM to evening 8 PM. Library created its resources Database and provided Online Public Access Catalogue (OPAC) through which users can be accessed from any of the computer connected in the LAN can know the status of the book. Now we are in process to move from OPAC to KOHA.



## Detailed Syllabus (Semester wise /course wise)

### SEMESTER 1 Year -1

#### Common papers for Economics, Psychology and English:

<b>PS3101</b>	<b>Title: Human Values and Ethics</b>	<b>L T P C</b> <b>2 0 0 2</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Introduction of Value Education</b>	5
1. Understanding the need, basic guidelines, content and process of Value Education 2. A look at basic Human Aspirations: Self Exploration–its content and process		
<b>Unit II</b>	<b>Understanding Harmony - Harmony in Myself!</b>	5
1. Thoughtful human being in harmony; as a co-existence of the sentient, attitude and its importance in relationship. 2. Understanding the needs, characteristics and activities of Self ('I')		
<b>Unit III</b>	<b>Understanding Harmony in the Family and Society</b>	5
1. Harmony in the family; values in human relationships; meaning of Nyaya , Trust (Vishwas) and Respect (Samman) as the foundation values of relationships.2. Harmony in society:Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals.		
<b>Unit IV</b>	<b>Understanding Harmony in the Nature and Existence</b>	4
1. Understanding the harmony in Nature: Interconnectedness among the four orders of nature- recyclability and self-regulation in nature 2. Natural perception of harmony at all levels of existence		
<b>Unit V</b>	<b>Understanding Professional Ethics</b>	5
1. Competencies in professional ethics: a) Ability to utilize the professional competence for augmenting universal human order b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, c) Ability to identify and develop appropriate technologies and management patterns for above production systems.		
<b>Text Books</b>	1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and Professional Ethics, Excel books, New Delhi	
<b>Reference Books</b>	1. A.N. Tripathy, Human Values, New Age International Publishers 2. B L Bajpai, Indian Ethos and Modern Management, New Royal Book Co., Lucknow 2. B P Banerjee, Foundations of Ethics and Management, Excel Books	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by</b>	9/13/2020	





<b>the Academic Council</b>	
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**Course Outcome for PS3101**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students will understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society	2	None
<b>CO2</b>	Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Coexistence of Self and Body.	2	S
<b>CO3</b>	Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human/human relationships and explore their role in ensuring a harmonious society.	2	S
<b>CO4</b>	Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.	2	S
<b>CO5</b>	Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.	2	S

**CO-PO Mapping for PS3101**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	0	2	0	1	2	2	1	1	1	2	0	1
CO 2	2	2	1	2	1	0	1	1	1	1	2	1	1
CO 3	2	1	2	0	3	1	0	2	2	1	0	3	1
CO 4	2	0	0	2	3	2	2	2	2	3	1	2	3
CO 5	1	2	3	1	3	2	3	1	0	0	2	2	0
Avg	1.4	1	1.6	1	2.2	1.4	1.6	1.4	1.2	1.2	1.4	1.6	1.2



<b>EM3102</b>	<b>Title: Principles of Micro Economics</b>	<b>L T PC</b> <b>3 1 0 4</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	The objective is to develop the conceptual foundations and analytical methods used in microeconomics and to expose the students to the basic principles of microeconomic environment.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Exploring Micro economics and Consumer Behaviour</b>	12
Why study economics? the economic problem: scarcity and choice, central problems, concept of PPC, Theory of consumer behaviour: Cardinal and Ordinal Utility analysis and Consumer's equilibrium. Indifference curve and its properties, Law of Demand, inferior goods and giffen goods, derivation of demand curve. Elasticity of demand – price, income and cross elasticities and their measurements.		
<b>Unit II</b>	<b>Producer's behavior and Supply</b>	10
Production decisions; Production function; law of variable proportions; returns to scale; characteristics of Isoquants, Factor substitution; least cost combination of factors, Internal and external economies and diseconomies, concept of supply- supply function, elasticity of supply and its measurement.		
<b>Unit III</b>	<b>Cost Analysis and Revenue</b>	8
Cost Analysis: Concepts of costs, short period costs and long period costs, Modern Theory of costs, Concepts of revenue: total, average and marginal revenue and their relationships, Break-even-analysis and its uses.		
<b>Unit IV</b>	<b>Market structure and pricing theories</b>	8
Market Structures, Perfect Competition: Characteristics and assumptions, Price determination under perfect competition, Equilibrium of the firm and industry in the short period and the long period. Imperfect Market: Monopolistic competition, price determination, Oligopoly: Characteristics, emergence of oligopoly, Price leadership, Collusive and non-collusive oligopoly.		
<b>Unit V</b>	<b>Factor pricing and its theories</b>	6
Theory of factor pricing: Marginal productivity theory of distribution, Backward bending supply curve of labour, Ricardian and Modern theory of rent, quasi-rent, net and gross interest, Theories of interest, Classical and neoclassical; Net and gross profit, Theories of profit.		
<b>Text Books</b>	1. Gravelle and Rees - : Microeconomics; Pearson Education, 2ndEdition 2. G.S. Maddala and E. Miller. Microeconomics. McGraw-Hill International Editions..	
<b>Reference Books</b>	1. Samuelson, P.A. and W.D. Nordhaus, Economics, Tata McGraw Hill, NewDelhi 2. Varian, H.R. , Intermediate Microeconomics : A Modern Approach, East-West Press, NewDelhi. 3. Henderson J. and R.E. Quandt , Microeconomic Theory:A Mathematical Approach, McGraw Hill, NewDelhi. 4. Heathfield and Wibe , An Introduction to Cost and Production Functions, Macmillan,London	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	



<b>Date of approval by the Academic Council</b>	9/13/2020
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**Course Outcome for EM3102**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	Understand the fundament of Microeconomic concepts and get introduced to the framework for learning about consumer behavior and analyzing consumer decisions.	2	None
<b>CO2</b>	To study about firms behavior and their decisions about optimal production considering the different laws of production.	2	S
<b>CO3</b>	Understand the role played by cost and revenue in long run and short run and thus direct firms and industries for minimization of cost and maximization of revenue.	2	S
<b>CO4</b>	Analyze the performance of firms under different market structures and apply the knowledge in determination of optimum level of output at a optimum price level.	4	En
<b>CO5</b>	Analyze how factors prices were determined in factor input markets, leads to selection of best factor input by the producer.	4	None

**CO-PO Mapping for EM3102**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0))										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	0	1	3	0	3	2	3	3	0	0	3	1
CO 2	1	2	0	3	1	1	3	2	3	3	1	1	1
CO 3	2	2	3	0	3	3	0	1	1	1	1	1	1
CO 4	0	2	2	0	3	1	3	3	3	0	2	3	3
CO 5	0	1	1	3	0	3	3	1	2	3	2	0	0
Avg	1.2	1.4	1.4	1.8	1.4	2.2	2.2	2	2.4	1.4	1.2	1.6	1.2



<b>EG3101</b>	<b>Title: Communicative English</b>	<b>L T P C</b> <b>3 1 0 4</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	The aim of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Basics of Communication</b>	8
Communication Process; Language as a Tool of Communication; Levels of Communication, Flow of Communication-vertical, horizontal, diagonal; Communication Networks.		
<b>Unit II</b>	<b>Types Of Communication</b>	7
Barriers to Communication; Technology in Communication; Verbal and Non-verbal Communication- Kinesics, Proxemics, Paralinguistics : Spoken and written; Formal and Informal Style; Use of bias free English.		
<b>Unit III</b>	<b>Grammar and Punctuation</b>	7
Parts of Speech: Subject-Verb Agreement, Parallelism; Common Errors; Punctuation and Sentence Construction.		
<b>Unit IV</b>	<b>Reading and Writing</b>	7
Reading Comprehension; Précis-writing; Note making; Summarizing and Paragraph writing:		
<b>Unit V</b>	<b>Listening</b>	7
Active and Passive Listening; Types of listening; Importance Note-taking; Writing a Review; Dialogue; Listening comprehension.		
<b>Text Books</b>	1. Malti Agarwal, Basic Technical Communication, Krishna Prakashan Media(P)Ltd, Meerut.	
<b>Reference Books</b>	1. Fluency in English - Part II, Oxford University Press . 2. Vandana R Singh, The Written Word, Oxford University Press, New Delhi. 3. KK Ramchandran, et al, Business Communication, Macmillan, New Delhi. 4. Swati Samantaray, Business Communication and Commnicative English, Sultan Chand, New Delhi.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	



### Course Outcome for EG3101

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To enhance the learner's communication skills by giving adequate exposure in LSR listening, speaking, reading and writing skills and the related sub1skills.	2	S
<b>CO2</b>	To help the learners recognize and operate in various styles and registers in English.	2	S
<b>CO3</b>	To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.	2	S
<b>CO4</b>	To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.	2	S
<b>CO5</b>	To impart better writing skills by sensitizing the learners to the dynamics of effective writing.	2	S

### CO-PO Mapping for EG3101

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	1	2	1	3	1	3	2	3	1	3	3
CO 2	1	2	1	2	0	2	1	0	3	0	1	0	3
CO 3	1	1	2	0	3	3	2	2	2	1	3	1	3
CO 4	3	0	2	1	3	3	2	3	2	0	3	3	3
CO 5	1	2	3	0	3	0	3	2	0	2	2	2	3
Avg	1.4	1	1.8	1	2	2.2	1.8	2	1.8	1.2	2	1.8	3



<b>PS3108</b>	<b>Title: Fundamental Psychological Processes I</b>	<b>L T P C</b> <b>3 1 0 4</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To help students acquire an appreciation for psychological concepts and an understanding of basic principles of human behavior.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Introduction</b>	12
Cognitive Psychology-meaning and definition, the domains of Cognitive Psychology, a brief history of cognitive psychology, research methods in cognitive psychology, paradigms of cognitive psychology. Neuropsychological Basis of Cognition: Structure and functions of neuron, structures and functions of central and autonomic nervous system, Techniques of studying the functions of the brain.		
<b>Unit II</b>	<b>Perception</b>	6
Perception- Sensation, the raw materials of understanding (brief description), the focus of our attention, the organizing Principles, perceptual constancies and illusions, some key perceptual processes- pattern and distance, motion perception.		
<b>Unit III</b>	<b>Attention &amp; Perception</b>	6
Attention: nature, characteristics of attention, types of attention (selective and divided attention), ADHD. Perception: laws of perceptual organizations, constancies, factors affecting perception and applications.		
<b>Unit IV</b>	<b>Learning</b>	6
Learning: Learning- Meaning and definition of learning, Classical conditioning- basic principles, the neural basis of learning, a cognitive perspective, turning principles into action. Operant Conditioning- Nature, learning based on consequences, basic principles, schedules of reinforcement, biological constraints on learning, the cognitive perspective, applying the principles of operant conditioning. Observational Learning- basic principles, observational learning and aggression, practical applications		
<b>Unit V</b>	<b>Motivation &amp; Emotion</b>	6
Motivation & Emotion – Approaches to understanding, types of motives, elements of emotions; bodily changes and Emotions; Gender, culture & emotions, theories & applications.		
<b>Text Books</b>	1. Solso, R.L. Cognitive Psychology, USA, Allyn Bacon. 2. Baron, R. A. Psychology, New Delhi, Pearson Education.	
<b>Reference Books</b>	1. Feldman, R.S. Understanding Psychology, Tata Mc. Graw Hill Publishing Company Limited, New Delhi. 2. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. Introduction to psychology Bombay: Tata-Mc Graw Hill. 3. Galloti, K.M. Cognitive Psychology: In and Out of Laboratory, USA, Thomson Wadsworth.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	



### Course Outcome For PS3108

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students will understand basic psychological concepts: domains, history and scope of psychology	2	Emp
<b>CO2</b>	Students will study about neuropsychology and brain structure and how they are involved with cognitive psychology.	2	S
<b>CO3</b>	Students will understand how psychology is different from phylosphy and considered as science.	2	S
<b>CO4</b>	Students will be able to recognize and apply various perception and attention theories	2	Ent
<b>CO5</b>	Students will be able to apply different motivational theories to day to day life.	1	None

### CO-PO Mapping for PS3108

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	0	3	1	1	1	2	2	3	2	3	0
CO 2	3	2	2	2	1	3	0	2	3	3	0	1	3
CO 3	0	2	1	3	2	0	3	3	2	2	2	3	0
CO 4	1	2	0	3	2	1	3	0	0	1	1	3	2
CO 5	2	1	2	0	3	2	3	3	0	2	3	1	3
Avg	1.4	1.4	1	2.2	1.8	1.4	2	2	1.4	2.2	1.6	2.2	1.6



<b>VP3101</b>	<b>Title: Communication and Professional Skill - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	The objective is to make student incorporate English language in there day to day life.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Personality Development</b>	<b>2</b>			
Meaning of Personality Development, importance, Determinants of Personality Development, Maslow's need hierarchy theory					
<b>Unit II</b>	<b>Communication Skills</b>	<b>8</b>			
Introduction, Communication skills, Listening skills, Speaking skills, Speaking skills 1:Vocabulary games, story telling, just a minute, volte face speaking skills Speaking skills 2: Short speech, Role-Play, Face-Off Speaking skills 3- Group discussion, debate, presentations					
<b>Unit III</b>	<b>Reading Skills</b>	<b>2</b>			
Passage reading, news paper, success story, passage,					
<b>Unit IV</b>	<b>Self-Management Skills</b>	<b>08</b>			
Self management skills: Goal setting setting, SWOT analysis, Self motivation Body language: gestures & postures, Facial Expressions, Physical appearance Soft skills: leadership skills, Team work Interpersonal Skills: Image building skills, Interpersonal skills					
<b>Unit V</b>	<b>Writing Skills</b>	<b>02</b>			
Writing letter,E-mail etiquettes, Applications,Project writing, invitations, Resume writing					
<b>Text Books</b>					
<b>Reference Books</b>					
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



**Course Outcome for VP3101**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	On the completion of course the Students will be able to write, understand, analyze and create sentences in professional language (English). Students' horizon will be expanded with the correct usage of Grammar in writing and speaking, and will be able to improvise their speaking ability.	2	Ent/Emp/S
<b>CO2</b>	Students will be able to take part in daily routine conversation in English	2	Ent/Emp/S
<b>CO3</b>	Students will be able to understand and partially be groomed in corporate etiquettes and culture	2	Ent/Emp/S
<b>CO4</b>	This course will aid the students to learn words and form strong vocabulary, use them correctly in a sentence while speaking and writing. Moreover, understand their meaning in the text	2	Ent/Emp/S
<b>CO5</b>	The Students will learn to use strategies to listen actively and able to distinguish more important ideas from less important ones. Implement them while participating in the discussions. Henceforth, It yields the improvement in understanding, analyzing, creating and implementing the learning into real world encounter, effectively.	3	Ent/Emp/S

**CO-PO Mapping for VP3101**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	3	2	3	1	1	1	1	1	3	3	1
<b>CO 2</b>	3	3	2	1	2	2	2	2	1	1	2	3	2
<b>CO 3</b>	2	2	1	1	1	2	1	2	2	1	3	3	2
<b>CO 4</b>	1	3	3	1	2	1	1	1	2	3	2	2	1
<b>CO 5</b>	3	3	2	1	1	2	1	2	1	1	3	3	1
<b>Avg.</b>	2.2	2.8	2.2	1.2	1.8	1.6	1.2	1.6	1.4	1.4	2.6	2.8	2.8

**Common papers for Economics, and Psychology:**

<b>CS3102</b>	<b>Title: Fundamentals of Computer Applications</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	This subject aims to make student handy with the computers basics and programming.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Architecture of Computer</b>				4
What is Computer: Brief History and Evolution Chain, Concept of Hardware, The Inside Computer [Hard Drives (HD), Solid State Drives (SSD), Concept of CPU, Concept Of RAM					
<b>Unit II</b>	<b>Arithmetic of Computer</b>				4
Number System [Decimal, Binary, Octal, Hexadecimal], Conversions, Binary Arithmetic [Addition, Subtraction, Multiplication, Division, 1s Compliment, 2s Compliment					
<b>Unit III</b>	<b>Algorithms &amp; Flow Chart</b>				4
Algorithm [What is Algorithm? Algorithm Writing Examples] Flow Chart [What is Flow Chart? Flow Chart Symbols, How to make Flow Chart? Types of Flow Chart, Flow Chart Examples]					
<b>Unit IV</b>	<b>Basics of DOS</b>				6
Disk Operating System: Dos Commands Internal - DIR, MD, CD, RD, COPY, DEL, REN, VOL, DATE, TIME, CLS, PATH, TYPE. External- CHKDSK, XCOPY, PRINT, DISKCOPY, DISCOMP, DOSKEY, TREE, MOVE, LABEL, APPEND, FORMAT, SORT, FDISK, BACKUP, EDIT, MODE, ATTRIB HELP, SYS.					
<b>Unit V</b>	<b>Windows Concepts</b>				6
Hardware requirements of Windows, Windows, Windows concepts, Calculator, Notepad, Paint, Windows Explorer: Creating folders and other explorer facilities. Entertainment, CD Player, DVD Player, Media Player, Sound Recorder, Volume Control.					
<b>Text Books</b>	1. P.K. Sinha. Computer Fundamentals.				
<b>Reference Books</b>	2. Anita Goel. Computer Fundamentals. "Pearson "Google Windows help.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				



### Course Outcomes for CS3102

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students should be able to learn about computer and its components.	2	None
<b>CO2</b>	Students should be able to learn about computer arithmetic operations and number system.	2	None
<b>CO3</b>	Students should be able to learn about flow chart, algorithms and their working.	2	S
<b>CO4</b>	Students should be able to learn about MS DOS and its various commands.	2	S
<b>CO5</b>	Students should be able to learn about windows and various media devices.	1	S

### CO-PO Mapping for CS3102

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )									Program Specific Outcomes			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO3
CO 1	3	0	0	3	1	1	1	2	2	3	1	3	0
CO 2	2	3	3	2	2	1	1	1	0	0	1	1	2
CO 3	3	2	2	2	2	2	2	0	0	2	2	0	0
CO 4	2	1	1	3	2	2	1	1	2	2	1	2	2
CO 5	0	0	0	0	2	1	0	3	1	1	0	2	2
Avg	2	1.2	1.2	2	1.8	1.4	1	1.4	1	1.6	1	1.6	1.2



<b>CS3141</b>	<b>Title: Fundamentals of Computer Applications Lab</b>	<b>L T P C</b> <b>0 0 2 1</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	This subject aims to make student handy with the computer's basics and programming.	
<b>List of Experiments</b>		
<ol style="list-style-type: none"> <li>1. Dos Commands Internal - DIR, MD,CD,RD,</li> <li>2. Dos Commands Internal COPY,DEL,REN</li> <li>3. Dos Commands Internal VOL,DATE,TIME</li> <li>4. Dos Commands Internal CLS,PATH,TYPE</li> <li>5. Dos Commands External- CHKDSK,XCOPY,PRINT,</li> <li>6. Dos Commands External- DISKCOPY,DISCOMP,DOSKEY</li> <li>7. Dos Commands External- TREE, MOVE,LABEL,APPEND</li> <li>8. Dos Commands External- FORMAT,SORT,FDISK</li> <li>9. Dos Commands External- BACKUP,EDIT,MODE</li> <li>10. Dos Commands External- ATTRIBHELP,SYS</li> <li>11. Windows Explorer: Creating folders and other explorer facilities</li> </ol>		
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	

**Course Outcome for CS3141**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use, for more than one)
<b>CO1</b>	Students should be able to learn the operation of DoS commands Internal.	2	S
<b>CO2</b>	Students should be able to learn the operation of DoS commands External.	2	S
<b>CO3</b>	Students should be able to learn about Windows explorer.	2	S

**CO-PO Mapping for CS3141**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)									Program Specific Outcomes			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	2	0	2	1	1	2	2	2	1	1	0	3
CO 2	1	2	2	2	2	1	2	0	1	1	1	2	0
CO 3	1	2	2	2	1	2	2	2	2	1	1	2	2
Avg	1	2	1	2	1.25	1.5	2	1.25	1.5	1	1	1	1.25

**Papers for Specialization in Economics**

<b>EM3103</b>	<b>Title: Economic History of India</b>	<b>LTPC 4 0 0 4</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Pre requisites</b>	Nil	
<b>Objectives</b>	After completing the course, Students are expected to have good understanding of the Indian Economy.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours(per Unit)</b>
<b>Unit I</b>	<b>Structure of Indian Economy</b>	6
Basic features, Human Resource Development, Broad demographic features, Population and economic development, Growth and structural changes in Gross Domestic Product, NITI Aayog: Objectives and functions, 3 Years plan and Strategic Plans		
<b>Unit II</b>	<b>Agriculture and Industry</b>	10
Causes of low productivity in Indian agriculture, Institutional and Technological reforms, Agricultural finance and marketing. Industrial growth in India.		
<b>Unit III</b>	<b>Industrial Policy and Foreign trade</b>	12
New Industrial policy, Privatization and disinvestment debate, Micro Small and Medium enterprises: problems and prospects, Foreign Trade: Trends, composition and direction; Causes and effects of persistent deficit in the balance of payments; Measures adopted by the government to correct the deficit in Balance of Payments before and after 1991,		
<b>Unit IV</b>	<b>Public Finance</b>	8
India's tax system; Ratio of direct and indirect taxes; Tax reforms since 1991; Goods and Services Tax (GST): features and progress; Public expenditure in India -classification and trends; Public debt in India classification, trends and management; Public debt and fiscal deficit in India		
<b>Unit V</b>	<b>Market</b>	8
Trends in agricultural production and productivity; Factors determining productivity; Institutional and technological reforms; Capital formation; Agricultural price policy; Food security and Public Distribution System; Rural credit and role of NABARD,		
<b>Text Books</b>	1. Agarwal A.N: India Economy: Wishwa Prakashan 2. Bhalla, G.S.: 'Indian Agriculture since Independence (2008), NBT. New Delhi	
<b>Reference Books</b>	1. Kapila U.: Indian Economy since Independence Academic foundation, New Delhi	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	

**Course Outcome for EM3103**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.	2	S
<b>CO2</b>	Understand agriculture as the foundation of economic growth and development.	2	S
<b>CO3</b>	Analyze the impact of new Industrial policies and foreign policies on the economy of India.	4	S
<b>CO4</b>	Understand the revolution in the taxation system of India and Attain the advantages and knowledge of public investments and other government expenditures.	3	S
<b>CO5</b>	Analyze the progress and changing nature of agricultural sector and its contribution to the economy as a whole	4	S

**CO-PO Mapping for EM3103**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	3	1	3	3	2	3	0	0	0	2	1
CO 2	0	2	2	0	3	2	2	3	2	2	1	3	2
CO 3	2	1	3	3	0	0	3	1	1	3	2	0	0
CO 4	2	0	3	3	1	3	1	0	2	3	1	0	0
CO 5	2	2	0	2	1	3	2	2	1	2	1	2	3
Avg	1.4	1	2.2	1.8	1.6	2.2	2	1.8	1.2	2	1	1.4	1.2



## Papers for specialization in Psychology

<b>PS3107</b>	<b>Title: Introduction to Theory of Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	To acquaint the students with the history of psychology and the modern developments in the field.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Systems and Theories in Psychology</b>	<b>12</b>			
Introduction- Systems and theories: An overview of history and schools of psychology. Early schools of Psychology: Structuralism (Tichner) and Functionalism (William James).					
<b>Unit II</b>	<b>The Schools of Psychology- I</b>	<b>06</b>			
Behaviourism (Watson) Concept and meaning, Strengths & criticism of behaviourism, Psychologists worked in this field: Pavlov, Skinner and John B. Watson, conditionings.					
<b>Unit III</b>	<b>The Schools of Psychology- II</b>	<b>06</b>			
Gestalt psychology (Wertheimer, Kafka and Kohler), Gestalt and perception, strengths and criticisms, Humanistic and psychoanalytic approach					
<b>Unit IV</b>	<b>Introduction to Research Process</b>	<b>06</b>			
Research Problem, Hypothesis, Types of Research and levels of measurement. Characteristics of a good test: reliability, validity and norms.					
<b>Unit V</b>	<b>Tools of Data Collection</b>	<b>06</b>			
Experimental method, survey method (questionnaire & structured interview), Observation method, case study method, Ex-post facto studies.					
<b>Text Books</b>	1.Hergenhahn,B.R.An Introduction to the History of Psychology, Wardsworth Cengage Learning. 2.Lawson, R.B., Graham, J.E., & Baker, K. M.A History of Psychology: Globalization, Ideas, and Applications, USA, Pearson Education.				
<b>Reference Books</b>	1.Singh, A.K., The Comprehensive History of Psychology Motilal Banarsidas Publishers Pvt Ltd. 2.Leahey,T.H.A History of Psychology: Main Currents in Psychological Thought Prentice Hall International, Inc. 3.Heidbreder, E. Seven Psychologies. USA, Prentice Hall. 4.Schultz, D.P. & Schultz, S.E. History of Psychology, Belmont, USA, Thomson Wardsworth.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



**Course Outcome for PS3107**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent)/ None (Use, for more than one)
<b>CO1</b>	Students will understand basic psychological concepts: domains, history and scope of psychology	1	S
<b>CO2</b>	Students will understand the role of behaviorism in psychology	1	S
<b>CO3</b>	Students will be able to apply various humanistic approaches in the field of counselling.	3	Emp.
<b>CO4</b>	Students will be able to apply the rules of gestalt psychology while perceiving daily situations.	3	S
<b>CO5</b>	Students will learn about different tools of data collection in research in the field of psychology.	3	S

**CO-PO Mapping for CS3107**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	3	3	2	0	1	2	2	1	0	1	3
<b>CO 2</b>	3	3	1	0	2	2	1	0	0	0	1	1	1
<b>CO 3</b>	3	2	0	1	3	1	3	1	2	2	2	0	3
<b>CO 4</b>	3	3	2	2	0	2	1	1	3	3	0	2	0
<b>CO 5</b>	2	1	1	2	0	1	2	2	2	1	1	0	3
<b>Avg.</b>	2.6	2.4	1.4	1.6	1.4	1.2	1.6	1.2	1.8	1.4	0.8	0.8	2



<b>PS3140</b>	<b>Title: Psychology Practical Training-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	1				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	1.To train students to demonstrate the operation of some of the basic principles of human behavior. 2.To help students to relate the theoretical concepts to real life situations				
<b>List of Practical</b>					
1. Learning Curve (Trial & Error) 2. Muller Lyer Illusion Apparatus 3. Mirror drawing apparatus (motor learning) 4. RL by method of constant stimuli 5. Retention experiment					
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3140**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)</b>
<b>CO1</b>	Students will be able to perform techniques of memorization.	3	S
<b>CO2</b>	Students will learn to apply psychometric testings	3	Emp.
<b>CO3</b>	Students will be able to learn different trial and error methods of learning.	2	S
<b>CO4</b>	Students will be able to gain practical implication of various techniques and psychotherapies	3	Emp.
<b>CO5</b>	Students will understand basics of counselling and steps of effective counselling.	2	Emp.

**CO-PO Mapping for PS3140**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	1	3	3	2	2	2	3	0	3	0	3	3	1
<b>CO 2</b>	3	1	1	0	0	0	2	2	2	3	0	0	0
<b>CO 3</b>	1	1	2	0	2	2	0	2	3	3	1	1	2
<b>CO 4</b>	3	0	3	3	0	1	1	3	2	1	3	1	2
<b>CO 5</b>	1	1	3	2	1	1	2	1	1	3	2	2	2
<b>Avg.</b>	1.8	1.2	2.4	1.4	1	1.2	1.6	1.6	2.2	2	1.8	1.4	1.4



## Papers for Specialization in English:

EG3106	Title: English Poetry & Drama (14 <sup>th</sup> -18 <sup>th</sup> Century)	L	T	P	C
		4	1	0	5
<b>Version No.</b>	1				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	To involve students in the analysis of literary works and investigation of the literary, social and political contexts of the stipulated centuries				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Geoffrey Chaucer: <i>Ecclesiastical Characters in The Prologue</i>				12
<b>Unit II</b>	William Shakespeare: King Lear				12
<b>Unit III</b>	John Milton: <i>On His Blindness</i>				12
<b>Unit IV</b>	Alexander Pope: <i>The Rape of the Lock</i>				12
<b>Suggested Background Reading Topics</b>	Religious and Secular Thought in the 14th Century; Renaissance Humanism ;The Stage, Court and City; Ideas of Love and Marriage; The Writer in Society; The Mock-epic and Satire; The Comedy of Manners				
<b>Suggested Readings</b>	1 John Calvin, 'Predestination and Free Will', in <i>The Portable Renaissance Reader</i> ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11. 2. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in <i>Book 4 of The Courtier 'Love and Beauty'</i> , tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5. 3 . Philip Sidney, <i>An Apology for Poetry</i> , ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18 4. <b>Jonathan Bate</b> , <i>The Genius of Shakespeare</i> ; Picador. 5. Sanders, Andrews: <i>The Short Oxford History of English Literature</i> . Oxford: OUP				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3106

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To introduce the student to British poetry and drama from the age of Chaucer to the age of pope	2	S
<b>CO2</b>	To comprehend the development of trends in British drama and poetry	1	S
<b>CO3</b>	To view British literature in its socio-cultural and political contexts.	2	S
<b>CO4</b>	To understand the theme, structure and style in British poetry and drama.	2	S
<b>CO5</b>	To understand the socio-political context of the period from 14 <sup>th</sup> century -17th century	2	S

### CO- PO mapping for EG3106

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	2	0	3	2	3	3	2	1	0	3	1	2	2
CO 2	3	3	3	1	0	3	3	0	0	3	1	1	1
CO 3	2	3	1	2	1	1	3	3	1	2	2	1	1
CO 4	2	2	0	3	3	2	0	0	3	2	0	1	1
CO 5	0	3	1	1	0	2	1	3	1	0	2	2	2
Avg	1.8	2.2	1.6	1.8	1.4	2.2	1.8	1.4	1	2	1.2	1.4	1.4



<b>EG3107</b>	<b>Title: Indian Writing in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	To provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English.				
<b>Expected Outcome</b>	Students will learn to appreciate that Indian English literature remains rich and reflective of the culture and heritage of India.				
<b>Unit No</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	R. K. Narayan: <i>Guide</i>	<i>Novel</i>	12		
<b>Unit II</b>	A.K Ramanujan: <i>A River</i>	<i>Poem</i>	12		
<b>Unit III</b>	Mulk Raj Anand: <i>Coolie</i>	<i>Novel</i>	12		
<b>Unit IV</b>	Khushwant Singh: <i>The Portrait of A Lady</i>	12			
<b>Suggested Readings</b>	<p>Raja Rao. "Foreword to <i>Kanthapura</i>." New Delhi: OUP, 1989. V-vi.</p> <p>.Meenakshi Mukherjee. "Divided by Common Language." In <i>The Perishable Empire</i>. New Delhi: OUP, 2000. 187-203.</p> <p>Rohinton Mistry, '<i>Family Matters</i>', McCelland &amp; Stewart 2011</p> <p>Kushwant Singh, <i>The Collected Short Stories of Kushwant Singh</i>. Delhi, Paul Press 1989.</p>				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3107

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand the generation and circulation of Indian literature in English language.	2	S
CO2	Students will be able to read and understand some of the major writers of Indian Literature in English language.	1	S
CO3	Students will be able to analyze and see the Indian society through different lenses.	2	S
CO4	Students will be able to critically analyze the whole spectrum of Indian literature.	2	S
CO5	Students will be able to write detailed analytical and descriptive answers related to Indian Literature in English language.	2	S

### CO-PO Mapping for EG3107

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	3	1	1	1	0	2	2	3	2	0	1	2
CO 2	3	3	0	1	2	2	0	1	1	1	1	0	2
CO 3	0	0	0	1	0	2	3	1	1	1	2	2	0
CO 4	1	3	1	2	1	2	0	1	3	1	2	0	0
CO 5	1	3	3	0	1	1	1	2	0	2	1	2	3
Avg	1.2	2.4	1	1	1	1.4	1.2	1.4	1.6	1.4	1.2	1	1.4



## SEMESTER 2 YEAR- 1

**Common papers for Economics, Psychology and English:**

<b>CY3205</b>	<b>Title: Environmental Studies</b>	<b>L T P C</b> <b>2 0 0 2</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	Creating awareness among engineering students about the importance of environment, the effect of technology on the environment and ecological balance is the prime aim of the course.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Introduction to Environmental studies &amp; Ecosystems</b>	5
Multidisciplinary nature of environmental studies, Scope and importance, Need for public awareness. Concept, Structure and function of an ecosystem, Energy flow in an ecosystem: food chains, food webs and ecological pyramids. Examples of various ecosystems such as: Forest, Grassland, Desert, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans and estuaries).		
<b>Unit II</b>	<b>Natural Resources: Renewable &amp; Non- renewable resources</b>	5
Land as a resource, land degradation, landslides (natural & man-induced), soil erosion and desertification. Forests & forest resources: Use and over-exploitation, deforestation. Impacts of deforestation, mining, dam building on environment and forests. Resettlement and rehabilitation of project affected persons; problems and concerns with examples. Water resources: Use and over-exploitation of surface and ground water, floods, drought, conflicts over water (international & inter-state). Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems with examples. Energy resources: Renewable and non renewable energy sources, use of alternate energy sources and growing energy needs.		
<b>Unit III</b>	<b>Biodiversity &amp; Conservation</b>	5
Levels of biological diversity: genetic, species and ecosystem diversity. Biogeographic zones of India. Ecosystem and biodiversity services. Biodiversity patterns and global biodiversity hot spots, India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.		
<b>Unit IV</b>	<b>Environmental Pollution</b>	4
Environmental pollution and its types. Causes, effects and control measures of: a) Air pollution b) Water pollution – freshwater and marine c) Soil pollution d) Noise pollution e) Thermal pollution. Nuclear hazards and human health risks, Solid waste management: Control measures of urban and industrial waste.		
<b>Unit V</b>	<b>Environmental Policies &amp; Practices</b>	5
Concept of sustainability and sustainable development. Water conservation & watershed management. Climate change, global warming, acid rain, ozone layer depletion. Disaster management: floods, earthquake, cyclones and landslides. Wasteland reclamation. Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation. Environment: rights and duties. Population growth.		
<b>Field work</b> Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.		



Study of simple ecosystems-pond, river, hill slopes, etc.	
<b>Text Books</b>	1. Bharucha. E, <u>Textbook of Environmental Studies for Undergraduate Courses</u> ,
<b>Reference Books</b>	1. Kaushik Anubha, Kaushik C P, Perspectives in Environmental Studies New Age Publication. 2. Rajagopalan , Environmental Studies from Crisis to Cure, Oxford University Press.
<b>Mode of Evaluation</b>	Internal and External Examinations
<b>Recommendation by Board of Studies on</b>	5/13/2020
<b>Date of approval by the Academic Council</b>	9/13/2020



**Course Outcome For CY3205**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students should be able to correlate the human population growth and its trend to the environmental degradation and develop the awareness about his/her role towards environmental protection and preventions.	2	None
<b>CO2</b>	Students should be able to understand the solutions related to environmental problems related with the renewable & non renewable resources.	2	S
<b>CO3</b>	Students should be able to understand the importance of ecosystem and biodiversity and the method of conservation of biological diversity.	2	S
<b>CO4</b>	Students should be able to understand different components of the environment and their function and the effects pollution on environment and should be able to understand the concept of sustainable development.	2	En
<b>CO5</b>	Students should be able to correlate the human population growth and its trend to the environmental degradation and develop the awareness about his/her role towards environmental protection and preventions.	2	None

**CO-PO Mapping for CY3205**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	2	1	0	3	3	1	2	3	3	2	2	0
CO 2	1	0	2	0	0	1	0	0	1	3	3	3	3
CO 3	3	3	1	3	2	1	2	2	2	3	2	2	0
CO 4	3	2	1	2	3	0	1	0	3	3	2	0	2
CO 5	3	0	0	1	2	2	2	3	3	0	1	0	3
Avg	2	1.4	1	1.2	2	1.4	1.2	1.4	2.4	2.4	2	1.4	1.6



<b>EM3202</b>	<b>Title: Principles of Macroeconomics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	EM3102				
<b>Objectives</b>	The course aims to introduce the first year students to the concepts and approaches to the study of macroeconomics in the current century and develop the ability for objective reasoning about macroeconomic issues.				
<b>Expected Outcome</b>	To apply concepts and principles of Macroeconomics in real life situations and to analyses the different macroeconomic policies in emerging Macro Environment.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Introduction to Macroeconomics and National Income Accounting</b>	8			
Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; the Consumer Price Index: calculation of CPI, GDP deflator versus the CPI and real versus nominal interest rates.					
<b>Unit II</b>	<b>Money and Banking system</b>	7			
Functions of money; quantity theory of money; determination of money supply and demand- credit creation; tools of monetary policy, Banking system in India- Functions of Commercial bank, functions of Central banks, Credit creation by commercial banks and central bank.					
<b>Unit III</b>	<b>Theory of Income and Employment</b>	7			
Keynesian theory of Income and Employment, Aggregate Demand and Aggregate supply, Consumption function and Propensity to consume, Saving function and propensity to save, unemployment and its types, .Equilibrium level of income , output and employment.					
<b>Unit IV</b>	<b>Investment Theories</b>	7			
Types of Investment, Determination of Level of Investment. Classical, Keynesian and Jorgenson's Neoclassical Theory of Investment, Saving-Investment Equality. Multiplier and Accelerator: Concept of Multiplier, Types of Multiplier, Investment Multiplier, Government Expenditure Multiplier, Income determination involving government expenditure and tax Multiplier, Leakages of Multiplier, Acceleration principle and Super Multiplier.					
<b>Unit V</b>	<b>Govt. Budget and Balance of Payment</b>	7			
Budget components, Budgetary surplus and deficit, types of Budget deficit, Balance of payment and its different components, current account and capital account in BOP.					
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. Sloman, John, Economics, 6th Ed., Pearson Education.</li> <li>2. Heijdra, B.J. and F.V. Ploeg, . Foundations of Modern Macroeconomics, Oxford University Press, Oxford.</li> </ol>				
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Keynes, J.M. The General Theory of Employment, Interest and Money, Macmillan ,London.</li> <li>2. Farmer, Roger. Macro economics, II Edition. ISBN.</li> <li>3. Lewis, M.K. and P.D. Mizan , Monetary Economics, Oxford University Press, New Delhi</li> </ol>				
<b>Mode of Evaluation</b>	Internal and External Examinations				



<b>Recommendation by Board of Studies on</b>	05/13/2020	
<b>Date of approval by the Academic Council</b>	09/13/2020	

### Course Outcome for EM3201

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Student will learn about the concepts of macroeconomics and understand the meaning and components of national income.	2	Em
<b>CO2</b>	Student will understand the process of money creation by the banking system and the role of the central bank.	2	S
<b>CO3</b>	Interpret macroeconomic events using aggregate demand and aggregate supply model, describe the interrelationships among prices, income, and interest rates as they affect consumption, savings and investment.	3	S
<b>CO4</b>	Student can analyze the work of different multiplier in an economy.	4	S
<b>CO5</b>	Student will learn about different budgetary components of Budget.	2	S

### CO-PO Mapping for EM3201

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	0	3	1	3	1	1	2	1	3	2	3	0
CO 2	0	2	2	1	0	1	0	2	3	3	0	1	3
CO 3	0	1	3	2	2	3	3	3	2	2	2	3	0
CO 4	3	0	3	2	3	2	3	0	2	1	1	3	2
CO 5	2	2	0	3	2	3	3	3	3	2	3	1	3
Avg	1.4	1	2.2	1.8	2	2	2	2	2.2	2.2	1.6	2.2	1.6



<b>PS3206</b>	<b>Title: Fundamental Psychological Processes-II</b>	<b>L T P C</b> <b>3 1 0 4</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	PS3108	
<b>Objectives</b>	To help students to acquire an appreciation for psychological concepts in general and develop an understanding of basic principles of human behavior.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I-</b>	<b>Memory</b>	12
The Atkinson and Shiffrin model, working memory, episodic memory, semantic memory, procedural memory. Forgetting- Due to decay, due to interference, forgetting and retrieval inhibition.		
<b>Unit II</b>	<b>Intelligence</b>	12
Nature and Theories of intelligence- Gardner, Sternberg, Das and Naglieri, measurement of intelligence, the cognitive and neural basis of intelligence, heredity, environment and intelligence.		
<b>Unit III:-</b>	<b>Motivation &amp; Emotion</b>	12
Meaning and Definition of Motivation, Need, Drive and Incentives. Theories of motivation- Drive theory, Arousal theory, Expectancy theory, Maslow's hierarchy theory. Forms of human needs and motivation- hunger, need for achievement, need for affiliation, need for power. Emotion: Nature and Definition of Emotion, Brief description of Cannon-Bard, James-Lange and Schachter-Singer theories of emotion; Expression of emotion.		
<b>Text Books</b>	1. Baron, R. A. Psychology (5th Edition). New Delhi, Pearson Education. 2. Feldman, R.S. Understanding Psychology (6th Edition). New Delhi, Tata Mc. Graw Hill Publishing Company Limited.	
<b>Reference Books</b>	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. Introduction to psychology (7th edition). Bombay, Tata-McGraw Hill.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	

**Course Outcome for PS3206**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	The students actively learn to investigate dynamic interrelations of man and environment. Making students to learn and understand the procedures of memory and how to improve memory.	2	Em
<b>CO2</b>	Psychology can be defined as a study of behavior, mind, and mental conditions of human beings. To this end Psychology involves study of mental processes, motives, reactions, feelings, conflict resolution, crisis management, group think, motivation, and nature of mind.	2	S
<b>CO3</b>	Aspiring students should possess the 3 P's of psychology   Patience, Perseverance and Passion. These are the essentials to understand the patients. Moreover they should have scientific aptitude and analytical thinking to help in diagnosis and devise solutions for their maladies. Enhancing intelligence and learning different strategies of intensifying IQ.	2	S
<b>CO4</b>	The world is constantly changing in its social/economic, political and cultural landscape thereby rendering human life more complex. These events continually impact human behavior producing depression and anxiety. Thus, psychology can help individuals to learn and adapt coping strategy.	2	S
<b>CO5</b>	The students will be able to learn the art of counseling and handling patients with different psychological problems and will be able to apply those practical aspects in their professional areas.	3	S

**CO-PO Mapping for PS3206**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0))										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	0	3	1	3	2	2	2	0	2	2	1
CO 2	3	2	2	2	1	0	3	1	3	1	1	1	1
CO 3	0	2	1	3	2	2	2	2	2	3	0	2	3
CO 4	1	2	0	3	2	3	0	1	0	3	2	1	2
CO 5	2	1	2	0	3	2	0	0	0	0	3	0	0
Avg	1.4	1.4	1	2.2	1.8	2	1.4	1.2	1.4	1.4	1.6	1.2	1.4



<b>Code: VP3201</b>	<b>Title: Communication and Professional Skills-II</b>	<b>L T P C</b> <b>0 0 2 1</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	VP3101	
<b>Objectives</b>	<p>To develop the English communication skills of our students.          To enable them to communicate effectively and nurture their speaking skills in English.          To inculcate in our students the ability to develop soft skills and professional etiquettes which will make them more suitable for jobs in the corporate sector.          To overcome interaction phobia as English is not their mother tongue.</p>	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Functional Grammar</b>	6
	<ul style="list-style-type: none"> <li>• How to use- noun, pronoun, verb, adjective, adverb, preposition, conjunction</li> <li>• How to use Tenses-past, present, future</li> <li>• Modal verbs- can/could, shall/should, will/would, may/might, must, ought to</li> <li>• Articles- a, an, the, no article</li> </ul>	
<b>Unit II</b>	<b>Speaking Skills</b>	10
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Describe yourself, your educational background, family, hobbies, strengths</li> <li>• Let's talk- making conversation, meeting and greeting people</li> <li>• Opinions, likes and dislikes</li> </ul> <p><b>World Around Me</b></p> <ul style="list-style-type: none"> <li>• Life at college, hostel etc.</li> <li>• Market place, bus stop, bank, post office</li> <li>• Village, town and city</li> <li>• Eating out at a Restaurant</li> </ul>	
<b>Unit III</b>	<b>Personality Enhancement</b>	5
	<ul style="list-style-type: none"> <li>• First impression: Dressing sense, good manners, speaking well and respectably</li> <li>• Positive Attitude: Being happy and alert, a good listener and a good friend</li> <li>• Goal setting, confidence building and handling rejection</li> </ul>	
<b>Unit IV</b>	<b>Vocabulary Development</b>	5
	<ul style="list-style-type: none"> <li>• Word Formation: Prefix, suffix, conversion and compound words</li> <li>• Homophones and one-word substitution</li> <li>• Words often confused and misused</li> <li>• Idiomatic phrases</li> <li>• Antonyms and synonyms</li> </ul>	
<b>Unit V</b>	<b>Listening</b>	4
	<ul style="list-style-type: none"> <li>• Main point in short simple conversations and messages</li> <li>• Essential information in short recorded passages on diverse matters</li> </ul>	
<b>Unit VI</b>	<b>Reading and Writing</b>	6



	<ul style="list-style-type: none"> <li>• Reading and writing of short, simple notes and messages</li> <li>• Basic descriptions about everyday life in simple sentences</li> <li>• Short simple descriptions of events and reporting what happened when and where</li> <li>• Simple e-mail or letter including expressions for greeting, addressing, asking or thanking</li> <li>• Completing a questionnaire giving information about background, interests, skills</li> </ul>
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. High School Grammar by Wren &amp; Martin revised by Dr. N.D.V.Prasada Rao (S.Chand)</li> <li>2. Personality development by Harold R. Wallace (Cengage Learning)</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Essential English grammar by Raymond Murphy (Cambridge Univ. Press)</li> <li>2. Practical English Usage by Michael Swan (Oxford)</li> <li>3. Personality Development &amp; Soft skills by Barun K. Mitra; 2nd edition (Oxford Univ. Press)</li> <li>4. <b>Online Resources:</b> Flipboard, TEDx, Youtube</li> </ol>
<b>Mode of Evaluation</b>	Internal and External Examinations
<b>Recommendation by Board of Studies on</b>	5/13/2020
<b>Date of approval by the Academic Council</b>	9/13/2020

#### Course Outcome for VP3201

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	After the course the students will be able to write/understand and create sentences in English of all tenses, Students will heighten their awareness of correct usage of English grammar in writing and speaking and will be able to improve their speaking ability in English both in terms of fluency and comprehensibility.	2	Ent/Emp/S
<b>CO2</b>	Students will be able to take part in daily routine conversation in English.	2	Ent/Emp/S
<b>CO3</b>	Students will be able to understand and partially be groomed in corporate etiquettes and culture	2	Ent/Emp/S
<b>CO4</b>	This course will aid the students to learn new vocabulary words, use them correctly in a sentence while speaking and writing, , and understand their meaning in the text	3	Ent/Emp/S
<b>CO5</b>	The students will learn to use strategies to listen actively, will be able to distinguish more important ideas from less important ones and will participate in the discussions.	3	Ent/Emp/S



## CO-PO Mapping for VP3201

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1		2	1	2	3		2	2	1	2	2
<b>CO 2</b>	2	2		3	2	2	2	1	2	2	1	1	2
<b>CO 3</b>	2	2	2	3	2	2	1	2	2	2	2	3	2
<b>CO 4</b>	2	2	2	3	2	2	2	2	1	1	3	2	3
<b>CO 5</b>	3	3	3	3	2	2	2	2	1	1	3	3	2
<b>Avg.</b>	2.2	2.2	2.2	3	2	2	1.4	1.4	1.6	1.6	2	2.2	2.2





<b>CE3101</b>	<b>Title: Disaster management</b>	<b>L T P C</b> <b>2 0 0 2</b>
<b>Version No.</b>	1.0	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.	
<b>Expected Outcome</b>	Enhance the knowledge by providing existing models in risk reduction strategies to prevent major casualties during disaster.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit: 1</b>	<b>Introduction on Disaster</b>	5
Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.		
<b>Unit II</b>	<b>Risk and Vulnerability Analysis</b>	4
Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction.		
<b>Unit III</b>	<b>Disaster Preparedness</b>	5
Disaster Preparedness: Concept and Nature . Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training, . Role of Government, International and NGO Bodies. . Role of IT in Disaster Preparedness . Role of Engineers on Disaster Management.		
<b>Unit IV</b>	<b>Disaster Response</b>	5
Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic). Relief and Recovery Medical Health Response to Different Disasters.		
<b>Unit V</b>	<b>Rehabilitation, Reconstruction and Recovery</b>	5
Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures.Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning Role of Educational Institute.		
<b>Text Books</b>	1. Disaster Science and Management by Bhattacharya published in McGraw Hill Education (India) Pvt. Ltd.	
<b>Reference Books</b>	1. Disaster Management by Dr. Mrinalini Pandey published in Wiley India Pvt. Ltd. Tushar. 2. Disaster Management : Future Challenges and Opportunities by Jagbir Singh published in K W Publishers Pvt.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	



### Course Outcome for CE3101

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students will be able to understand the basic concepts of disasters and its relationships with development.	2	S
<b>CO2</b>	Students will be able to understand the approaches of Disaster Risk Reduction (DRR) and the relationship between vulnerability, disasters, disaster prevention and risk reduction.	2	S
<b>CO3</b>	Students will be able to understand the Medical and PsychoSocial Response to Disasters.	2	S
<b>CO4</b>	Students will be able to prevent and control Public Health consequences of Disasters	2	S
<b>CO5</b>	Students will have awareness of Disaster Risk Management institutional processes in India	2	S

### CO-PO Mapping for CE3101

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	2	2	1	0	0	2	3	2	2	0	2	2
CO 2	1	2	3	3	1	0	1	0	1	1	2	3	1
CO 3	2	3	2	0	1	3	1	1	0	2	1	1	1
CO 4	2	1	3	1	1	3	0	1	2	1	3	3	2
CO 5	3	2	0	1	3	2	3	0	3	0	0	0	2
Avg	2.2	2	2	1.2	1.2	1.6	1.4	1	1.6	1.2	1.2	1.8	1.6

**Common Paper for Psychology and English:**

EG3206	<b>Title: British Literature (18<sup>th</sup>-19<sup>th</sup> Century)</b> - <b>excluding Romantic Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		4	0	0	4
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	To develop a balance of depth and breadth in the study of the comedy, the country and the city, Victorian poetry and melodrama.				
<b>Expected Outcome</b>	Students will understand the unique intersections between literature and culture that define the era.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Play</b>				12
William Congreve: <i>The Way of the World</i>					
<b>Unit II</b>	<b>Novel</b>				14
Jane Austen: <i>Pride and Prejudice</i>					
<b>Unit III</b>	<b>Poetry</b>				10
Thomas Gray: <i>Elegy Written in a Country Churchyard</i>					
<b>Unit IV</b>	<b>Poetry</b>				12
Alfred Tennyson: <i>Ulysses</i> Robert Browning: <i>The Last Ride Together</i>					
<b>Suggested Background Reading Topics</b>	Restoration Comedy, the Country and the City, the Novel and the Periodical Press, the Age of Sensibility, Victorian 'crisis of faith', the 19th Century Novel, The Writer and Society, the Dramatic Monologue				
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in <i>Literature and Social Order in Eighteenth-Century England</i>, ed. Stephen Copley (London: Croom Helm, 1984).</li> <li>2. Samuel Johnson, 'Essay 156', in <i>The Rambler</i>, in <i>Selected Writings: Samuel Johnson</i>, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7;</li> <li>3. <i>Rasselas</i> Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from <i>The Life of Pope</i>, in <i>The Norton Anthology of English Literature</i>, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.</li> <li>4. John Stuart Mill, <i>The Subjection of Women</i> in <i>Norton Anthology of English Literature</i>, th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.</li> </ol>				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for EG3206**

Unit-wise C	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To introduce the student to British poetry and drama from the Age of Chaucer to the Age of Pope.	2	S
<b>CO2</b>	To comprehend the development of trends in British drama and poetry.	2	S
<b>CO3</b>	To view British literature in its socio-cultural and political contexts.	2	S
<b>CO4</b>	To understand the theme, structure and style in British poetry and drama.	2	S
<b>CO5</b>	To acquaint students with the Jacobean and the 18th century British literature.	2	S

**CO-PO Mapping for EG3206**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	2	2	0	2	1	1	2	2	3	3	2
CO 2	0	1	0	1	3	0	0	3	1	2	0	1	1
CO 3	2	0	1	1	3	3	2	1	1	1	2	0	1
CO 4	1	2	0	1	2	2	3	2	3	1	0	0	1
CO 5	1	1	3	2	0	2	0	1	3	3	2	1	2
Avg	1.2	1	1.2	1.4	1.6	1.8	1.2	1.6	2	1.8	1.4	1	1.4

**Papers for Specialization in Economics:**

<b>EM3202</b>	<b>Title: Statistical Tools in Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The objective of this course is to familiarize students with the basic statistical tools to apply on quantitative & qualitative data to summarize and analyze information for decision making.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Introduction to Statistics</b>	6			
Nature, Scope and limitations of statistics, uses of statistics to business and industrial activities, Primary and secondary data, Collection of data, Classification and tabulation of data, Diagrammatic and graphic representation of data, Questionnaire – Its characteristics and drafting.					
<b>Unit II</b>	<b>Statistical Data and Descriptive Statistics</b>	12			
Measures of Central Tendency: Mathematical Averages Including Arithmetic Mean, Properties and Applications. Positional Averages Mode, Median (and Other Partition Values Including Quartiles, Deciles, and Percentiles). Measures of Variation: Absolute and Relative. Range, Quartile Deviation, Mean Deviation, Standard Deviation.					
<b>Unit III</b>	<b>Probability</b>	11			
Concepts of Probability, Addition and Multiplication rule, Conditional Probability and Baye's Theorem, Random Variable, Expectation and Variance of a Random Variable.					
<b>Unit IV</b>	<b>Simple Correlation and Regression Analysis</b>	12			
Correlation Analysis: Meaning of Simple Correlation; Linear and non-Linear, Causation and Correlation, Scatter Diagram, Pearson's Co-efficient of Correlation; Calculation and Properties (Proofs not required). Probable and Standard Errors, Rank Correlation. Simple Regression Analysis: Principle of Least Squares and Regression Lines					
<b>Unit V</b>	<b>Index Numbers and Time Series</b>	11			
Index Numbers: Utility of Index Numbers. Problems in the Construction of Index Numbers, Simple and Weighted Index Number, Base Shifting, Fisher's Ideal Index Number and Reversibility Tests, Application of Index Numbers. Analysis of Economic Time Series: Component of Time Series, Calculation of Secular Trend, Moving Average method and Method of Least squares.					
<b>Text Books</b>	1. S.P. Gupta, Business Statistics, S. Chand & Sons, New Delhi. 2. J.K. Thukral, Business Statistics, Taxman publication Ltd, New Delhi.				
<b>Reference Books</b>	1. D.N. Elhance, Fundamentals of Statistics, Kitab Mahal Publishers. 2. S.C. Sharma, Business Statistics, Arya Publishing Company.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3202**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Analyze statistical data graphically using frequency distributions and cumulative frequency distributions.	4	Em
<b>CO2</b>	Analyze statistical data using measures of central tendency, dispersion and location	4	S
<b>CO3</b>	Use the basic probability rules and Translate real-world problems into probability models	3	S
<b>CO4</b>	Calculate and interpret the correlation and regression between two or more variables. Employee the principles of linear regression and correlation, including least square method, predicting a particular value of Y for a given value of X and significance of the correlation coefficient.	3	S
<b>CO5</b>	Use the Index number concept to translate and solve real- word problem.	3	S

**CO-PO Mapping for EM3202**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	2	3	0	2	0	0	2	2	1	2	0	2
CO 2	3	3	1	2	1	3	2	2	0	0	3	3	3
CO 3	1	3	2	0	2	2	2	3	3	3	3	0	2
CO 4	1	3	3	2	2	3	0	3	0	1	0	2	0
CO 5	0	0	2	1	0	2	3	3	0	0	2	0	2
Avg	1.2	2.2	2.2	1	1.4	2	1.4	2.6	1	1	2	1	1.8



<b>EM3203</b>	<b>Title: Business Environment</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	The basic objective of the course is to develop understanding and provide knowledge about business environment to the management students and to promote basic understanding on the concepts of Business Environment and to enable them to realize the impact of environment on Business.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Introduction</b>	9			
Concept, Significance and Nature of Business Environment, Types of environments, Interaction between Internal and External environments, Techniques for Environment Analysis, Significance of Environment Forecasting.					
<b>Unit II</b>	<b>Economic Environment</b>	10			
Economic system and economic policies, Concept of Capitalism, Socialism and Mixed Economy, Planning in India: Emergence and Objective, Niti Aayog, MRTP & FEMA Act, Planning Monetary Policy, Fiscal Policy, Union Budget as an instrument of growth and its Impact on Business, Recent Development in New Economic Policy (1991) and its Impact on Business.					
<b>Unit III</b>	<b>Politico-Legal Environment</b>	9			
Relationship between Business and Government, Entrepreneurial Roles of Government, Constitutional Provisions affecting Business, An overview of major laws affecting business, Social Responsibility of Business.					
<b>Unit IV</b>	<b>Technological and Socio-Cultural Environment</b>	9			
Technological Environment: Factors Influencing Technological Environment, Role and impact of Technology on Business. Transfer of Technology-Channels, Methods and Limitations, Status of technology in India Demographic and Socio-Cultural Environment: Social Audit – Meaning and Importance of Corporate Governance, Population Size, Falling Birth Rate, Business and Society and Business Culture.					
<b>Unit V</b>	<b>International Environment</b>	8			
Foreign Direct Investment, Foreign Institutional Investment, LPG model, SEZ, EPZ, GATT/ WTO and India: an overview, MNCs in India, Regulation of Foreign Trade and Disinvestment in Public Sector Units.					
<b>Text Books</b>	1. K. Aswathappa, Essentials of Business Environment: Text, Cases & Exercises, Himalaya Publishing House. 2. Francis Cherunilam, Business Environment: Text and Cases, Himalaya Publishing House.				
<b>Reference Books</b>	1. V. Neelamegam, Business Environment, Vrinda Publications. 2. Justin Paul, Business Environment: Text and Cases, Mc Graw Hill Education. 3. I.C. Dhingra, The Indian Economy: Environment and Policy, Sultan Chand & Sons. 4. Ian Brooks, Jamie Weatherstom and Graham Wilkinson, International Business Environment, Prentice Hall.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3203**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the concept, significance, and nature of Business Environment.	2	Em
<b>CO2</b>	To learn different economic system, economic policies and NITI Aayog.	2	S
<b>CO3</b>	Summarizing the relationship between business and government, constitutional provision affecting the business, etc.	3	S
<b>CO4</b>	Define the factors influencing technological environment, role and impact of technology on business.	2	S
<b>CO5</b>	To learn foreign direct investment, foreign institutional investment, LPG model, etc.	3	S

**CO-PO Mapping for EM3203**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	2	3	0	2	0	0	2	2	1	2	0	2
CO 2	3	3	1	2	1	3	2	2	0	0	3	3	3
CO 3	1	3	2	0	2	2	2	3	3	3	3	0	2
CO 4	1	3	3	2	2	3	0	3	0	1	0	2	0
CO 5	0	0	2	1	0	2	3	3	0	0	2	0	2
Avg	1.2	2.2	2.2	1	1.4	2	1.4	2.6	1	1	2	1	1.8



**Papers for Specialization in Psychology:**

<b>PS3207</b>	<b>Title Theory and Systems of Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To acquaint the students with the history of psychology and the modern development in the field. And to help them develop an idea of different schools of Psychology and the thoughts formulated therein.				
<b>Expected Outcome</b>	The students will understand different schools of Psychology and gain Knowledge of history of Psychology in India.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I-</b>	<b>Personality</b>	<b>09</b>			
Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic and social cognitive.					
<b>Unit II-</b>	<b>Personality Traits and Measurement</b>	<b>09</b>			
Trait theories: Cattell, Allport, Big five factor theory. Measuring personality: self-report tests, projective measures, other measures: observations, interviews and biological measures.					
<b>Unit III-</b>	<b>Memory</b>	<b>06</b>			
The Atkinson and Shiffrin model, working memory, episodic memory, semantic memory, procedural memory. Forgetting-Duetodecay, dueto interference, forgetting and retrievalinhibition.					
<b>Unit IV</b>	<b>Understanding Psyche</b>	<b>06</b>			
A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedant: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates: Free Willand Determinism, Empiricism and Rationality					
<b>Unit V</b>	<b>Enhancing individual's potential</b>	<b>06</b>			
Self-determination theory; Enhancing cognitive potential, Self- regulation and self enhancement; Fostering creativity					
<b>Textbooks</b>	1. Hergenhahn,BR An Introduction to the History of Psychology by, Wardsworth Cengage Learning. 2. Misra, G.PsychologyinIndia(ed).NewDelhi,IndianCouncilofSocialResearch,PearsonPublication. Volume IV.				
<b>Reference Books</b>	1. Chaplin, J.P.&Krawiec,T.S.SystemsandTheoriesofPsychology,(4thEdition),NewYork:Holt,RinehartandWinstonInc. 2. Sing, A. K. The Comprehensive History of Psychology (3rd Edition). Patna,NewDelhi-Motilal Banarsidas Publishers Pvt Ltd.				
<b>Mode of Evaluation</b>	Internal and External Examinations				



<b>Recommendation by Board of Studies on</b>	05/13/2020
<b>Date of approval by the Academic Council</b>	09/13/2020

### Course Outcome for PS3207

Unit-wise Course Outcome	Descriptions	BL Level 1	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	The students actively learn to investigate dynamic interrelations of man and environment. This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology.	2	S
<b>CO2</b>	Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches by using personality theories and approaches. Also, learning how to measure personality types and traits of an individual.	3	S
<b>CO3</b>	Developing an ability to identify the milestones in diverse domains of human development across life stages. Learning various techniques of improving memory by indulging into different memory theories.	2	None
<b>CO4</b>	Understanding the contributions of socio-cultural context toward shaping human development. Learning Indian perspectives of psychology and different methodologies to enhance lifestyle by using various techniques like yoga, meditation, etc.	4	None
<b>CO5</b>	Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context. Able to enhance self regulation, self concept and determination in one self.	4	S

### CO-PO Mapping for PS3207

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	1	1	2	0	0	1	1	3	3	1	1
<b>CO 2</b>	2	1	1	2	3	2	1	2	1	0	2	2	2
<b>CO 3</b>	3	0	2	3	2	1	2	2	3	3	3	3	2
<b>CO 4</b>	3	2	1	0	1	3	1	0	2	0	3	2	3
<b>CO 5</b>	1	2	2	2	2	0	3	2	3	3	2	0	1
<b>Avg.</b>	2.2	1.2	1.4	1.6	2	1.2	1.4	1.4	2	1.8	2.6	1.6	1.8



<b>PS3240</b>	<b>Title: Psychology Practical Training-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3140				
<b>Objectives</b>	To train students to demonstrate the operation of some of the basic principles of human behavior and to help them relate to the theoretical aspects of real life situations.				
<b>Expected Outcome</b>	Students will connect theory to practice as mentioned in the syllabus and classroom teaching and discussions.				
<b>List of Practical's</b>					
1. 16PF Questionnaire					
2. Test of Intelligence (WAIS)					
3. Stress Scale					
4. General Health and wellbeing questionnaire					
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3240**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Emp.)/ Skill (S)/ Entrepreneurship (Ent.)/ None (Use, for more than One)</b>
<b>CO1</b>	Students will be able to perform techniques of memorization.	3	Emp.
<b>CO2</b>	Students will learn to apply psychometric testings.	3	Emp.
<b>CO3</b>	Students will be able to learn different trial and error methods of learning.	2	S
<b>CO4</b>	Students will be able to gain practical implication of various techniques and psychotherapies	3	S
<b>CO5</b>	Students will understand basics of counselling and steps of effective counselling.	2	Emp.

**CO-PO Mapping for PS324**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	0	3	1	2	2	2	1	1	1	0	2	1
<b>CO 2</b>	3	1	1	3	0	2	3	2	3	0	1	2	2
<b>CO 3</b>	3	0	2	2	2	2	2	2	3	3	1	1	2
<b>CO 4</b>	3	2	0	2	1	1	1	3	2	3	0	1	0
<b>CO 5</b>	1	2	1	1	1	0	3	2	2	2	2	0	2
<b>Avg.</b>	2.4	1	1.4	1.8	1.2	1.4	2.2	2	2.2	1.8	0.8	1.2	1.4

**Papers for Specialization in English:**

EG3207	<b>Title: American Literature</b>	<b>L T P C</b> <b>3 0 0 3</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To study American literature by analyzing the writing of that culture, literary figures, plots, motifs, movements and genres.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Novel</b>	9
Nathaniel Hawthorne: <i>The Scarlet Letter</i>		
<b>Unit II</b>	<b>Short Story</b>	9
F. Scott Fitzgerald: <i>The Crack-up</i> Katherine Anne Porter: <i>The Downward Path to Wisdom</i>		
<b>Unit III</b>	<b>Poetry</b>	9
Robert Frost: <i>Birches</i> ; <i>Mending Wall</i> Emily Elizabeth Dickenson: <i>Hope is the Thing with Feathers</i> ; <i>Success is counted Sweetest</i>		
<b>Unit IV</b>	<b>Play</b>	9
Lillian Hellman: <i>The Children's Hour</i>		
<b>Suggested Background Reading Topics</b>	The American Dream Social Realism and the American Novel Folklore and the American Novel Black Women's Writings Psychoanalysis and American drama, gender studies Questions of Form in American Poetry	
<b>Suggested Readings</b>	1. Hector St John Crevecoeur, 'What is an American', (Letter III) in <i>Letters from an American Farmer</i> (Harmondsworth: Penguin, 1982) pp. 66–105. 2. Frederick Douglass, <i>A Narrative of the life of Frederick Douglass</i> (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87. 3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in <i>Walden</i> (Oxford: OUP, 1997) chap. 12. 4. Ralph Waldo Emerson, 'Self Reliance', in <i>The Selected Writings of Ralph Waldo Emerson</i> , ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964). 5. Toni Morrison, 'Romancing the Shadow', in <i>Playing in the Dark: Whiteness and Literary Imagination</i> (London: Picador, 1993) pp. 29–39.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	05/13/2020	
<b>Date of approval by the Academic Council</b>	09/13/2020	

**Course Outcome for Course Code: EG3207**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of America.	2	S
<b>CO2</b>	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	4	S
<b>CO3</b>	Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.	2	S
<b>CO4</b>	Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	2	S
<b>CO5</b>	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	4	S

**CO- PO Mapping for EG3207**

Course Outcome <sup>s</sup>	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	3	3	2	1	1	1	1	0	1	1	1	2
CO 2	3	0	0	3	0	0	1	2	2	3	1	1	3
CO 3	2	3	1	2	2	3	1	2	2	0	1	1	3
CO 4	3	2	3	2	0	0	1	1	2	2	1	1	2
CO 5	1	3	1	1	2	1	1	0	0	3	1	1	3
Avg	2.4	2.2	1.6	2	1	1	1	1.2	1.2	1.8	1	1	2.6

**SEMESTER 3 YEAR 2****Common papers for Economics, Psychology and English:**

EM3303	Title: Development Economics	L	T	P	C
		3	1	0	4
<b>Version No.</b>	3				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course is intended to provide a general concept in the dimensions of economic development that deals with a discussion of alternative conceptions of development and their justification				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Conception of Development</b>				9
Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them. Sustainable Development Goals- 17 goals, 169 Targets, Index and Indicators					
<b>Unit II</b>	<b>Growth Models and Empirics</b>				9
The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.					
<b>Unit III</b>	<b>Land, Labor and Credit Markets</b>				9
The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter linkages between rural factor markets..					
<b>Unit IV</b>	<b>Demography and Development</b>				9
Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; Migration- Types, Push and Pull factor, Gravity model, Remittance Model.					
<b>Unit V</b>	<b>Globalization</b>				7
Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world. Role of Foreign assistance in Economic growth of India. Emergence of Trade Blocks, Project- Trade blocks implications on Indian Economy and Business.					
<b>Text Books</b>	1 Sampat Mukherjee, Amitava Ghosh, Rajlakshmi Datta, Contemporary Development Economics (Adam Smith to Amartya Sen), Asian Humanities Press 2. Debraj Ray, Development Economics, Oxford University Press. 3. Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press.				
<b>Reference Books</b>	1. Democracy Can't Coexist, Oxford University Press. 2. Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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**Course Outcome for EM3302**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To Develop the ability to explain core development economics concepts and measures of economics change, growth, and development	3	S
<b>CO2</b>	To Develop the ability to explain core economic models.	3	S
<b>CO3</b>	To understand the concept of Land, Labor and Credit Markets	2	S
<b>CO4</b>	To understand demographic concept of development economics.	2	S
<b>CO5</b>	To Demonstrate awareness of global, historical, and institutional forces..	3	S

**CO-PO Mapping for EM3303**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	2	3	3	3	3	2	2	3	2	3	2	3
CO 2	1	3	2	0	1	3	0	3	3	2	0	0	3
CO 3	1	3	0	2	0	0	2	1	1	1	0	1	1
CO 4	2	3	1	1	1	0	1	2	2	0	0	2	3
CO 5	3	3	2	3	2	1	3	0	0	2	2	1	2
Avg	1.6	2.8	1.6	1.8	1.4	1.4	1.6	1.6	1.8	1.4	1	1.2	2.4



<b>PS3304</b>	<b>Title: Introduction to Developmental Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>2</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The basic objective of this course is to provide knowledge about human behavior in Indian cultural context and to apply psychological tools to assess the psychological profile of individuals.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Introduction to Basic Psychological Processes</b>	9			
Learning Processes: nature and factors of learning; theories: trial IS and error, conditioning - classical and operant; insight. Transfer of training, program learning, Memory and forgetting: Nature of encoding, storage and retrieval; STM LTM, types of memory, Nature and theories of forgetting.					
<b>Unit II</b>	<b>Factors involvement in Psychological Development</b>	9			
Concept and definition of development, role of genetic and environmental factors in development, Lifespan Development Theoretical Perspectives in Lifespan Development, Types of Research in Lifespan Development Biological Beginnings & Prenatal Development, The Newborn, Infancy.					
<b>Unit III</b>	<b>Psychological Factors in different Life Stages</b>	8			
Emotional, moral and social in each stage of life span, Personality-concept, development, assessment, Physical Development in Early Childhood Cognitive Development in Early Childhood Socio-emotional Development in Early Childhood.					
<b>Unit IV</b>	<b>Assessment of Psychological Factors</b>	9			
Concept and assessment of Intelligence, Aptitude and Interest, Physical & Cognitive Development in Middle Childhood Socio-emotional Development in Middle Childhood, Physical & Cognitive Development in Adolescence Socio-emotional Development in Adolescence.					
<b>Unit V</b>	<b>Educational Psychological Development</b>	8			
Identify major theorists that contribute to the field of developmental psychology.					
<b>Text Books</b>	1. Chiang and Wainwright, Mathematical Economics: Mc Grew Hill publication. 2. Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi.				
<b>Reference Books</b>	1. Baron, R. A.: Psychology (5th Edition), Prentice-Hall of India Private Limited.				
<b>Mode of Evaluation</b>	Internal and External Examination				





<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

**Course Outcome for PS3304**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.	2	S
<b>CO2</b>	Understand and Learn relation and function along with their types and properties. Learn levels of Generality, Functions of Demand, Production, cost, Revenue, Profit. Learn and solve the limit and Continuity of functions.	2	S
<b>CO3</b>	Identify and apply developmental concepts to everyday life	3	S
<b>CO4</b>	Demonstrate improved critical thinking and communication skills	2	None
<b>CO5</b>	Learn and solve linear programming, Optimization of resources, Duality, Input/Output model	2	S

**CO-PO Mapping for PS3304**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	3	2	3	1	3	0	1	3	2	0	2	3	3
CO 2	2	1	0	3	2	2	3	3	2	3	1	1	0
CO 3	0	2	1	3	2	0	2	3	2	1	0	3	0
CO 4	2	1	0	1	0	0	1	2	0	1	2	0	1
CO 5	1	0	2	0	0	3	1	0	2	0	3	3	2
Avg	1.6	1.2	1.2	1.6	1.4	1	1.6	2.2	1.6	1	1.6	2	1.2



<b>VP3301</b>	<b>Title: Numerical Ability</b>	<b>L T P C</b> <b>0 0 2 2</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To provide an understanding of the basic quantitative aptitude and underlying concepts of numerical ability.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	Square , Square root , Cube , Cube root ,, H.C.F. and L.C.M Simplification , Percentage	06
<b>Unit II-</b>	Average, Simple Interest, Compound Interest, Partnerships	07
<b>Unit III-</b>	Time and Work , Problem on Ages, Boats and Streams, Profit and Loss, Problem on Trains	07
<b>Unit IV-</b>	Time Speed and Distance, Problem on Trains ,Volume and Surface Areas, Pipes and Cisterns,	08
<b>Unit V-</b>	Linear Equations in Two Variables, Quadratic Equations, algebra, Trigonometry	08
<b>Suggesting Readings</b>	1. R.S. Aggarwal, "Objective Arithmetic." S. Chand & Company New Delhi. 2. R.S. Aggarwal, "Verbal and Non-Verbal Reasoning." S.Chand & Company New Delhi 3. R.S. Aggarwal, "Quantita Aptitude." S. Chand & Company New Delhi 4. R.D. Sharma, "Senior Secondary Mathematics" Vol: 1 and Vol: 2 New Delhi	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	5/13/2020	
<b>Date of approval by the Academic Council</b>	9/13/2020	

**Course Outcome For VP3301**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level 1</b>	<b>Employability (Emp.)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	This program leads to improve advance numerical skills of the students to do calculativepart in short period of time.	2	Ent/Emp/S
<b>CO2</b>	Understanding of advance question of directions,blood relations, ranking, coding-decoding, calendar, clock enhance the analyzing power of students.	3	Ent/Emp/S
<b>CO3</b>	Understanding how a person efficiency impacton TIME AND WORK, And let to know the power of compounding in COMPUND INTEREST, also Know about the percentage calculation in various aspects.	5	Ent/Emp/S
<b>CO4</b>	Calculate advance problem of Time Speed andDistance in various aspects,, how Selling priceand Cost price lead to profit or lose.	4	Ent/Emp/S
<b>CO5</b>	With the help of this student can qualify for various competitive exams (BANK, SSC, POLICE, DEFENCE, ETC.) This will be helpfulfor written exam of various companies.	4	Ent/Emp/S

**CO-PO Mapping for VP3301**

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )												Program Specific Outcomes			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	1	2	2	2	1	1	1	1	1	2	3	3	2	2	2
CO 2	1	1	1	2	1	2	3	2	2	0	3	0	0	3	3	1
CO 3	3	0	2	2	2	2	2	2	3	3	2	3	2	3	2	3
CO 4	2	2	1	0	0	2	0	0	2	2	2	2	2	2	1	1
CO 5	1	3	2	2	2	0	3	1	0	0	2	0	2	0	2	0
Avg	1.8	1.4	1.6	1.6	1.4	1.4	1.8	1.2	1.6	1.2	2.2	1.6	1.8	2	2	1.4



## Papers for Specialization in Economics

<b>EM3302</b>	<b>Title: Advance Macroeconomics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>3</b>				
<b>Course Prerequisites</b>	EM3201				
<b>Objective</b>	The course aims to introduce the first year students to the advance concepts and approaches to the study of advance macroeconomics in the current century and develop the ability for objective reasoning about macroeconomic issues.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Review of Aggregate Supply-Aggregate Demand Model</b>				<b>5</b>
Aggregate labour market, adaptive expectations, nominal wage rigidities; aggregate demand: review of IS-LM model, effectiveness of fiscal and monetary policy; adaptive expectations hypothesis and stability in the AS-AD model.					
<b>Unit II</b>	<b>Rational Expectations and Implications for Economic Policy</b>				<b>4</b>
Rational expectations hypothesis, policy ineffectiveness proposition; overlapping wage contracts.					
<b>Unit III</b>	<b>Introduction to Dynamic Models</b>				<b>5</b>
Dynamic investment theory, investment subsidy, dynamic IS-LM model; open economy and international financial markets, Dornbusch overshooting model.					
<b>Unit IV</b>	<b>Business cycles and stabilization policies</b>				<b>5</b>
Kaldor and Godwin's models of business cycles, New Keynesian explanation of business cycles, Fiscal policy and Economic Stability, Monetary Policy and Economic Stability					
<b>Unit V</b>	<b>Lessons after crises</b>				<b>5</b>
The Great Depression 1932; the Suez Crisis 1956; The OPEC oil price shock of 1973; the International Debt Crisis 1982; the East Asian Economic Crisis 1997-2001; the Russian Economic Crisis 1992-97; the Latin American Debt Crisis in Mexico, Brazil and Argentina 1994-2002, the Global Economic Recession 2007-09. COVID 19 pandemic And World Economic Crisis					
<b>Text Books</b>	1. Heijdra, Ben J., The Foundations of Modern Macroeconomics, Oxford University Press.				
<b>Reference Books</b>	1. Blanchard, Olivier Jean and Fischer, Stanley. Lectures on Macroeconomics, Prentice Hall of India Private Limited, 2. Barro, Robert J. and Sala-i-Martin, Xavier. Economic Growth, Prentice Hall of India Private Limited.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3302**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Evaluate and analyze the fluctuations in good and money market through IS1LM model and deduce the exogenous normal rigidity in wage settlement.	4	S
<b>CO2</b>	Map the Rational Expectations and Implications for Economic Policy through different models.	4	S
<b>CO3</b>	Analyze the models of Investment and IS1Lm in dynamic situation of Open economy.	4	S
<b>CO4</b>	Analyze the new Keynesian theories on growth and Inflation to understand the better working of the economy.	4	S
<b>CO5</b>	Student will analyze “how the economy recovers after the crises” by considering some major crises in the history.	4	S

**CO-PO Mapping for EM3302**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	1	3	1	2	2	2	3	2	1	2	3	3	1
CO 2	3	0	2	0	3	0	0	1	3	2	3	3	1
CO 3	1	3	3	3	3	3	0	1	0	0	1	1	3
CO 4	0	3	3	1	1	3	1	3	0	3	3	0	2
CO 5	0	0	2	1	2	3	3	2	3	1	2	3	0
Avg	1	1.8	2.2	1.4	2.2	2.2	1.4	1.8	1.4	1.6	2.4	2	1.4



<b>EM3304</b>	<b>Title: Environmental Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>2</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course is designed to bring attention towards the environmental impacts of economic growth and development.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Introduction</b>	9			
Link between economy and environment, Scope of Discipline, Public goods, externalities, Market failure, Pareto optimality, Property rights, Coase Theorem.					
<b>Unit II</b>	<b>Economic incentive for environmental Protection</b>	9			
Price rationing charges and subsidies, Liability rule: non-compliance fees bonds and deposits refund, Quantity rationing: marketable permits. Practical condition for use of Economic incentives.					
<b>Unit III</b>	<b>Valuation of Environmental Problem</b>	9			
Introduction, valuation of non-markets goods and services- Theory and Practice, Direct methods of valuation, Indirect methods of valuation					
<b>Unit IV</b>	<b>Environment Problem</b>	9			
Pollution control (the efficient level of environmental pollution, taxes, tradeable permits, command-and-control) Natural resource use (non-renewable resources such as oil, gas and metals as well as renewable resources such as fish and forests) climate change focus on Kyoto protocol, The Paris agreement, The Montreal Protocol					
<b>Unit V</b>	<b>Sustainable developments</b>	7			
Possible sustainability rules, Indicators of sustainability, The Common-Perrings model of sustainable development, The effect of economic growth on environment, Carbon Trading, ESG rating, Green Finance, Green Accounting, Blue Economy					
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. Madhunita Biswas- Environmental economics, Mittal Publications</li> <li>2. Karpagam. M., Environmental Economics: A Textbook, Sterling Publishers Pvt. Ltd, 1991</li> <li>3. Muthukrishnan, subhashini- economics of environment, PHI Learning Pvt. Ltd., 2015</li> </ol>				
<b>Reference Books</b>	1. Stephen Smith: Environmental economics, Oxford university press				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

**Course Outcome for EM3304**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the link between the economy and environment and factor responsible for market failure.	2	S
<b>CO2</b>	To analyze the different economic incentives for environmental protection.	4	S
<b>CO3</b>	To develop the ability to evaluate the environmental problems.	3	S
<b>CO4</b>	To understand about the different environmental problem and also understand about the international environment agreement.	2	S
<b>CO5</b>	To understand about the sustainable development and effect of economic growth on environment.	2	S

**CO-PO Mapping for EM3304**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	2	0	2	1	1	2	0	1	1	1	0	2
CO 2	2	3	2	3	3	3	3	1	3	3	3	1	1
CO 3	1	3	1	3	2	2	3	3	2	2	2	3	0
CO 4	2	2	0	2	1	1	2	2	1	1	1	2	3
CO 5	0	2	3	2	1	1	2	0	1	1	1	0	0
Avg	1	2.4	1.2	2.4	1.6	1.6	2.4	1.2	1.6	1.6	1.6	1.2	1.2



<b>EM3305</b>	<b>Title: Mathematical Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	2				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Getting the mathematical approach to understand the economics theory.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Set Theory</b>				9
Types of numbers, Sets, Operations on sets, Cartesian products of sets, open-closed Intervals.					
<b>Unit II</b>	<b>Relation and Functions</b>				9
Relations, types of relation, equivalence relation. Functions, type of functions, levels of Generality, Functions of Demand, Production, cost, Revenue, Profit. Limit and Continuity of functions.					
<b>Unit III</b>	<b>Exponential and Logarithm Functions</b>				9
Composition of functions, Inverse functions, Exponential functions, Logarithm functions					
<b>Unit IV</b>	<b>Matrix and Determinants</b>				9
Matrix, Types of matrices, Transposes of matrices, Elementary transform of matrices. Determinant, Singular and non-singular matrices, Minors, Adjoint and Inverse of matrices. Cramers rule, Application to market and nation income models.					
<b>Unit V</b>	<b>Operation Research</b>				7
Linear programming, Optimization of resources, Duality, Input-Output model.					
<b>Text Books</b>	1. Chiang and Wainwright, Mathematical Economics: Mc Grew Hill publication.				
<b>Reference Books</b>	1. Shanti Narayan, A Text Books of Matrices. 2. Chandrika Prasad, Text Book on Algebra and Theory of Equations. Pothishala Private Ltd., Allahabad.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				



**Course Outcome for EM3305**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Learn the numbers and types of numbers, set and types of sets, operations on sets, Cartesian product of sets, Intervals	2	None
<b>CO2</b>	Understand and Learn relation and function along with their types and properties. Learn levels of Generality, Functions of Demand, Production, cost, Revenue, Profit. Learn and solve the limit and Continuity of functions.	2	S
<b>CO3</b>	Learn and solve the composition of functions, Inverse functions, Exponential functions, Logarithm functions	2	None
<b>CO4</b>	Learn matrices, transposes and Elementary transform of matrices. Learn and solve Determinant, Singular and non-singular matrices, Minors, Adjoint and Inverse of matrices. Cramer's rule, Application to market and nation income models	2	None
<b>CO5</b>	Learn and solve linear programming, Optimization of resources, Duality, Input/Output model	2	S

**CO-PO Mapping for EM3305**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	3	0	3	1	3	0	1	3	2	0	2	3	3
CO 2	2	1	0	3	2	2	3	3	2	3	1	1	0
CO 3	0	2	1	3	2	0	2	3	2	1	1	3	0
CO 4	2	1	0	1	0	0	1	2	0	1	2	0	1
CO 5	1	2	2	0	0	3	1	0	2	0	0	3	2
Avg	1.6	1.2	1.2	1.6	1.4	1	1.6	2.2	1.6	1	1.2	2	1.2



## Papers for Specialization in Psychology

PS3306	Title: Educational Psychology	L	T	P	C
		3	1	0	3
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To help the students develop an idea about educational psychology and understand the role of psychological concepts in educational setting.				
<b>Expected Outcome</b>	To enable the students to use some of the basic facts and findings obtained in the field of educational psychology in the actual context.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Educational Psychology and Learning and Teaching for Development of Knowledge</b>	<b>09</b>			
Meaning and Definition of Educational Psychology and Role of Educational Psychology; Learning and teaching about Concepts: views of concept learning, strategies for teaching concepts, teaching concepts through discovery, teaching concepts through exposition, teaching concepts in diverse classrooms. Problem Solving: General and domain specific problems, stages of problem solving, factors hindering problem solving, effective problem solving.					
<b>Unit II</b>	<b>Motivation in Learning and Teaching</b>	<b>09</b>			
Definition, intrinsic and extrinsic motivation, approaches to motivation, socio-cultural conceptions of motivation, goal orientation and motivation, strategies to encourage motivation and thoughtful learning. Conceptual and Theoretical Perspectives in Educational Psychology: Behavioristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism					
<b>Unit III</b>	<b>Classroom Management</b>	<b>06</b>			
Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management Exploring different teaching-learning methods and reflecting on their importance in the teaching-learning process; Understanding inclusive classroom practices through interview of educators and classroom observations					
<b>Unit IV</b>	<b>Learner Differences and Learning Needs</b>	<b>06</b>			
Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its Educational Implications; Responsibilities of Teachers towards Learners with Special Needs. Disorders of Childhood (Clinical Picture Only) – Intellectual Disability/ Learning Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder					
<b>Unit V</b>	<b>Human Diversity and Education</b>	<b>06</b>			
Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity; Meta-cognitive strategies through self- reflective accounts of student's own learning methods and processes					
<b>Text Books</b>	1. Woolfolk, A. Educational Psychology. Boston, Pearson. 2. Gage, N.L. & Berliner, D.C. Educational Psychology, Boston, Houghton Mifflin. 3. Santrock, J. W. Educational Psychology. New York: McGraw Hill Education. 4. Slavin, R. Educational Psychology: Theory into Practice, Boston: Allyn and Bacon. 5. Ormrod, J.E. & Jones, B. Essentials of Educational Psychology. New York: Pearson				
<b>Reference Books</b>	1. Slavin, Robert E. Educational Psychology: Theory and Practice. Delhi, Pearson,				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for PS3306

Unit-wise Course Outcome	Descriptions	BL Level 1	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	The students actively learn to investigate dynamic interrelations of man and environment. This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- developmental psychology.	4	S
<b>CO2</b>	Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development	3	S
<b>CO3</b>	Developing an ability to identify the milestones in diverse domains of human development across life stages.	4	None
<b>CO4</b>	Understanding the contributions of socio-cultural context toward shaping human development.	4	S
<b>CO5</b>	Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context	4	None

## CO-PO Mapping for PS3306

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	0	2	2	2	0	1	2	0	3	0	2
<b>CO 2</b>	1	1	1	1	1	2	1	2	0	2	3	3	1
<b>CO 3</b>	3	2	2	2	2	1	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	1	2	3	2	1	0	2	1	0	3	1
<b>CO 5</b>	1	1	1	3	0	0	3	2	1	1	2	3	3
<b>Avg.</b>	1.8	1.8	1	2	1.6	1.4	1.4	1.4	1.6	1.4	2	2.2	1.8



<b>PS3308</b>	<b>Title: Social Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		3	1	0	3
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To enable the students to appreciate the application of psychological principles in the development and maintenance of the relationship between individual and society.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Origin of Social Psychology</b>	<b>08</b>			
Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)					
<b>Unit II</b>	<b>Social Psychology</b>	<b>09</b>			
Introduction- the Science of Social Side of Life; Social Psychology. The nature and origin of stereotyping; Prejudice and discrimination; and techniques for countering its effects that makes up social psychology.					
<b>Unit III</b>	<b>The Self and Attitude</b>	<b>09</b>			
Self-Presentation, Self Esteem, Social Comparison, Attitude formation and change of attitude.Conformity, Social Influence and Obedience to Authority; Pro-Social Behaviour- Motives Behavior, , External and Internal Influences on Helping Behavior					
<b>Unit IV</b>	<b>Social Cognition and Social Perception</b>	<b>09</b>			
Schema, Heuristics, and Potential Sources of errors in social cognition; Affect and Cognition, Non-verbal communication, Impression formation.Internal and external determinants of Attraction and factors influencing attraction. Close Relationships and Interdependent Relationship					
<b>Unit V</b>	<b>Group Dynamics</b>	<b>09</b>			
Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)					
<b>Text Books</b>	1. Baron, R. A., Branscombe, N.R., Byrne, Donn., & Bhardawaj, G. Fundamentals of Social Psychology. Delhi, Pearson. 2. Feldman, R.S. Social Psychology. New Jersey, Prentice Hall.				
<b>Reference Books</b>	1. Kumar, V. B. A Text Book of Social Psychology. Mumbai- Himalaya Publishing House. 2. Crisp, R. J. & Turner, R. N. Essential Social Psychology. New Delhi, - SAGE 3. Hogg, M.A. and Vaughan, G. Social Psychology, New York, Prentice Hall.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for PS3308

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Students will be able to understand major theories, concepts, perspectives and empirical findings in social psychology.	1	S
<b>CO2</b>	Students will be able to explain how psychological theory and empirical research are used to help explain human behavior in individuals and groups.	2	S
<b>CO3</b>	Students will be able to learn how researchers utilize methods and techniques to investigate empirical questions in social psychology.	1	S
<b>CO4</b>	students will be able to acquire and hone critical thinking skills to dissect and integrate scientific information.	3	S

## CO-PO Mapping for PS3340

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	2	3	2	2	1	3	1	1	0	3	1	2
<b>CO 2</b>	1	1	1	1	0	2	0	3	0	1	1	3	3
<b>CO 3</b>	3	3	2	1	2	0	2	2	3	3	0	3	2
<b>CO 4</b>	2	2	0	0	1	1	1	2	2	1	1	3	1
<b>CO 5</b>	1	0	1	3	1	0	3	3	0	3	2	1	0
<b>Avg.</b>	1.8	1.6	1.4	1.4	1.2	0.8	1.8	2.2	1.2	1.6	1.4	2.2	1.6



PS3340	<b>Title: Psychology Practical Training – III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3240				
<b>Objectives</b>	1. To provide students with the experimental knowledge of the basic concepts covered in educational and developmental Psychology. 2. To train students to administer psychological tests, score and interpret test scores.				
<b>List of Practical</b>					
1. Adolescent Adjustment Inventory 2. Academic Stress Questionnaire 3. Raven's Progressive Matrices 4. Problem Solving Ability Test 5. Multiple Intelligence Inventory					
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3340**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Students will be able to perform techniques of memorization.	3	S
<b>CO2</b>	Students will learn to apply psychometric testings.	3	S
<b>CO3</b>	Students will be able to learn different trial and error methods of learning.	2	S
<b>CO4</b>	Students will be able to gain practical implication of various techniques and psychotherapies	3	S
<b>CO5</b>	Students will understand basics of counselling and steps of effective counselling.	3	S

**CO-PO Mapping for PS3340**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	3	2	2	1	2	1	1	3	3	1	2
<b>CO 2</b>	2	1	1	2	1	2	1	1	1	0	2	2	3
<b>CO 3</b>	3	0	2	0	2	2	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	3	2	3	2	1	0	2	0	0	2	1
<b>CO 5</b>	1	1	3	0	3	3	3	0	3	3	2	2	0
<b>Avg.</b>	2	1	2.4	1.2	2.2	2	1.8	0.8	2	1.8	1.8	1.8	1.6

**Papers for Specialization in English:**

<b>EG3306</b>	<b>Title: British Literature (20<sup>th</sup> Century)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	<b>Nil</b>				
<b>Objective</b>	To introduce students to 20 <sup>th</sup> century literature as a way to learn about the modern era through the eyes of literary greats				
<b>Expected Outcome</b>	Students will learn about cultural character traits, themes, ideas and values as revealed in the imaginative literature of the time				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Joseph Conrad : <i>Heart of Darkness</i>				9
<b>Unit II</b>	Virginia Woolf: <i>A Room of One's Own</i>				9
<b>Unit III</b>	W.B. Yeats: ; <i>The Second Coming</i> ; <i>Sailing to Byzantium</i>				9
<b>Unit IV</b>	T.S. Eliot: <i>The Love Song of J. Alfred Prufrock</i> ; <i>Sweeney among the Nightingales</i>				9
<b>Suggested Background Reading Topics</b>	Modernism, Post-modernism and non-European Cultures, Remove post modernism, Race relations and European culture Women's Movement in the Early 20th Century, Psychoanalysis and the Stream of Consciousness, the uses of Myth, the Avant-Garde				
<b>Suggested Readings</b>	1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in <i>The Modern Tradition</i> , ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63. 2. T.S. Eliot, 'Tradition and the Individual Talent', in <i>Norton Anthology of English Literature</i> , 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25. 3. Raymond Williams, 'Introduction', in <i>The English Novel from Dickens to Lawrence</i> (London: Hogarth Press, 1984) pp. 9–27.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3306

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand the prevalent major religious, political and social movements from 14 <sup>th</sup> to 19 <sup>th</sup> century and their influence on literature.	2	S
CO2	Understand various interpretative techniques used in literary texts of varied genres	2	S
CO3	Comprehend the view points of author in terms of poetry and learn to express emotion in a controlled way.	2	S
CO4	Develop skills of learning poetic language and structure to understand character and themes	2	S
CO5	Understand and remember the writing styles of contemporary playwrights of 20 <sup>th</sup> century	2	S

### CO-PO Mapping for EG3306

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	0	2	3	0	0	3	2	1	1	2	1	2
CO 2	2	3	1	0	1	0	1	1	2	0	3	1	0
CO 3	2	0	1	2	1	1	1	1	1	2	2	1	3
CO 4	2	1	1	0	0	2	1	3	2	2	0	2	0
CO 5	1	1	2	1	3	2	3	0	1	0	3	3	2
Avg	1.4	1	1.4	1.2	1	1	1.8	1.4	1.4	1	2	1.6	1.4





<b>EG3307</b>	<b>Title: Classical Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	The Classics are one of the most superb literary instruments to provide the students with an opportunity for sophisticated historical, philosophical and theological study.				
<b>Expected Outcome</b>	Students will gain the ability for deeper thinking as this study contributes to analytical, social and highly transferable skills.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	Percy Bysshe Shelley: <i>Prometheus Unbound</i>				12
<b>Unit II</b>	Sophocles : <i>Oedipus the King</i>				12
<b>Unit III</b>	Plautus: <i>Pot of Gold</i>				12
<b>Unit IV</b>	Euripides: <i>Medea</i>				12
<b>Suggested Background Reading Topics</b>	The Epic Comedy and Tragedy in Classical Drama The Athenian City State Catharsis and Mimesis Satire Literary Cultures in Augustan Rome				
<b>Suggested Readings</b>	Plato, <i>The Republic</i> , Book X, tr. Desmond Lee (London: Penguin, 2007). Horace, <i>Ars Poetica</i> , tr. H. Rushton Fairclough, <i>Horace: Satires, Epistles and Ars Poetica</i> (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73 <i>Sophocles: The Three Theban Plays</i> .				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for EG3307**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Gain an enhanced knowledge and get acquaintance with classical texts from Europe- with particular focus on ancient Greek and Roman texts.	2	S
CO2	gain guidelines on observing how literature is a practice embedded in a socio-political, economic and cultural context.	2	S
CO3	Demonstrate an ability to read and understand a variety of classical literary texts.	2	S
CO4	Demonstrate an ability to conduct research on classical subjects by using different reference works and sources in book form and on the Internet.	2	S
CO5	able to answer descriptive and critical questions based on Classical texts and literature.	1& 2	S

**CO-PO Mapping for EG3307**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	2	3	2	2	1	3	3	1	2	2	1	3
CO 2	1	1	1	3	1	3	0	1	2	3	1	2	0
CO 3	3	1	2	1	1	1	3	3	2	0	1	1	3
CO 4	2	1	2	2	1	2	1	3	1	3	1	2	3
CO 5	1	2	1	2	2	1	3	1	0	0	2	3	0
Avg	2	1.4	1.8	2	1.4	1.6	2	2.2	1.2	1.6	1.4	1.8	1.8



<b>EG3308</b>	<b>Title: Modern Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To familiarize students with the literary-aesthetic paradigm that has come to be called 'modernist'.				
<b>Expected Outcome</b>	The student will gain an understanding of the cultural, political and philosophical influences that shaped the modernist aesthetic.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Short Story</b>	10			
James Joyce: <i>Araby</i>					
<b>Unit II</b>	<b>Drama</b>	14			
Arthur Miller: <i>Death of a Salesman</i>					
<b>Unit III</b>	<b>Poetry</b>	12			
Philip Larkin: <i>High Windows</i> Ted Hughes: <i>The Thought Fox</i> W.H Auden: <i>Stop all The Clocks</i>					
<b>Unit IV</b>	<b>Novel</b>	12			
Virginia Woolf: <i>Mrs Dalloway</i>					
<b>Suggested Readings</b>	Ezra Pound; <i>'A Retrospect'</i> Literary Essays of Ezra Pound (T.S.Eliot, ed.) Chris Baldick, <i>The Modern Movement</i> (Oxford UP, 2004) Charles Baudelaire, <i>The Painter of Modern Life</i> (various editions) Homi Bhabha, ed., <i>Nation and Narration</i> (Routledge, 1990) Peter Brooks, <i>Reading for the Plot</i> (Harvard UP, 1992) James Joyce: <i>A Portrait of the Artist as a Young Man, Exiles.</i>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for EG3308

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand the prevalent major religious, political and social movements from 14 <sup>th</sup> to 19 <sup>th</sup> century and their influence on literature.	2	S
CO2	Understand various interpretative techniques used in literary texts of varied genres	2	S
CO3	Comprehend the view points of author in terms of poetry and learn to express emotion in a controlled way.	2	S
CO4	Develop skills of learning poetic language and structure to understand character and themes	2	S
CO5	Understand and remember the writing styles of contemporary playwrights of 20 <sup>th</sup> century	1 & 2	S

## CO-PO Mapping for EG3308

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	3	0	3	2	2	2	0	2	1	3	0	2
CO 2	2	3	1	2	1	0	0	2	3	1	3	2	1
CO 3	3	3	3	1	1	0	0	0	3	0	1	3	1
CO 4	1	1	2	1	1	3	3	3	3	2	2	2	1
CO 5	2	0	3	1	2	0	1	2	3	3	1	3	2
Avg	2.2	2	1.8	1.6	1.4	1	1.2	1.4	2.8	1.4	2	2	1.4

**SEMESTER 4 YEAR 2****Common papers for Economics, Psychology and English:**

<b>VP3401</b>	<b>Title: Employability Skills I</b>	<b>L T P C</b> <b>2 0 0 2</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To provide an understanding of the basic reasoning and underlying concepts of mathematical reasoning ..	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Arithmetic</b>	5
Number Series, Letter Series, Analogies, Logical Sequence of Words, Direction Sense Test, Coding and Decoding		
<b>Unit II</b>	<b>Verbal reasoning</b>	07
Rule Detection, Blood Relation, Paper Folding, Mirror Images, Water Images, Cube , Dice, Order & Ranking		
<b>Unit III</b>	<b>Non- Verbal Reasoning</b>	05
Inequality , Syllogism , Sitting Arrangement Circle , Square , Line , Dictionary Order , Word Formation		
<b>Unit IV</b>	<b>Clock and direction</b>	05
Clock , Calendar , Counting of Triangle , Counting of Square , Counting of rectangle , Counting of Line		
<b>Unit V</b>	<b>Deductions and Arguments</b>	16
A Logical Venn Diagram, Statement and Course of Action, Statement and Assumption, Statement And Argument , Statement And Conclusion		
<b>Suggested Readings</b>	1. R.S. Aggarwal, "Objective Arithmetic." S. Chand & Company New Delhi. 2. R.S. Aggarwal, "Verbal and Non-Verbal Reasoning." S.Chand & Company New Delhi 3. R.S. Aggarwal, "Quantitative Aptitude." S. Chand & Company New Delhi 4. R.D. Sharma, "Senior Secondary Mathematics" Vol: 1 and Vol: 2 New Delhi	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	05/13/2020	
<b>Date of approval by the Academic Council</b>	09/13/2020	



### Course Outcome for VP3401

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	This program lead to improve numerical skills of the students to do calculative part in short period of time.	2	Ent/Emp/S
<b>CO2</b>	Understanding of directions, blood relations, ranking, coding-decoding, calendar, clock enhance the analyzingpower of students	3	Ent/Emp/S
<b>CO3</b>	Draw conclusions or make decisions in quantitatively based situations that are dependent upon multiple factors.	5	Ent/Emp/S
<b>CO4</b>	Students will draw conclusions and/or make decisions by analyzing and/or critiquing mathematical models.	4	Ent/Emp/S
<b>CO5</b>	This will be helpful for written exam of various companies	4	Ent/Emp/S

### CO-PO Mapping for VP3401

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )												Program Specific Outcomes			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	1	1	3	2	3	2	1	1	2	2	1	2	2	1	1
CO 2	2	1	2	1	2	1	2	3	1	2	2	1	1	2	1	2
CO 3	1	2	2	1	1	1	1	1	1	3	2	3	3	1	2	2
CO 4	2	3	3	1	1	2	2	1	1	3	3	2	1	2	3	3
CO 5	3	3	1	1	3	1	1	2	2	3	2	1	2	3	3	1
Avg	2	2	1.8	1.4	1.8	1.6	1.6	1.6	1.2	2.6	2.2	1.8	1.8	2	2	1.8



## Common Paper for Psychology and English:

EG3408	<b>Title: Science Fiction and Fantasy</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To help students understand the fiction form in literature and develop sensitivity to the probable issues that may crop up in the future world.				
<b>Expected Outcome</b>	Students will learn to appreciate how fantasy and science fiction writing is different from other forms of writing, and what it can do that other forms of writing cannot.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Willkie Collins: <i>The Moonstone</i>				12
<b>Unit II</b>	Selections from J R R Tolkien; <i>The Hobbit</i>				12
<b>Unit III</b>	H.G.Wells: <i>Time Machine</i>				12
<b>Unit IV</b>	Ray Douglas Bradburry : <i>Fahrenheit 451</i>				12
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Seed, David. Science Fiction: A Very Short Introduction. OUP, 2011</li> <li>2. Atwood, Margaret. In Other Worlds. Anchor, 2012</li> <li>3. Schneider, Susan. Science Fiction and Philosophy: From Time Travel to Super intelligence. Wiley Blackwell, 2009</li> <li>4. Rosemary Jackson, The Literature of Subversion</li> <li>5. Variable Selections from William Gibson, Necromancer</li> <li>6. Science Fiction: History, Science, Vision. Oxford Univ. Press. 1977. Eric S Rabkin</li> <li>7. Moylan, Tom and Raffaella Baccolini. Dark Horizons: Science Fiction and the Dystopian Imagination. Routledge, 2003</li> </ol>				
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press.</li> <li>2. Paul Krugman, Maurice Obstfeld, and Marc Melitz, International Economics, Oxford University Press.</li> </ol>				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for EG3408**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Analyze works of science fiction from a variety of cultures.	2	S
<b>CO2</b>	Describe the common conventions of the genre.	2	S
<b>CO3</b>	Explain the historical development of science fiction.	2	S
<b>CO4</b>	Describe the relationship of science fiction to mainstream literature.	2	S
<b>CO5</b>	Explain the connection between science fiction and the impact of changing technology and social systems on people.	1& 2	S

**CO-PO Mapping for EG3408**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	3	3	1	2	0	3	2	3	2	2	2
CO 2	0	3	2	1	3	1	2	2	2	0	3	2	1
CO 3	3	3	2	3	3	1	3	3	0	3	2	3	1
CO 4	2	0	2	2	1	1	3	3	1	3	1	0	1
CO 5	1	0	1	0	3	2	1	0	2	2	2	3	2
Avg	1.4	1.2	2	1.8	2.2	1.4	1.8	2.2	1.4	2.2	2	2	1.4





## Papers for Specialization in Economics

<b>EM3404</b>	<b>Title: Calculus for Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	EM3305				
<b>Objective</b>	Getting the mathematical approach to understand the economic theory.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Differentiation</b>				8
The concept of derivatives and limits, continuity and differentiability of a function, Derivatives in case of linear and non-linear function, Rules of differentiation for a function of one variable, Partial differentiation, Derivatives of Implicit functions, second order Differentiation, Differentiating natural logs.					
<b>Unit II</b>	<b>Economic Application of Derivatives</b>				8
Marginal concepts (with proofs and diagram), Elasticity concept ( with proof and diagrams), Differentiation of natural log to find proportional changes.					
<b>Unit III</b>	<b>Integration</b>				8
Rules of Integration, Indefinite, definite and Improper integrals (with interpretation of graphs)					
<b>Unit IV</b>	<b>Application of Integration in economics</b>				8
Marginal and total revenue, cost and profit, capital accumulation over a specific period of time, consumers and producer's surplus, Lorenz curve and Gini coefficient					
<b>Unit V</b>	<b>Differential Equation</b>				8
First order and High order differential equations in Continuous time and discrete time.					
<b>Text Books</b>	1. Chiang and Wainwright, Mathematical Economics: Mc Grew Hill publication.				
<b>Reference Books</b>	1. Mathematics of Economics by Micahel Hoye, TIM press 2. Mathematics for Economists written by Carl P. Simon and Lawrence Blume				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3404**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand and apply the different rules of Differentiation in solving problems.	3	S
<b>CO2</b>	Analyze the economics theories and solve the economic problems using Differentiation.	4	S
<b>CO3</b>	Understand and apply the different rules of Integration in solving problems.	3	S
<b>CO4</b>	Analyze the economics theories and solve the economic problems using Integration.	4	S
<b>CO5</b>	Analyze the relation between two or more variables using differential equations.	4	S

**CO-PO Mapping for EM3404**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	0	0	1	0	0	1	3	3	2	3	2	0	1
CO 2	1	3	2	0	1	2	2	3	0	2	1	2	2
CO 3	2	1	3	2	2	2	0	0	3	2	2	1	2
CO 4	2	3	1	2	1	0	1	1	2	1	3	2	2
CO 5	3	0	2	1	3	3	0	3	3	0	2	1	2
Avg	1.6	1.4	1.8	1	1.4	1.6	1.2	2	2	1.6	2	1.2	1.8



EM3401	Title: Economics of Public Finance	L	T	P	C
		4	0	0	4
<b>Version No.</b>	2				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course intends to provide basic information to students on the scope of Public Economics, significance of government and its functions, governmental finance and its economic impacts, and budgeting with special reference to India.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Introduction to Public finance</b>				8
Meaning and Scope of public finance: Classical, Keynesian and modern approach on Public economics, Public Finance and Private finance, Similarities and Dissimilarities, The principle of maximum social Advantage, The changing role of Government in modern economy.					
<b>Unit II</b>	<b>Public Revenue and Public Expenditure</b>				8
Public expenditure-Types of public expenditure-Canons of public expenditure-Theories of public expenditure, expenditure- Reasons for growth in India' s public Public revenue and Public expenditure-Classification of public revenue-Sources of public revenue-Tax, Non-Tax sources-Canons of taxation, Direct tax, Indirect tax, GST. Tax Buoyancy, How tax buoyancy help government to collect taxes, Ramsey Taxation. Public expenditure-Types of public expenditure-Canons of public expenditure-Theories of public expenditure, expenditure- Reasons for growth in India' s public expenditure, Project- Using secondary data sources, critically analyze the current government budget of any Indian state or the Union Budget of India.					
<b>Unit III</b>	<b>Public Debt and Budgeting</b>				8
Public Debt and Financing- Meaning and objectives-Types-Sources of public debt-Internal and External Sources-Redemption of public debt- -Public debt and Deficit financing- Economic effects of Deficit financing-India' s public debt. Financial Administration-Budget- Concept, significance and characteristics-Classification of budget—Revenue and capital accounts - Budgetary deficits and its implications—Techniques of budgeting-PPBS, ZBB.					
<b>Unit IV</b>	<b>Fiscal Policy</b>				8
Fiscal policy-Introduction to fiscal policies, Approaches of Classical and Keynesian economists on fiscal policy, Functions Instruments, Importance of fiscal policy.					
<b>Unit V</b>	<b>Fiscal Federalism</b>				8
Fiscal federalism- Planning commission and Finance commission, Functions, Horizontal and Vertical imbalance, Measures to correct Fiscal imbalances, Allocation of resources between Central and State Governments, Sources of revenue of Central, State and local Governments in India .					
<b>Text Books</b>	1. Hindrick, Jean and Gareth D Myles, Intermediate Public Economics, Prentice Hall of India 2. Singh, S. K, Public finance-Theory and Practice, S Chand, New Delhi.				
<b>Reference Books</b>	1. Hajela, Public Finance, 3rded, Anns Books, New Delhi 2. Agarwal, R.C, Public Finance Theory				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

**Course Outcome for EM3401**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand the sources of finance both public and private and the role of government in the economic and social aspects of its society.	2	None
<b>CO2</b>	To have conceptual clarity of public expenditure and revenue theories and to analyze the reasons for the growth in India's public Expenditure.	4	S
<b>CO3</b>	Understand the needs of public borrowing from all possible sources to meet necessary public investment/expenditures and to Deliver effectively the preparation of budget and how they are passed in the house.	3	S
<b>CO4</b>	Understand the different Fiscal policies and analyze the role played by them in the development of nation.	2	S
<b>CO5</b>	Understand the financial relations between the country's federal government system and other units of government.	2	S

**CO-PO Mapping for EM3401**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	0	2	3	0	0	2	0	3	0	1	3	1	2
CO 2	1	1	3	3	3	1	0	3	1	2	1	2	0
CO 3	3	2	3	0	3	2	0	1	3	3	3	2	2
CO 4	1	2	2	3	3	1	3	1	0	3	0	0	1
CO 5	1	0	3	2	0	0	2	3	1	3	0	0	1
Avg	1.2	1.4	2.8	1.6	1.8	1.2	1	2.2	1	2.4	1.4	1	1.2



<b>EM 3402</b>	<b>Title: International Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		4	0	0	4
<b>Version No.</b>	2				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The purpose of this paper is to familiarize the students with the meaning, scope of the international economics. Enhancing the level of students with reference to understanding of the international economics.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Introduction</b>	8			
Introduction-Important issues in international trade, History and present state of world trade flows, Russian trade balance, History of the development of trade theory, Essentials: Ricardo and Comparative Advantage-The Ricardian model of trade, Empirical evidence and policy results, Factor Price Equalization and Trade-Heckscher-Ohlin model of trade, Stolper-Samuelson effects, Rybczynski effect, .					
<b>Unit II</b>	<b>Theories of international trade</b>	8			
The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy -outsourcing and multinational enterprises. Stolper-Samuelson effects, Rybczynski effects, The “Specific Factors” model of trade, Redistribution aspect of trade policy, international experience.					
<b>Unit III</b>	<b>International trade policy</b>	8			
Instruments of trade policy; political economy of trade policy; controversies in trade policy. Welfare comparisons across countries, Welfare comparisons within countries, Imperfect Competition and trade, Externalities and protectionism, Empirical evaluation of importance. Project : Analysis of Trade Policies of India in last 5 years.					
<b>Unit IV</b>	<b>International monetary System</b>	8			
Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises, Economics of Tariffs, Economics of Quotas, Protection and Imperfect Competition, Welfare arguments, Income Distribution, Optimum Tariff, Technology and Externalities, Imperfect Competition and Protection. Interest rate and Exchange rate parity, Currency Board					
<b>Unit V</b>	<b>International financial system</b>	8			
World Bank: organization structure, major financial policy of world bank, IMF: meaning scope and importance of organization in international financing, Free trade agreements, customs unions, Trade creation vs trade diversion, Trade policy in developing countries: import substitutions, export promotion, international negotiations: GATT, WTO, Doha round. WTO agricultural subsidy, WTO carbon trading					
<b>Text Books</b>	1. Dominick Salvatore, International Economics: Trade and Finance, John Wiley, International Student Edition.				
<b>Reference Books</b>	1. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press. 2. Paul Krugman, Maurice Obstfeld, and Marc Melitz, International Economics, Oxford University Press.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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### Course Outcome for EM3402

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Summarizing important issues in international trade, history and present state of world trade flows, history of the development of trade theory.	2	None
<b>CO2</b>	Students will learn the international trade theories.	4	None
<b>CO3</b>	To understand the different instruments of trade policy.	3	S
<b>CO4</b>	Students will be able to learn about fixed and flexible exchange rate system, tariff, and non-tariff policy.	2	S
<b>CO5</b>	To learn about the different international organization such as WTO and IMF.	1	S

### CO-PO Mapping for EM3402

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	1	1	1	1	2	2	0	3	1	3	2	0	0
CO 2	1	3	3	2	0	1	2	0	3	2	2	1	1
CO 3	0	1	1	1	0	3	0	3	2	3	3	1	1
CO 4	2	3	2	1	0	0	3	2	1	2	3	3	1
CO 5	2	1	2	3	3	1	1	0	2	1	0	3	3
Avg	1.2	1.8	1.8	1.6	1	1.4	1.2	1.6	1.8	2.2	2	1.6	1.2



<b>EM3403</b>	<b>Title: Industrial Economics</b>	<b>LTPC 4004</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	After completing the course, Students are expected to understand such issues as: the levels at which capacity, output, and prices are set; the extent that products are differentiated from each other; how much firms invest in research and development(R&D).	
<b>Expected Outcome</b>	The goal of this course is to make students capable of dealing with and understanding theoretical models used in firm's regulatory decision making, and so students should expect to use diagrams and may be some basic mathematical models, including game theory.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours(per Unit)</b>
<b>Unit I</b>	<b>Introduction</b>	6
Nature & Significance of industrial economics. Relationship between industrial economics and science, Engineering & Technology, Contribution of industrial economics to economic development.		
<b>Unit II</b>	<b>Micro Economics</b>	10
Basic concept of Micro Economics. Concept of demand, supply & price, the law pertaining to demand, supply & price indifference curve analysis, price effect, income effect & substitution effect.		
<b>Unit III</b>	<b>Business &amp; Industry Application</b>	12
Business cycles. Business Fluctuations. Theory of business cycles. Business forecasting .decision tree based on decision analysis case study based on microeconomics. Competitions prevailing in the market.		
<b>Unit IV</b>	<b>Macro Economics</b>	8
Introduction to macroeconomics relationship between macroeconomics & engineering & industry. National(N.I)Income & measurement of N.I. Inflation & deflation. N.I effect on economy. Unemployment & types of Unemployment. Relationship b/w inflation & unemployment measures to control inflation.		
<b>Unit V</b>	<b>Money &amp; Banking</b>	8
Balance of payment disequilibrium in balance of payment. Functions of money. Value of money. Functions of bank: commercial banks & central banking in India. Monetary & fiscal policy: a brief introduction case study pertaining to macro economics. A brief description of Indian Financial System.		
<b>Text Books</b>	1. Bernadette Andreosso, David Jacobson, Industrial Economics and Organization, McGraw Hill. 2. Ken Heather, The Economics of Industries and Firms, Financial Times/Prentice Hall.	
<b>Reference Books</b>	1. Boulding, Kenneth E, Economic Analysis. New York: Harper and Row. 2 Volumes. vol., Harper & Row, NY. 2. Bruce Allen, Neil Doherty, Keith Weigelt, Edwin Mansfield, Managerial Economics, W.W. Norton & Company.	
<b>Mode of Evaluation</b>	Internal and External Examinations	



<b>Recommendation by Board of Studies on</b>	5/13/2020
<b>Date of approval by the Academic Council</b>	9/13/2020

### Course Outcome For EM3403

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Students will be able to learn about the nature & significance of industrial economics.	2	S
<b>CO2</b>	Summarizing the concept of Microeconomics such as demand, supply & price.	2	S
<b>CO3</b>	To understand about the Business cycles, Business Fluctuations and Theory of business cycles.	2	S
<b>CO4</b>	To learn the concept of Macroeconomics such as National Income, inflation, deflation, etc.	2	S
<b>CO5</b>	Summarizing the role of Banks and learn about the money and its functions.	2	S

### CO-PO Mapping for EM3403

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	1	0	2	0	0	1	2	2	3	1	2	1
CO 2	0	2	1	1	1	2	0	2	1	3	2	1	1
CO 3	1	0	3	2	0	3	3	3	2	1	2	2	0
CO 4	1	2	3	1	1	2	1	1	1	0	3	1	3
CO 5	2	2	0	0	3	1	3	3	2	0	0	0	2
Avg	1.2	1.4	1.4	1.2	1	1.6	1.6	2.2	1.6	1.4	1.6	1.2	1.4





<b>EM3470</b>	<b>Title: Project- I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	The course aims student to conduct a minor research based on secondary data and write a research paper while applying there understanding about it.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3470**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	Incorporates appropriate theoretical approaches, conceptual models, and a review of the existing literature.	3	S
<b>CO2</b>	Students will learn to structure a discussion in a coherent and convincing way by summarizing the key arguments and providing suitable and coherent findings.	3	S
<b>CO3</b>	Student will be able to draw valid conclusions, relating them to the research topic.	3	S
<b>CO4</b>	Students develop a design of their study with a discussion of the methodology to be used.	3	S
<b>CO5</b>	Students will be able write a dissertation	6	S

**CO-PO Mapping for EM3470**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	0	1	0	0	1	3	3	2	3	2	0	1
CO 2	1	3	2	0	1	2	2	3	0	2	1	2	2
CO 3	2	1	3	2	3	2	0	0	3	2	2	1	2
CO 4	2	3	1	2	3	0	1	1	2	1	3	2	2
CO 5	3	0	2	1	0	3	0	3	3	0	2	1	2
Avg	1.6	1.4	1.8	1	1.4	1.6	1.2	2	2	1.6	2	1.2	1.8



## Papers for Specialization in Psychology

<b>PS3406</b>	<b>Title: Health Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	<b>Nil</b>				
<b>Objectives</b>	Understanding health psychology and the relation between mind and body.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>UNIT I</b>	<b>Introduction to Health Psychology</b>	<b>09</b>			
Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health					
<b>UNIT II</b>	<b>Behavior and Health</b>	<b>09</b>			
Behavior and Health: Characteristics of Health Behavior; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)					
<b>UNIT III</b>	<b>Health Promotion and Management</b>	<b>06</b>			
Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping					
<b>UNIT IV</b>	<b>Therapeutic Techniques</b>	<b>06</b>			
Biofeedback, meditation and other therapies provided under health care.					
<b>UNIT V</b>	<b>Interventions</b>	<b>06</b>			
Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India					
<b>Text Books</b>	1. Dalal, A.K. Cultural Psychology of Health in India. Delhi: Sage. 2. DiMatteo, M. R., & Martin L. R. Health Psychology. Noida: Dorling Kindersley. 3. Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. Health Psychology London: Sage.				
<b>Reference Books</b>	1. Sarafino, E.P., & Smith, T.W. Health Psychology: Bi- psychosocial Interactions. New York: Wiley. 2. Taylor, S.E. Health Psychology. Delhi: Tata McGraw Hill.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for PS3406

Unit-wise Course Outcome	Descriptions	BL Level 1	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	learners will get basic knowledge of what Health psychology is, How health and psychology correlates.	3	None
<b>CO2</b>	Learners will get basic knowledge of Health Behaviors and models of Health behavior.	3	None
<b>CO3</b>	learners will get knowledge of Health prevention at different level.	2	S
<b>CO4</b>	Learners will understand how a person's health can be affected by their behavior, given certain biological factors, social factors and environmental factors.	4	None
<b>CO5</b>	Learner will get knowledge about development of the field of health psychology in general and in India.	4	S

## CO-PO Mapping for EM3406

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	1	2	2	1	2	1	3	3	3	1	2
<b>CO 2</b>	2	1	1	2	1	2	2	2	3	1	1	2	1
<b>CO 3</b>	3	1	2	1	2	2	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	1	2	3	2	2	3	2	2	1	2	2
<b>CO 5</b>	1	2	3	3	2	0	3	2	3	0	2	2	0
<b>Avg.</b>	2	1.8	1.6	2	2	1.4	2.2	2	2.8	1.8	1.8	1.8	1.4



<b>PS3407</b>	<b>Title: Understanding Psychological Disorders</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Introduction to Abnormal Psychology</b>	<b>09</b>			
Introduction: Criteria Of Abnormality, Causal Factors, Classification, Clinical Assessment, Intervention: Rehabilitation; Psychotherapy; Biological Intervention: Convulsive and Pharmacological Therapy, Brief idea Of psychopathology and DSM.					
<b>Unit II</b>	<b>Stress Related Disorders</b>	<b>09</b>			
Stress, Anxiety and Related Condition (Clinical Picture and Dynamics): Post Traumatic Stress Disorder, Cardiovascular Disorder, Anxiety Disorders: Generalized Anxiety Disorder, Phobia, Obsessive Compulsive Disorder					
<b>Unit III</b>	<b>Disorders and Sexual Variants</b>	<b>06</b>			
Mood Disorder (Clinical Picture and Dynamics): Depressive Disorder, Bipolar and Related Disorders, Disorders and Sexual Variants (Clinical Picture Only): Antisocial Personality Disorder, Borderline Personality Disorder; Sexual Dysfunctions, Gender Dysphoria					
<b>Unit IV</b>	<b>Somatic and Dissociative Disorders</b>	<b>06</b>			
Somatic Symptoms and Dissociative Disorders (Clinical Picture and Dynamics): Somatic Symptom and related disorders, Conversion Disorder, Dissociative Identity Disorder					
<b>Unit V</b>	<b>Schizophrenia and Substance Abuse</b>	<b>06</b>			
Schizophrenia Spectrum and other Psychotic Disorders (Clinical Picture and Dynamics). Substance Related Disorders (Clinical Picture and Dynamics): Alcohol Related Disorders, Drug Abuse and Dependence					
<b>Text Books</b>	1. Barlow H. & Durand V. Mark. Abnormal Psychology: An Integrative Approach. Delhi: Cengage Learning India. 2. Bennett, P. Abnormal and Clinical Psychology: An Introductory Textbook. New York: Open University Press. 3. Brewer, K. Clinical Psychology. Oxford: Heinemann Educational Publishers Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. Abnormal Psychology. New Delhi: Pearson.				
<b>Reference Books</b>	Kearney, C. A. & Trull, T. J. Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on \</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for PS3407

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will be able to better understand Abnormal behaviour through knowing different models and also know the importance of assessment, diagnosis in clinical settings	2	S
<b>CO2</b>	Learners will know about anxiety and stress related and their a etiology, prevalence and treatments	2	S
<b>CO3</b>	Learners will know about mood disorders and disorders of sexual variants and their etiology, prevalence and treatments	2	Emp
<b>CO4</b>	Learners will know about anxiety and somatic and dissociative disorders and their etiology, prevalence and treatments	2	Emp
<b>CO5</b>	Learners will know about Schizophrenia spectrum and Substance abuse disorders and their etiology, prevalence and treatments	2	Emp

## CO-PO Mapping forPS3407

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	2	0	2	2	0	2	1	3	1	3	3	2
<b>CO 2</b>	3	1	1	2	1	2	1	0	2	2	1	2	3
<b>CO 3</b>	3	2	2	0	2	2	2	2	3	3	2	1	2
<b>CO 4</b>	2	2	2	2	2	2	3	2	2	1	1	2	0
<b>CO 5</b>	1	2	2	0	2	2	3	0	0	2	2	1	1
<b>Avg.</b>	2.2	1.8	1.4	1.2	1.8	1.6	2.2	1	2	1.8	1.8	1.8	1.6



<b>PS3408</b>	<b>Title: Organizational Behavior</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To provide the students with the knowledge of specific problems emerging in and organizational set up and effective ways of their management.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Individual Dynamics</b>	<b>09</b>			
Meaning of Organizational Behavior, Challenges and Opportunities for Organizational Behavior, Perception-Factors influencing perception, making judgment about others, perception and decision making. Motivation- theory X and theory Y, need hierarchy theory, two factors theory, ERG theory, expectancy theory, and equity theory.					
<b>Unit II</b>	<b>Group Dynamics</b>	<b>09</b>			
Definition and Classifications, Stages of Group development. Decision making, work teams, team's vs. groups, types of teams, effective teams. Conflict- nature, process, negotiation strategies, issues in negotiation. Work Stress- Nature, sources, consequences, and stress management					
<b>Unit III</b>	<b>Organizational Dynamics</b>	<b>06</b>			
Forces for changes, resistance to change, approaches to change; What is MBO? MBO in practice, and Employee involvement program. Determinants and measurement of job satisfaction, effect of job satisfaction on employee performance. Function of communication, process model, sources of distortions. Dynamics of Organizational Behaviour: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behaviour (Self Efficacy, Optimism)					
<b>Unit IV</b>	<b>Individual Level Processes</b>	<b>06</b>			
Individual Level Processes: Employee Attitudes: Job Satisfaction (Antecedents and consequences of Job Satisfaction; Measurement of Job Satisfaction), Organizational Citizenship Behaviour; Work Motivation; Early Theories: Maslow, McClelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy					
<b>Unit V</b>	<b>Leadership</b>	<b>06</b>			
Leadership: Basic Approaches: Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership					
<b>Text Books</b>	1. Luthans, F. Organizational Behavior. USA, Tata Mc Graw Hill. 2. Robbins, Stephen P. and Judge, Timothy A. Organizational Behavior. Prentice Hall.				
<b>Reference Books</b>	1. Aswathappa, K. Organizational Behavior, Mumbai, Himalaya Publishing House.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



## Course Outcome for PS3408

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use, for more than One)
<b>CO1</b>	Demonstrate the applicability of the concept of organizational behavior to understand the Behavior of people in the organization.	3	None
<b>CO2</b>	Demonstrate the applicability of the concept of organizational behavior to understand the Behavior of people in the organization.	3	None
<b>CO3</b>	Demonstrate the applicability of analyzing the complexities associated with management of Individual behavior in the organization.	2	S
<b>CO4</b>	Demonstrate the applicability of analyzing the complexities associated with management of Individual behavior in the organization	4	S
<b>CO5</b>	Understanding the complexities associated with management of the group behavior in the	4	None

## CO-PO Mapping forPS3408

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	0	2	2	1	0	1	2	1	3	0	2
<b>CO 2</b>	3	1	1	2	1	2	3	3	2	0	0	0	2
<b>CO 3</b>	3	0	2	2	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	1	3	0	2	3	2	2	3	2	2	0
<b>CO 5</b>	1	1	1	1	1	2	3	2	1	3	2	0	3
<b>Avg.</b>	2.2	1	1	2	1.2	1.8	2.2	2	2	2	1.8	1	1.8



<b>PS3440</b>	<b>Title: Psychology Practical Training -IV</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3340				
<b>Objectives</b>	1. To provide students with the experimental knowledge of the basic concepts covered in educational and developmental Psychology. 2. To train students to administer psychological tests, score and interpret test scores.				
<b>List of Practical</b>					
1. Multiple Anxiety Inventory 2. Self-concept Scale 3. Aggression Scale 4. Depression Scale 5. Adjustment Scale					
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3440**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None(Use , for more than One)</b>
<b>CO1</b>	Students will be able to assess and apply Research Attitude Scale	3	S
<b>CO2</b>	Students will be able to assess and apply Psychological Counseling Need Scale	3	S
<b>CO3</b>	Students will be able to assess and apply Parent Child Relationship Scale	3	S
<b>CO4</b>	Students will be able to assess and apply Sentence Completion Test	3	S
<b>CO5</b>	Students will be able to assess and apply Distinctive (Specific Abilities) Aptitude Test	3	S

**CO-PO Mapping for PS3440**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	2	3	2	2	3	2	1	0	1	3	3	2
<b>CO 2</b>	1	1	1	2	2	2	3	3	2	2	2	1	0
<b>CO 3</b>	3	0	2	1	2	2	2	2	3	3	2	1	2
<b>CO 4</b>	2	2	3	1	1	2	3	0	2	3	1	2	2
<b>CO 5</b>	1	2	1	1	0	1	3	3	0	3	2	1	1
<b>Avg.</b>	1.8	1.4	2	1.4	1.4	2	2.6	1.8	1.4	2.4	2	1.6	1.4





## Papers for Specialization in English:

EG3406	<b>Title: British Romantic Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To develop an appreciation for a different caliber in writing as Romantic poetry redefined the contours of what poetry could be as a transformative force.				
<b>Expected Outcome</b>	Students gain unique insight when they understand that Romantic poetry movement can have several different aspects to it.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	William Blake: <i>The Chimney Sweeper</i> ( <i>Songs of Innocence</i> ) <i>The Tyger</i> ( <i>Songs of Experience</i> ) Robert Burns: <i>A Bard's Epitaph, Scot's Whahae</i>				12
<b>Unit II</b>	William Wordsworth: <i>Tintern Abbey</i> Samuel Taylor Coleridge: <i>The Rime of the Ancient Mariner</i>				12
<b>Unit III</b>	Percy Bysshe Shelley: <i>Ode to the West Wind, Ozymandias</i> John Keats : <i>Ode to A Nightingale, Ode on A Grecian Urn</i>				12
<b>Unit IV</b>	Mary Shelley: <i>Frankenstein</i>				12
<b>Suggested Background Reading Topics</b>	The French Revolution, The debate on poetic diction Reason and Imagination Conceptions of Nature Literature and Revolution The Gothic The Romantic Lyric				
<b>Suggested Readings</b>	1. William Wordsworth, 'Preface to Lyrical Ballads', in <i>Romantic Prose and Poetry</i> , ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611. 2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in <i>Romantic Prose and Poetry</i> , ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8. 3. Jean-Jacques Rousseau, 'Preface' to <i>Emile or Education</i> , tr. Allan Bloom (Harmondsworth: Penguin, 1991). 4. Samuel Taylor Coleridge, <i>Biographia Literaria</i> , ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for EG3406**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Analyze British Literature written from the early Middle Ages to the 18th Century.	2	S
<b>CO2</b>	Interpret literature in the context of its historical period.	2	S
<b>CO3</b>	Interpret literary works using critical perspectives.	2	S
<b>CO4</b>	Write a thesis-driven essay using literature as a primary source.	2	S
<b>CO5</b>	Apply appropriate formal conventions when writing about literature	1& 2	S

**CO-PO Mapping for EG3406**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	3	2	2	0	1	0	0	3	2	3	0	3
CO 2	2	1	0	0	3	1	2	3	0	3	3	3	1
CO 3	1	3	2	2	0	1	2	2	0	0	1	1	1
CO 4	1	2	1	3	1	0	0	2	3	1	2	2	0
CO 5	1	3	0	0	3	3	3	0	0	1	1	3	3
Avg	1.2	2.4	1	1.4	1.4	1.2	1.4	1.4	1.2	1.4	2	1.8	1.6



EG3407	<b>Title: Modern European Drama</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To introduce students to the main currents of modern European drama and theatre by providing an in-depth analysis of representative plays.				
<b>Expected Outcome</b>	Students will acquire knowledge of advanced methods of drama analysis which will enhance their skills in drama and theatre.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Albert Camus: <i>Caligula</i>				9
<b>Unit II</b>	Henrick Ibsen: <i>A Doll's House</i>				9
<b>Unit III</b>	Eugene Ionesco: <i>The Chairs</i>				9
<b>Unit IV</b>	Jean Genet: <i>The Maids</i>				9
<b>Suggested Background Reading Topics</b>	Politics, Social Change and the Stage Text and Performance European Drama: Realism and Beyond Tragedy and Heroism in Modern European Drama The Theatre of the Absurd				
<b>Suggested Readings</b>	Constantin Stanislavski. <i>An Actor Prepares</i> , Chapter 8. "Faith in the Sense of Truth. Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections: 1,2, 7, 8, 9. 121-5, 137-46. Bertolt Brecht. "The Street Scene," "Theatre for Pleasure or Theatre for Instruction," and "Dramatic Theatre Vs Epic Theatre" in <i>Brecht on Theatre: The Development of an Aesthetic</i> , ed. and trans. John Willet. London: Methuen, 1992. 68-76, 121-8. George Steiner. "On Modern Tragedy." In <i>The Death of Tragedy</i> . London: Faber, 1995. 303-24. Politics and History, Feminist Studies, Gilbert and Guber,				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				

**Course Outcome for EG3407**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Compare and contrast the different ideological constructs that have shaped the modern world through the medium of modern drama	2	S
<b>CO2</b>	Recall and analyse the decline of Romanticism and the beginning of realism	2	S
<b>CO3</b>	Define and analyze the various trends involved in the formation of Modern European Drama, like realism, naturalism, notions of fact and illusion, meta theatre, aesthetics of silence	2	S
<b>CO4</b>	Compare and analyse the different theatrical modes like epic theatre, absurd theatre, theatre of cruelty and poor theatre	2	S
<b>CO5</b>	Understand the different modern dramatists and their contribution to the ideological notions that inform the postmodern world	1& 2	S

**CO-PO Mapping for EG3407**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	2	3	0	2	2	2	2	2	0	0	1	2
CO 2	2	1	1	3	3	1	1	1	0	2	3	1	2
CO 3	0	1	0	2	2	1	2	1	0	3	0	1	0
CO 4	3	1	1	3	1	1	2	1	2	2	3	3	2
CO 5	0	2	1	1	0	2	2	2	3	2	2	3	0
Avg	1.6	1.4	1.2	1.8	1.6	1.4	1.8	1.4	1.4	1.8	1.6	1.8	1.2



## SEMESTER 5

## YEAR 3

## Common papers for Economics, Psychology and English:

<b>VP3501</b>	<b>Title: GDPI</b>	<b>L T P C</b> <b>0 0 2 1</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	To develop the presentation skills and confidence skills among students to make them employable.	
<b>Unit No.</b>	<b>Unit title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>CV Presentation</b>	07
Chronological order in a CV, Do's & Don'ts in a CV		
<b>Unit II</b>	<b>Presentation Skills</b>	08
Newspaper Reading/ News Narration/ Ppt Presentation, Article Writing		
<b>Unit III</b>	<b>Public Speaking</b>	07
Extempore, Debate		
<b>Unit IV</b>	<b>Group Discussion</b>	07
Discussions on Social/ Political/ Current affairs/ Economical topics		
<b>Unit V</b>	<b>Professional Grooming and Mock Interview</b>	07
Tips on Professional attire for a Group Discussion & Interview Test of student's presentation skills, speaking skills, confidence, knowledge		
<b>Text Books</b>		
<b>Reference Books</b>		
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	05/13/2020	
<b>Date of approval by the Academic Council</b>	09/13/2020	



## Course Outcome for VP3501

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp.)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Students should be able to create their CVs & thus highlighting their achievements & qualifications.	2	Ent/Emp/S
<b>CO2</b>	Students should be able to present themselves effectively in terms of (Reading, Speaking & Writing).	3	Ent/Emp/S
<b>CO3</b>	Students should be able to develop their public speaking skills.	5	Ent/Emp/S
<b>CO4</b>	Students should be able to succeed in a professional groupdiscussion.	4	Ent/Emp/S
<b>CO5</b>	Students should be able to learn how to crack the interviews by enhancing verbal & non-verbal communication.	4	Ent/Emp/S

## CO-PO Mapping for VP3501

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )												Program Specific Outcomes			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PS O1	PS O2	PS O3	PS O4
<b>CO 1</b>	2	1	1	3	2	3	2	1	1	2	2	1	2	2	1	1
<b>CO 2</b>	2	1	2	1	2	1	2	3	1	2	2	1	1	2	1	2
<b>CO 3</b>	1	2	2	1	1	1	1	1	1	3	2	3	3	1	2	2
<b>CO 4</b>	2	3	3	1	1	2	2	1	1	3	3	2	1	2	3	3
<b>CO 5</b>	3	3	1	1	3	1	1	2	2	3	2	1	2	3	3	1
<b>Avg</b>	2	2	1.8	1.4	1.8	1.6	1.6	1.6	1.2	2.6	2.2	1.8	1.8	2	2	1.8

**Common Paper for Psychology and Economics:**

<b>EM3505</b>	<b>Title: Research Methodology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	The course imparts skills to undertake data based research. The student enrolling in this course would develop competency in executing sample surveys and would. Have reason able exposure to a variety of secondary data sources.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>Types of Research</b>	8			
Introduction to Research, Types of Research, Data types and sources: Qualitative and quantitative data, measurement and scales; secondary sources of data and institutions.					
<b>Unit II</b>	<b>Sampling and sampling Techniques</b>	8			
Sampling: Probability and Non. Probability Sampling, Types, determining an appropriate size of sample, Difference between a schedule and a questionnaire, Sample questionnaires/interview schedule: Measurement and scales; questionnaires. Project: Prepare a questionnaire or a schedule and administer it on 50 samples					
<b>Unit III</b>	<b>Research Designs and Questionnaires</b>	8			
Research Design, Types of Research Design, Factors affecting Research Design, Exploratory Research Design, Descriptive Research Design and Experimental Research Design.					
<b>Unit IV</b>	<b>Hypothesis Testing</b>	8			
What is a Hypothesis, Types of Hypothesis, Basic Concepts Concerning Testing of Hypotheses, Procedure for Hypothesis Testing, Flow Diagram for Hypothesis Testing, Measuring the Power of a Hypothesis Test, Tests of Hypotheses, Important Parametric Tests, Hypothesis Testing of Means, Hypothesis Testing for Differences between Means, Hypothesis Testing for Comparing Two Related Samples, Hypothesis Testing of Proportions, Hypothesis Testing for Difference between Proportions, Hypothesis Testing for Comparing a Variance to Some Hypothesized Population Variance, Testing the Equality of Variances of Two Normal Populations, Hypothesis Testing of Correlation Coefficients, Limitations of the Tests of Hypothesis. Numerical of T- test, F- test, Chi- square test, Z- test.					
<b>Unit V</b>	<b>Data Analysis Using SPSS and Excel</b>	8			
Data feeding, Importing Data, Data cleaning, Data transformation, Multiple Imputation Techniques, T-test, F-test, Z-test, ANOVA (One Way), ANOVA (Two Way w/o Replication), ANOVA (Two way with Replication), Factor Analysis, Multiple Regression Analysis and Model Handling. Interpretation of values					
<b>Text Books</b>	1. C. R. Kothari, Research Methodology: Methods and Techniques, New Age International Publisher				
<b>Reference Books</b>	1. Flick, U. Introducing research methodology: A beginner's guide to doing a research project. Sage Publicaton 2. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. Survey Methodology. Wiley. 3. Kumar, R. Research methodology: A step by step guide for beginners. Sage Publications.				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

**Course Outcome for EM3505**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	To understand the types of Research, their measurement and their scales.	2	S
<b>CO2</b>	To understand the methodology and procedure of deigning the procedure of Research.	2	S
<b>CO3</b>	To understand the different types of sampling techniques and its implication in real world through questionnaire.	3	S
<b>CO4</b>	To understand and analyze the concept of Hypothesis testing.	2	S
<b>CO5</b>	To apply the statistical tools using SPSS and GRETAL	3	S

**CO-PO Mapping for EM3505**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )									Program Specific Outcomes			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO3
CO 1	3	3	3	2	0	3	0	0	3	2	3	2	2
CO 2	0	0	3	3	1	2	3	2	0	3	3	0	1
CO 3	3	3	2	1	3	3	1	2	0	2	0	3	0
CO 4	2	1	0	2	3	0	3	3	2	0	3	3	2
CO 5	1	2	3	3	0	3	2	3	3	1	3	1	3
Avg	1.8	1.8	2.2	2.2	1.4	2.2	1.8	2	1.6	1.6	2.4	1.8	1.6





## Papers for Specialization in Economics:

<b>EM3504</b>	<b>Title: Contemporary Economic Thought</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	To build the ideology of the student related to the economic thoughts & work prevailing in the world.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours</b>			
<b>Unit I</b>	<b>The Origin of Economic Thought</b>	8			
Physiocratic school, Classical School [Adam Smith and Ricardo], Socialist School [Karl Marx], The Marginalist School [Alfred Marshall], Keynesian School [John Maynard Keynes]					
<b>Unit II</b>	<b>New Keynesian &amp; Anti Keynesian</b>	8			
Alvin H. Hansen[1887-1975]- The Hicks Hansen Analysis, The Neo Classical synthesis Friedrich A Von Hayek [ 1899-1992]-Hayek's Triangle, Simon Kuznets [1901-1985] Main contributions					
<b>Unit III</b>	<b>Selected Works of Nobel Laureates</b>	8			
An understanding of the most prominent contributions of the following economists in Economic Science James J. Heckman Joseph E. Stiglitz Clive W.J. Granger Paul Krugman Jean Tirole					
<b>Unit IV</b>	<b>Work of renowned Indian Economist- I</b>	8			
An understanding of the most prominent contributions of the following economists in Economic Science 1) Dr. V. K. R.V. Rao 2) Dr. Amartya Sen 3) Dr. Jagdish Bhagwati					
<b>Unit V</b>	<b>Work of renowned Indian Economist- II</b>	8			
An understanding of the most prominent contributions of the following economists in Economic Science 1) Abhijit Banerjee 2) Kaushik Basu 3) Raghuram Rajan					
<b>Text Books</b>					
<b>Reference Books</b>					
<b>Mode of Evaluation</b>	Interview				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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### Course Outcome for EM3504

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand and analyze the ideology and the contribution of the early economic schools.	4	S
<b>CO2</b>	To understand and analyze the ideology of Keynes and Anti Keynes and their contribution to the economy.	4	S
<b>CO3</b>	To understand and analyze the work of Nobel Laurent and check where the economy is going.	4	S
<b>CO4</b>	To understand and analyze the work of renowned Indian Economist	4	S
<b>CO5</b>	To understand and analyze the work of renowned Indian Economist	4	S

### CO-PO Mapping for EM3504

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	0	2	2	3	2	3	0	1	2	0	2	3	2
CO 2	2	3	0	2	1	3	3	2	1	2	0	3	1
CO 3	1	1	2	3	2	1	3	1	3	2	0	2	1
CO 4	3	0	0	1	0	0	2	0	1	1	2	1	3
CO 5	2	3	1	2	1	2	2	2	1	3	1	3	0
Avg	1.6	1.8	1	2.2	1.2	1.8	2	1.2	1.6	1.6	1	2.4	1.4



<b>EM3540</b>	<b>Title: Project- II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objective</b>	The course aims student to conduct a minor research based on Primary data and write a research paper while applying there understanding about it.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3540**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	Incorporates appropriate theoretical approaches, conceptual models, and a review of the existing literature.	3	S
<b>CO2</b>	Students will learn to structure a discussion in a coherent and convincing way by summarizing the key arguments and providing suitable and coherent findings.	3	S
<b>CO3</b>	Student will be able to draw valid conclusions, relating them to the research topic.	3	S
<b>CO4</b>	Students develop a design of their study with a discussion of the methodology to be used.	3	S
<b>CO5</b>	Students will be able write a dissertation	6	S

**CO-PO Mapping for EM3570**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	3	1	3	2	2	3	2	2	2	2	2	1
CO 2	1	3	1	3	2	2	3	1	2	2	2	1	1
CO 3	1	3	1	3	2	2	3	2	2	2	2	2	1
CO 4	1	3	1	3	2	2	3	0	2	2	2	0	1
CO 5	3	3	3	3	3	3	3	1	3	3	3	1	3
Avg	1.4	3	1.4	3	2.2	2.2	3	1.2	2.2	2.2	2.2	1.2	1.4


**Papers for Specialization in Psychology**

<b>PS3506</b>	<b>Title: Community Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	<b>08</b>			
Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research					
<b>Unit II</b>	<b>Core Values</b>	<b>09</b>			
Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths					
<b>Unit III</b>	<b>Health Promotions</b>	<b>09</b>			
Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.					
<b>Unit IV</b>	<b>Programs and Laws for Community</b>	<b>09</b>			
Programs and Laws: Children's Education, Citizen Right, Self- Help Group, Substance Abuse.					
<b>Unit V</b>	<b>Interventions</b>	<b>09</b>			
Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs					
<b>Text Books</b>	1. Fetterman, D.M., Kaftarian, S.J.& Wanderman, A. (Empowerment Evaluation. New Delhi: Sage Publication. 2.Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (Community Psychology: Linking Individuals and Communities. Singapore: Wadsworth Cengage Learning.				
<b>Reference Books</b>	1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &Khenani, S. Can Information Campaign Start Local Participation and Improve Outcomes? A Study of Primary Education in Uttar Pradesh, India. World Bank Policy Research, Working Paper No.3967.Washington, DC: World Bank.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3506**



Unit-wise Course Outcome	Descriptions	BL Level 1	Employability (Emp)/ Skill(S)/Entrepreneurship(Ent.) / None (Use , for more than One)
<b>CO1</b>	Provide an understanding of what community psychology is and how it compares to other sub-disciplines of psychology and other social sciences.	2	S
<b>CO2</b>	Develop students' knowledge of community psychology's history and theories and link theories to practices through exemplary research and interventions.	4	S
<b>CO3</b>	Foster students' ability to integrate theoretical frameworks into their future practices.	2	S
<b>CO4</b>	Critically analyze the role of psychologists within social settings and increase students' critical thinking skills.	3	S
<b>CO5</b>	Analyze the meaning of change in social settings and promote a sense of social responsibility	3	S

#### CO-PO Mapping for PS3506

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	2	2	2	1	3	1	3	2	3	0	2
<b>CO 2</b>	0	1	1	2	1	2	0	3	2	2	3	3	1
<b>CO 3</b>	3	0	2	1	2	2	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	2	1	2	2	3	0	2	3	2	2	3
<b>CO 5</b>	1	1	3	2	0	0	3	1	3	0	2	3	1
<b>Avg.</b>	1.6	1.4	2	1.6	1.4	1.4	2.2	1.4	2.6	2	2.4	2	1.8



<b>PS3508</b>	<b>Title: Statistics in Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	This course aims at providing a basic understanding about statistics and its use in psychology. The course provides a foundation for better understanding of research methodology and the usage of the right statistical tool for conducting a study meaningfully.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	<b>06</b>			
Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement nominal, ordinal, interval and ratio. Presentation: tabular and graphical, including histogram and ogives, consistency and independence of data with special reference to attributes.					
<b>Unit II</b>	<b>Measures of Central Tendencies</b>	<b>07</b>			
Measures of Central Tendency: mathematical and positional: mean, median, mode, relationship between 3 M.					
<b>Unit III</b>	<b>Measures of Deviations</b>	<b>07</b>			
Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, Moments, absolute moments, factorial moments, skewness and Measures of Skewness, Kurtosis and Measures of Kurtosis (Theory)					
<b>Unit IV</b>	<b>Correlation and Regression Analysis (Bivariate Data)</b>	<b>08</b>			
Correlation: Definition, Types, Methods of Computation of Correlation. Regression Analysis: Definition, Method of Analysis Simple linear regression, principle of least squares and fitting of polynomials and exponential curves.					
<b>Unit V</b>	<b>Parametric &amp; Non-parametric Statistics</b>	<b>08</b>			
Difference between parametric and non-parametric statistics; Assumptions for non-parametric techniques; Types of Non-parametric tests: Chi-square test, McNemar's test, Mann-Whitney U test, Wilcoxon Signed Rank test, Kruskal-Wallis test, Friedman's test.					
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. Kerlinger, N. (1996) <i>Foundations of Behavioural Research</i>, Prentice Hall of India.</li> <li>2. Singh, A.K. (1997) <i>Test, Measurements and Research Methods in Behavioural Sciences</i>, Bharathi Bhavan Publishers and Distributors, Patna</li> <li>3. S.K. Mangal (2004) <i>Statistics in Psychology and Education</i>, PHI; New Edition</li> </ol>				
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Gravetter, F. J., &amp; Wallnau, L. B. (2014). <i>Essentials of Statistics for the Behavioral Sciences</i>, 8th Ed. Wadsworth Cengage Learning.</li> <li>2. Aron, A., Coups, E. J., &amp; Aron, E. N. (2014). <i>Statistics for Psychology</i>. 6th Ed. Pearson</li> </ol>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3508

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	To understand basic concept of statistical data.	2	S
<b>CO2</b>	To understand the measures of central tendencies.	2	Emp.
<b>CO3</b>	To understand the various measures of deviations.	2	S
<b>CO4</b>	Describe and analyze the correlation and regression problems.	3	S/Emp.
<b>CO5</b>	To assess and apply the knowledge of parametric and non-parametric test to solve the numerical problems.	3	S

### CO-PO Mapping for PS3508

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	1	2	2	3	0	1	0	0	3	3	2
<b>CO 2</b>	1	1	1	2	1	2	1	0	2	3	3	1	3
<b>CO 3</b>	3	0	2	3	2	2	2	2	3	3	2	0	2
<b>CO 4</b>	2	2	1	3	1	2	0	0	2	1	2	2	1
<b>CO 5</b>	1	3	3	2	3	0	3	2	3	0	2	1	2
<b>Avg.</b>	1.8	1.8	1.6	2.4	1.8	1.8	1.2	1	2	1.4	2.4	1.4	2



<b>PS3540</b>	<b>Title: Psychology Practical Training – V</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3440				
<b>Objectives</b>	To help the students gain experimental knowledge regarding the basic concepts covered in social psychology, organizational psychology and psychopathology.				
<b>List of Practical</b>					
1. Attitude towards home environment 2. TAT 3. Verbal reasoning test/ Moral value scale/ Job satisfaction Test 4. Work-motivation Scale					
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3540**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level I</b>	<b>Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)</b>
<b>CO1</b>	Students will be able to measure and/or assess attitude.	3	S
<b>CO2</b>	Students will learn to apply projective test	3	S
<b>CO3</b>	Students will be able to measure and/or assess Job satisfaction level	3	S
<b>CO4</b>	Students will be able to measure and/or assess level of work-motivation	3	S
<b>CO5</b>	Students will be able to apply psychometric tools	3	S

**CO-PO Mapping for PS3540**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	2	2	2	1	1	1	1	1	3	2	2
<b>CO 2</b>	1	1	1	2	1	2	3	2	2	0	0	3	3
<b>CO 3</b>	3	0	2	2	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	1	0	0	2	0	0	2	2	2	2	1
<b>CO 5</b>	1	3	2	2	2	0	3	1	0	0	2	0	2
<b>Avg.</b>	1.8	1.4	1.6	1.6	1.4	1.4	1.8	1.2	1.6	1.2	1.8	2	2





## Papers for Specialization in English:

EG3506	Title: Indian Literature in Translation	L	T	P	C
		3	1	0	4
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	For students to study a field that stresses India's many literary traditions and works that have come to be perceived as world literature.				
<b>Expected Outcome</b>	Students will gain a comprehensive understanding of the rich literary traditions of India –from the ancient to the modern.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Epic Poem</b>				10
Veda Vyasa: <i>The Mahabharata: The Ekalavya Episode</i>					
<b>Unit II</b>	<b>Poetry</b>				10
Kabir: The Simple State Rabindra Nath Tagore: Paper Boats					
<b>Unit III</b>	<b>Poetry</b>				8
Mirabai: <i>I Know Only Krishna</i> Asadullah Khan 'Ghalib': <i>Desires Come by the Thousands</i>					
<b>Unit IV</b>	<b>Essay</b>				8
<b>Unit V</b>	<b>Short Story</b>				
Premchand: <i>The Chess Players</i>					
<b>Suggested Background Reading Topics</b>	The Indian Epic Tradition: Themes and Recensions Classical Indian Drama: Theory and Practice Alankara and Rasa Dharma and the Heroic				
<b>Suggested Readings</b>	1. Badrinath Chaturvedi. <i>The Mahabharata : An Inquiry in the Human Condition</i> , New Delhi, Orient Longman, 2006. 2. Krishna Chaitanya (K.K. Nair). <i>The Mahabharata, A Literary Study</i> , Clarion Books, New Delhi, 1985. 3. E. W Hopkins. <i>The Great Epic of India</i> . New York, 1901. Neeti M Sadarangani. <i>Bhakti Poetry in Medieval India: Its Inception, Cultural Encounter and Impact</i> , Sarup & Son. 2004. 4. Charlotte Vaudeville. <i>A Weaver Named Kabir: Selected Verses with a Biographical and Historical Introduction</i> , Oxford University Press, 1993. 5. David N. Lorenzen. <i>Kabir Legends and Ananta-Das's Kabir Parachai</i> . State University of New York Press, 1991. 6. Arvind Krishna Mehrotra, ed. <i>A History of Indian Literature in English</i> . New York: Columbia University Press, 2003.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				



<b>Date of Approval by the Academic Council</b>	09/13/2020
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**Course Outcome for EG3506**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand and remember ancient Indian society through rich Indian literary texts.	2	S
<b>CO2</b>	Understand the significance of learning skills and acknowledge socio-cultural discrimination prevailing in the ancient Indian.	2	S
<b>CO3</b>	Learn various tools and techniques applied in Indian poetry and would develop insights of poetry.	3	S
<b>CO4</b>	Would become critical while going through the various characters of epic, story, essay and poem.	4	S
<b>CO5</b>	Would be able to analyze, interpret and answer critical and descriptive questions related to the texts	4	S

**CO-PO Mapping for EG3506**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	1	0	0	0	3	0	1	0	2	1	0	2
CO 2	1	2	3	3	3	1	2	2	1	3	1	3	1
CO 3	0	3	3	3	0	3	3	2	2	2	1	1	1
CO 4	2	3	3	3	2	2	3	1	0	1	3	3	1
CO 5	1	1	1	2	3	2	0	3	2	2	2	3	2
Avg	1	2	2	2.2	1.6	2.2	1.6	1.8	1	2	1.6	2	1.4



<b>EG3507</b>	<b>Title: Women's Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To study women's writing as a separate area of literary studies based on the notion that the experience of women, historically, has been shaped by their gender.				
<b>Expected Outcome</b>	Students will be able to understand and explore, through women's writing, their lives as they were while occupying a unique sociopolitical space within their culture.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Emily Dickinson: <i>Because I Could not Stop for Death; A Light Exists in Spring</i>				8
<b>Unit II</b>	Katherine Mansfield: <i>The Colonel's Daughter ; Bliss</i>				8
<b>Unit III</b>	Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i>				8
<b>Unit IV</b>	Elizabeth Barrett Browning: " <i>Aurora Leigh</i> " Book V				8
<b>Unit V</b>	Charlotte Perkins Gilman: <i>The Yellow Wallpaper</i>				8
<b>Suggested Readings</b>	<p>1. Virginia Woolf. Chapter 1 and selections from Chapter 3 of <i>A Room of One's Own</i> (New York : Harvest HBJ, 1957), pp. 3-24 and 48-59.</p> <p>2. Simone de Beauvoir, 'Introduction' in <i>The Second Sex in New French Feminisms</i>. eds. Elaine Marks and Isabelle de Courtivron (New York : Schocken Books, 1981), pp. 41-56.</p> <p>Authorship and the Anxiety of Influence' from <i>The Madwoman in the Attic</i></p> <p>3. Sigmund Freud, 'Female Sexuality', in <i>The Collected Works of Sigmund Freud</i>, vol. 5 (London : Hogarth Press, 1957), pp. 252-272</p>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3507

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand the prevalent major religious, political and social movements from 14 <sup>th</sup> to 19 <sup>th</sup> century and their influence on literature.	2	S
CO2	Understand various interpretative techniques used in literary texts of varied genres	2	S
CO3	Comprehend the view points of author in terms of poetry and learn to express emotion in a controlled way.	2	S
CO4	Develop skills of learning poetic language and structure to understand character and themes	2	S
CO5	Understand and remember the writing styles of contemporary playwrights of 20 <sup>th</sup> century	1& 2	S

### CO-PO Mapping for EG3507

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	0	2	3	0	3	3	0	3	2	3	2	1
CO 2	2	3	1	1	2	0	1	2	0	1	2	1	3
CO 3	2	1	1	1	2	2	3	2	2	1	1	1	2
CO 4	1	2	1	0	1	2	0	3	1	1	2	1	2
CO 5	3	2	2	1	1	0	0	1	0	2	1	2	0
Avg	1.8	1.6	1.4	1.2	1.2	1.4	1.4	1.6	1.2	1.4	1.8	1.4	1.6



## SEMESTER6 YEAR 3

## Papers for Specialization in Economics

EM3602	Title: Economics of Marketing	L	T	P	C
		3	1	0	4
<b>Version No.</b>	1				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	This course imparts knowledge of economics of marketing for maximizing enterprise profitability through maximizing consumer satisfaction; how to reconcile the objectives of consumers with those of the organization.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Introduction</b>				8
Introduction: Concept, nature, scope and importance of marketing; Marketing concept and its evolution; Marketing mix; Strategic marketing planning – an overview. Market segmentation and positioning; Consumer behavior; consumer versus organizational buyers; Consumer decision making process.					
<b>Unit II</b>	<b>Decision Making</b>				8
Product Decisions: Concept of a product; Classification of products; Major product decisions; Product line and product mix; Branding; Packaging and labeling; Product life cycle, New product development and consumer adoption process. Pricing Decisions: Factors affecting price determination; Pricing policies and strategies; Discounts and rebates.					
<b>Unit III</b>	<b>Distribution</b>				8
Distribution Channels and Physical Distribution Decisions: Nature, functions, and types of distribution channels; Distribution channel intermediaries; Channel management decisions; Retailing and wholesaling.					
<b>Unit IV</b>	<b>Promotion Decision</b>				8
Promotion Decisions: Communication Process; Promotion mix – advertising, personal selling, sales promotion, publicity and public relations; Determining advertising budget; Copy designing and testing; Media selection; Advertising effectiveness; Sales promotion – tools and techniques.					
<b>Unit V</b>	<b>Issues and Developments</b>				8
Issues and Developments in Marketing: Social, ethical and legal aspects of marketing; Marketing of services; International marketing; Green marketing; Cyber marketing; Relationship marketing and other developments of marketing.					
<b>Text Books</b>	1. Kotlar, Philip, Marketing Management, Prentice Hall, New Delhi. 2. Stanton, Etzel, Walker, Fundamentals of Marketing, Tata-McGraw Hill, New Delhi.				
<b>Reference Books</b>	1. Saxena, Rajan, Marketing Management, Tata-McGraw Hill, New Delhi. 2. McCarthy, E.J., Basic Marketing: A managerial approach, Irwin, New York.				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

### Course Outcome for EM3602

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand the concept of marketing and Consumer behavior.	2	S
<b>CO2</b>	Understand the process of Product and Pricing decision making	2	S
<b>CO3</b>	Understand the distribution channel and process.	2	S
<b>CO4</b>	Understand the process of Promotion decision.	2	S
<b>CO5</b>	Understand the legal issues of marketing.	2	S

### CO-PO Mapping for EM3602

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	2	2	2	3	3	1	2	0	2	1	3	2	0
CO 2	1	3	2	3	1	2	0	3	1	2	1	0	3
CO 3	0	0	0	0	0	0	1	3	2	3	2	2	0
CO 4	3	0	2	0	1	3	1	2	3	1	3	3	2
CO 5	0	2	3	3	3	3	1	2	1	3	2	3	3
Avg	1.2	1.4	1.8	1.8	1.6	1.8	1	2	1.8	2	2.2	2	1.6



<b>EM3603</b>	<b>Title: Digital Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Know main technologies of Digital Economy and the role of them in a company's functioning.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Introduction</b>				8
The essence, goals and objectives of macro and micro digital economy, Digital economy – concept, types, causes, Methods of analysis of ICT, Methods of management of economy sector, ICT as a factor of digital economy development and digital transformation tools, Methods of detecting ICT for digital transformation., The main resources of digital economy					
<b>Unit II</b>	<b>Search &amp; Matching</b>				8
Internet v/s Conventional retailers, Search, obfuscation, and price elasticity on the internet, Platform design in Internet commerce, Effect of Ranking, Case study : Google and Amazon					
<b>Unit III</b>	<b>Intellectual Property Right</b>				8
Patents, copyrights, and trademarks, R&D races , Empirical tools related to IP , Litigation cases					
<b>Unit IV</b>	<b>Reputation Mechanism</b>				8
Evidence law; relevancy and reliability, exclusionary rules and economic rationales, an economic reading of the standards of proof, cost associated with errors.					
<b>Unit V</b>	<b>Advertisement, Media &amp; Privacy</b>				8
Constitutional law: proportionality analysis, suitability, necessity, balancing, Balancing as CBA. Human rights law: violations of human rights and economic remedies.					
<b>Text Books</b>	1) Don Tapscott "The Digital Economy: Promise and Peril In The Age of Networked Intelligence" 1997				
<b>Reference Books</b>					
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				



**Date of Approval by  
the Academic  
Council**

9/13/2020

### Course Outcome for EM3603

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the basic about digital economy, its goals, tools, factors effecting it etc.	2	S
<b>CO2</b>	To analyse the principle behind search and matching work of digital economy.	4	S
<b>CO3</b>	To understand the Intellectual Property Rights.	2	S
<b>CO4</b>	To understand the reputation mechanism in online platforms.	2	S
<b>CO5</b>	To analyse the role of advertisement, media & privacy in the growth or fall of Digital economy.	4	S

### CO-PO Mapping for EM3603

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	P O 1	P O 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO3
CO 1	2	1	2	2	0	0	0	0	3	0	2	2	2
CO 2	2	0	0	2	3	1	2	2	2	1	0	3	3
CO 3	1	3	0	1	1	3	1	2	3	0	1	1	1
CO 4	0	2	3	0	0	2	0	0	3	3	2	0	0
CO 5	3	0	3	3	2	2	2	3	0	3	2	0	0
Avg	1. 6	1. 2	1.6	1.6	1.2	1.6	1	1.4	2.2	1.4	1.4	1.2	1.2





<b>EM3604</b>	<b>Title: Risk &amp; Fraud Detection</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Train the students for efficient use of statistical data and aware them the risk involved into the analysis.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Concept and Definition of Risk &amp; Risk management</b>	8			
Definitions of risk, impact of risk on organizations, introduction to types of risk, Risk Measurement, definitions and development of risk management, principles and aims of risk management.					
<b>Unit II</b>	<b>Risk management Standards</b>	8			
General risk management standards, alternative risk management approaches, COSO 2004, enterprise risk management, implementing ERM, establishing the context for risk management					
<b>Unit III</b>	<b>Introduction to Frauds</b>	8			
Introduction, features , importance of analysis, factor affect occurrence of fraud persons responsible for preventing and detecting in organisation use computers and data analysis techniques to prevent and detect fraud and Examples of Fraud.					
<b>Unit IV</b>	<b>Fraud Prevention &amp; Auditing</b>	8			
Fraud Prevention: Risks that lead to fraud. Controls to prevent fraud, Auditing and Fraud Detection: Overview of auditing. Auditing plans, goals, and possible outcomes. Computer-assisted auditing techniques and An example of digital analysis: Benford's Law.					
<b>Unit V</b>	<b>Dealing with Data</b>	8			
Collecting data, Tabular and relational data, Import and export. CSV, SQL, etc., Cleaning, verifying, and normalizing data					
<b>Text Books</b>	1. Forensic Analytics: Methods and Techniques for Forensic Accounting Investigations 2. Fraud Examination 5th Edition				
<b>Reference Books</b>	1. Principles of Fraud Examination, Columbia SPS 2. Forensic Accounting and Fraud Examination Columbia SPS				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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### Course Outcome for EM3604

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the basic about Risk & Risk Management.	2	S
<b>CO2</b>	To understand and analyze the different approaches of Risk management.	2	S
<b>CO3</b>	To understand about frauds, factors lead to frauds, fraud detection and prevention techniques.	2	S
<b>CO4</b>	To understand computer assisted auditing and detection of frauds.	2	S
<b>CO5</b>	To apply theoretical knowledge into application part by dealing with data.	2	S

### CO-PO Mapping for EM3604

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	2	2	3	3	1	2	0	2	1	3	2	0
CO 2	1	3	2	3	1	2	0	3	1	2	1	0	3
CO 3	0	0	0	0	0	0	1	3	2	3	2	2	0
CO 4	3	0	2	0	1	3	1	2	3	1	3	3	2
CO 5	0	2	3	3	3	3	1	2	1	3	2	3	3
Avg	1.2	1.4	1.8	1.8	1.6	1.8	1	2	1.8	2	2.2	2	1.6



<b>EM3640</b>	<b>Title: Project- III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course aims student to conduct a minor primary research and write a dissertation while applying there understanding about the economy as a whole and economics as a subject.				
<b>Mode of Evaluation</b>	External Presentation Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				


**Course Outcome for EM3640**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Incorporates appropriate theoretical approaches, conceptual models, and a review of the existing literature.	3	S
<b>CO2</b>	Students will learn to structure a discussion in a coherent and convincing way by	3	S
<b>CO3</b>	Summarizing the key arguments and providing suitable and coherent findings.	3	S
<b>CO4</b>	Student will be able to draw valid conclusions, relating them to the research topic.	2	S
<b>CO5</b>	Students develop a design of their study with a discussion of the methodology to be used.	6	S

**CO-PO Mapping for EM3640**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	3	1	3	2	2	3	2	2	2	2	2	2
CO 2	1	3	1	3	2	2	3	0	2	2	2	3	0
CO 3	1	3	1	3	2	2	3	2	2	2	2	1	2
CO 4	1	3	1	3	2	2	3	0	2	2	2	0	0
CO 5	3	3	3	3	3	3	3	1	3	3	3	3	1
Avg	1.4	3	1.4	3	2.2	2.2	3	1	2.2	2.2	2.2	1.8	1



EM3670	Title: Internship	L	T	P	C
		0	0	0	2
<b>Version No.</b>	1				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course is built to develop skills among the students, understanding real world application, developing personality and to get aware about career.				
	1) Training periods- 6 weeks or 45 days. 2) Evaluation process- Presentation, VIVA & Report submission (Hard bound) 3) Internship format will be provided by the department.				
<b>Mode of Evaluation</b>	External Presentation Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				

**Course Outcome for EM3670**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Assess interests and abilities in their field of study.	4	S
<b>CO2</b>	Learn to appreciate work and its function in the economy	4	S
<b>CO3</b>	Identify, write down, and carry out performance objectives (mutually agreed upon by the employer, the MCC experiential learning supervisor, and the student) related to their job assignment.	4	S
<b>CO4</b>	Acquire employment contacts leading directly to a full-time job following graduation from college	4	S
<b>CO5</b>	Develop communication, interpersonal and other critical skills in the job interview process.	4	S

**CO-PO Mapping for EM3670**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PS O2	PSO3
CO 1	2	3	2	3	3	3	3	1	3	3	3	1	1
CO 2	2	3	2	3	3	3	3	1	3	3	3	1	1
CO 3	2	3	2	3	3	3	3	1	3	3	3	1	1
CO 4	2	3	2	3	3	3	3	1	3	3	3	1	1
CO 5	2	3	2	3	3	3	3	1	3	3	3	1	1
Avg	2	3	2	3	3	3	3	1	3	3	3	1	1


**Papers for Specialization in Psychology:**

<b>PS3606</b>	<b>Title: Dissertation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Objectives</b>	1.To train the students to choose a topic of interest from any area of Psychology, collect materials and write a seminar paper on the chosen topic as per the APA style. 2.To train the students to use relevant psychological tests on themselves to assess their own personality.				
<b>Mode of Evaluation</b>	Internal and External Assessment				
<b>Recommendation by Board of Studies on</b>	09/07/2022				
<b>Date of approval by the Academic Council</b>	20/10/2022				

**Course Outcome for PS3606**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level 1</b>	<b>Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)</b>
<b>CO1</b>	incorporates appropriate theoretical approaches, conceptual models, and a review of the existing literature.	4	Emp.
<b>CO2</b>	Students will learn to structure a discussion in a coherent and convincing way by summarizing the key arguments and providing suitable and coherent findings.	3	S
<b>CO3</b>	Student will be able to draw valid conclusions, relating them to the research topic.	5	S
<b>CO4</b>	Students develop a design of their study with a discussion of the methodology to be used.	5	Ent.
<b>CO5</b>	Students will be able write a dissertation	4	None

**CO-PO Mapping for PS3606**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	0	0	2	2	3	3	1	3	0	3	3	2
<b>CO 2</b>	0	1	1	2	2	2	0	2	2	0	3	0	0
<b>CO 3</b>	3	0	2	2	2	2	2	2	3	3	2	1	2
<b>CO 4</b>	2	2	2	1	0	2	2	1	2	1	2	2	2
<b>CO 5</b>	1	1	0	2	0	1	3	2	1	1	2	1	2
<b>Avg.</b>	1.6	0.8	1	1.8	1.2	2	2	1.6	2.2	1	2.4	1.4	1.6



PS3607	Title: Counselling Psychology	L	T	P	C
		3	0	0	4
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	<b>Nil</b>				
<b>Objectives</b>	To acquaint the students with the processes and techniques of counseling.				
<b>Unit No.</b>	<b>Unit title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Introduction to Counselling</b>	<b>8</b>			
Counseling- definition, meaning & scope. The effective Counselor- personal, educational and systemic factors. Nature and Goals; Counseling as a profession: Professional Ethics (Latest Version Of American Counseling Association – ACA); The Effective Counselor: Personality Characteristics; Status of Counseling Psychology in India.					
<b>Unit II</b>	<b>Theoretical Approaches</b>	<b>6</b>			
Psychoanalytic Approach, Behavioral Approach, Cognitive Approach and Humanistic Approach in counseling settings. Indian Techniques: Yoga and Meditation					
<b>Unit III</b>	<b>Counselling Process</b>	<b>6</b>			
Factors influencing counseling; Types of Interviews; Counselor's skills- transference and counter transference. Core counseling activities in various settings: groups in counseling, consultation, evaluation and research, testing assessment and diagnosis in counseling.					
<b>Unit IV</b>	<b>Steps of Counselling &amp; Theories</b>	<b>10</b>			
Building counseling relationship, working in counseling relationship, termination of counseling relationship.					
<b>Unit V</b>	<b>Application</b>	<b>10</b>			
Applications: Child Counselling; Family Therapy; Career Counseling; Crisis Intervention: Suicide, Grief, and Sexual Abuse, mental health counseling, disability counseling, marriage/couple counseling, student life services and community counseling.					
<b>Text Books</b>	1. Gelso, J. & Fretz, R. Counselling Psychology. Brooks Cole. 2. Gladding, S.T. Counselling: A Comprehensive Profession. Scottsdale, USA, Prentice Hall.				
<b>Reference Books</b>	1. Todd, Judith; Bohart, Arthur C. Foundations of Clinical and Counseling Psychology. 2. Peterson, V. & Kienholz, J.V. (Orientation to Counselling . Boston, Allyn & Bacon.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				





### Course Outcome for PS3607

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will get acquainted to the field of counseling psychology thoroughly.	2	S
<b>CO2</b>	Learners will get in depth knowledge of theoretical basis and principles of counseling western as well as Indian.	3	S
<b>CO3</b>	Learners will get knowledge regarding various processes to undertake in counseling	3	S
<b>CO4</b>	Learners will get in depth knowledge about core practices and ethical codes of counseling.	3	Emp./S.
<b>CO5</b>	Learners will be able to apply the knowledge of counseling as field in various respects	3	S

### CO-PO Mapping for PS3607

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	0	2	2	2	3	0	1	0	1	3	3	2
<b>CO 2</b>	0	1	1	1	1	2	2	0	1	2	2	1	3
<b>CO 3</b>	3	3	2	0	2	3	2	2	3	3	3	3	2
<b>CO 4</b>	2	2	1	1	1	0	1	1	2	3	3	1	1
<b>CO 5</b>	1	3	0	0	2	0	3	0	1	0	2	2	3
<b>Avg.</b>	1.6	1.8	1.2	0.8	1.6	1.6	1.6	0.8	1.4	1.8	2.6	2	2.2



<b>PS3640</b>	<b>Title: Psychology Practical Training-V</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3440				
<b>Objectives</b>	To help the students gain experimental knowledge regarding the basic concepts covered in social psychology, organizational psychology and psychopathology.				
<b>List of Practical</b>					
1. Attitude towards home environment 2. TAT 3. Verbal reasoning test/ Moral value scale/ Job satisfaction Test 4. Work-motivation Scale					
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				

**Course Outcome for PS3640**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)</b>
<b>CO1</b>	Students will learn to apply and assess Parent-child relationship Scale in academic as well as in clinical context	3	S
<b>CO2</b>	Students will learn to apply and assess Differential Aptitude Test in academic as well as in clinical context	3	S
<b>CO3</b>	Students will learn to apply and assess Word-Association Test (WAT) in academic as well as in clinical context	3	Emp.
<b>CO4</b>	Students will learn to apply and assess Psychological counseling needs in academic as well as in clinical context	3	S
<b>CO5</b>	Students will learn to apply and assess Research attitude.	3	S

**CO-PO Mapping for PS3640**

<b>Course Outcomes</b>	<b>Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)</b>										<b>Program Specific Outcomes</b>		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	0	2	2	2	3	1	3	3	3	1	2
<b>CO 2</b>	0	1	1	2	2	2	3	1	2	0	0	1	2
<b>CO 3</b>	3	2	2	3	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	1	0	1	2	0	3	2	2	3	2	1
<b>CO 5</b>	1	1	2	1	0	3	3	2	2	0	2	3	2
<b>Avg.</b>	1.6	1.4	1.2	1.6	1.4	2.2	2.2	1.8	2.4	1.6	2	2	1.8


**Papers for Specialization in English:**

EG3607	<b>Title: Language, Linguistics and Phonetics</b>	L	T	P	C
		4	0	0	4
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To prepare students for their professional and interpersonal communication through an integrated theory and lab course.				
<b>Expected Outcome</b>	Students will be able to make respond appropriately in different socio-cultural and professional situations.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Language and Linguistics</b>				12
Language as a tool of communication; Definitions, Key properties, standard and non- standard language; Linguistics as a Science, branches and scope of linguistics; , Language variation: dialect, style, register					
<b>Unit II</b>	<b>Phonetics</b>				12
The Speech mechanism: the organs of speech, passive and active articulators, description and classification of speech sounds: consonants and vowels; phonetic transcription, International Phonetic Alphabet (IPA);					
<b>Unit III</b>	<b>Morphology and Phonology</b>				12
Morphology: Morphemes, classification of morphemes, roots & affixes, word formation. Phonology of English: phoneme, allophone, the syllable, consonant clusters, word accent, weak forms, intonation, rhythm in connected speech, Comparison between Received Pronunciation (RP) and General Indian English (GIE).					
<b>Unit IV</b>	<b>Maxims of Conversation</b>				12
Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner					
<b>Unit V</b>	<b>The Functional Application of Language</b>				12
Equal Command on Spoken and Written English via Oral & Written Practices					
<b>Suggested Readings</b>	1.Language: language and communication; Mesthrie, Rajend and Rakesh M Bhatt.2008. 2.A Course in English communication by Madhavi Apte, Prentice-Hall of India, 2007. 3.Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish, Linguistics: 4.An Introduction to Language and Communication, 2nd ed. Fromkin, V., and R. Rodman, 5.Syntax and semantics: categories and constituents phrase structure; maxims of conversation. Akmajian, A., R. A. Demers and R, M Harnish, 6..Linguistics: An Introduction to Language and Communication, 2nd ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6. 7.Communication Skills by Leena Sen, Prentice-Hall of India, 2005 8.Grice's Maxims1989 9.Academic Writing- A Practical guide for students by Stephen Bailey, Rontledge Falmer, London& New York, 2004.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				



**Date of Approval by  
the Academic Council**

09/13/2020

### Course Outcome for EG3607

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand language structures and functioning of the language.	2	S
<b>CO2</b>	Classify ancient and traditional perspectives of language use in the society.	2	S
<b>CO3</b>	Understand the application of linguistics on other related disciplines	2	S
<b>CO4</b>	Understand and describe the structure of the speech organs and their function and the basic methods of articulation	2	S
<b>CO5</b>	Describe the most important categories of vowels and consonants.	1& 2	S

### CO-PO Mapping for EG3607

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	0	2	2	2	2	2	3	2	2	0	2	0
CO 2	2	3	2	1	1	2	0	3	1	1	1	1	3
CO 3	0	0	1	1	1	2	3	2	1	1	3	2	1
CO 4	3	1	3	1	1	3	3	0	1	1	3	0	2
CO 5	2	2	0	2	2	2	2	2	2	2	0	0	2
Avg	1.8	1.2	1.6	1.4	1.4	2.2	2	2	1.4	1.4	1.4	1	1.6



EG3640	Title: Language Lab	L	T	P	C
		0	0	2	1
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To improve fluency in English, to train students to respond appropriately in different socio-cultural and professional contexts.				
<b>Expected Outcome</b>	Students will be able to communicate ideas coherently on a variety of topics and have a structured conversation with his listeners.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Communication Skills in Everyday Situations</b>				
<p>Introductions-Meeting People, Asking Questions, Making Friends,            Conversations - Face to Face Conversation – Telephone conversation – Role play (pair &amp; group activities).            Activities based on: The Calendar, Time Gone By, Know Your Planet, Going Places, How Do You Feel?</p>					
<b>Unit II</b>	<b>Learning Correct Pronunciation</b>				
<p>Correct Pronunciation (Consonant Sounds)            Intonation &amp; Modulation            Pronunciation (Vowel Sounds)            Syllable &amp; Syllable Stress            Fluency and Analysis - Rate of Speech            Intonation &amp; Modulation (Inflection of Pitch)</p>					
<b>Unit III</b>	<b>Grammar Games</b>				
<p>Subject-Verb Agreement, Tenses Nouns &amp; Articles, Adjectives, Prepositions            Indianisms, MTI correction</p>					
<b>Unit IV</b>	<b>Speaking &amp; Voice Modulation</b>				
<p>Evidence law; relevancy and reliability, exclusionary rules and economic rationales, an economic reading of the standards of proof, cost associated with errors.</p>					
<b>Unit V</b>	<b>Application of tools</b>				
<p>Practical application of language tools.</p>					
<b>Suggested References</b>	Language Lab Manual				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the</b>	09/13/2020				



**Academic  
Council**

**Course Outcome for EG3640**

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand language structures and functioning of the language.	2	S
<b>CO2</b>	Classify ancient and traditional perspectives of language use in the society.	2	S
<b>CO3</b>	Understand the application of linguistics on other related disciplines	2	S
<b>CO4</b>	Understand and describe the structure of the speech organs and their function and the basic methods of articulation	2	S
<b>CO5</b>	Describe the most important categories of vowels and consonants.	1& 2	S

**CO-PO Mapping for EG3640**

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	2	3	2	3	1	0	3	1	0	0	2	1
CO 2	0	1	3	1	0	0	3	0	1	3	3	2	1
CO 3	0	1	0	1	1	1	0	1	3	2	3	2	1
CO 4	3	1	0	1	1	1	3	3	3	1	1	0	1
CO 5	3	2	1	2	2	3	3	3	0	0	0	0	2
Avg	1.8	1.4	1.4	1.4	1.4	1.2	1.8	2	1.6	1.2	1.4	1.2	1.2



## PROGRAM ELECTIVES OF ECONOMICS

EM3520	Title: Financial Economics	L	T	P	C
		3	1	0	4
<b>Version No.</b>	2				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Educate students about financial aspect of market including financial economics and make able to student to take appropriate decision related to different aspect of financial market				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Credit and Financial System</b>				8
Concept of Credit, Kind of credit, financial system, Financial Intermediaries, Functions and Importance of the Financial System.					
<b>Unit II</b>	<b>Financial Market</b>				8
Structure, Money and Capital Markets, Call Money Market, Commercial Bill Market, Stock market, Working of Capital market and SEBI.					
<b>Unit III</b>	<b>Non- Bank Financial Intermediaries and Fintech Companies</b>				8
Classification, Role in Economic Development, Growth of these companies in India and challenges					
<b>Unit IV</b>	<b>The Reserve Bank of India, Functions and Commercial Banks</b>				8
Review of Monetary Policy in India with special reference to Inflation and Interest Rate Policy, Instrument of Control. Commercial Banks -Classification, Liabilities and assets, credit Creation, Sectoral allocation of credit					
<b>Unit V</b>	<b>Elements of International Finance</b>				8
The foreign exchange market, participants, characteristics and operations, The Spot market organization of the interbank spot market, direct, indirect and cross rates, Introduction to currency derivative - brief description of forward, futures and options market operations, Multinational corporations – origin, growth and operations.					
<b>Text Books</b>	1. Frank Fabozzi, Financial Economics, Wiley 2. Financial Economics and Econometrics - 1st Edition – Routledge				
<b>Reference Books</b>	1. Zvi Bodie, Robert Merton, DAVID CLEETON, Financial Economics 2. Nikiforos K. Laopodis, Financial Economics and Econometrics				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

**Course Outcome for EM3520**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Student will understand credit and financial system.	2	S
<b>CO2</b>	Student will develop the critical thinking about the financial market.	3	S
<b>CO3</b>	Student will understand and analyze the role of Non1 Banking Financial Intermediaries & Fintech companies on the economic development of country (special reference on India).	4	S
<b>CO4</b>	Student will understand about Reserve Bank of India, its functions and commercial bank.	2	S
<b>CO5</b>	Student will develop the insight to estimate the elements of International Finance.	3	S

**CO-PO Mapping for EM3520**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO3
CO 1	2	2	1	3	1	3	3	0	3	0	0	1	0
CO 2	2	3	3	2	2	2	3	3	0	1	1	1	1
CO 3	3	3	1	2	2	3	3	1	0	3	2	1	0
CO 4	2	1	3	3	1	2	2	1	3	1	0	2	0
CO 5	2	0	1	1	2	2	2	3	0	0	2	0	1
Avg	2.2	1.8	1.8	2.2	1.6	2.4	2.6	1.6	1.2	1	1	1	0.4





<b>EM3517</b>	<b>Title: Game Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Students are expected to have good understanding of the game theory in Economy.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Normal Form Games</b>				<b>8</b>
The Payoff Matrix of a Game, The normal form; dominant and dominated strategies; dominance solvability; mixed strategies; Nash equilibrium; Mixed Strategies, symmetric single population games; applications					
<b>Unit II</b>	<b>Extensive Form Games with Perfect Information</b>				<b>8</b>
The game tree; strategies; subgame perfection; backward induction in finite games; commitment; bargaining; other applications					
<b>Unit III</b>	<b>Simultaneous Move Games with Incomplete Information</b>				<b>8</b>
Strategies; Bayesian Nash equilibrium; applications					
<b>Unit IV</b>	<b>Extensive Form Games with Imperfect Information</b>				<b>8</b>
Strategies; beliefs and sequential equilibrium; applications					
<b>Unit V</b>	<b>Information Economics</b>				<b>8</b>
Adverse selection; moral hazard; signalling games,					
<b>Text Books</b>	Osborne, M. An introduction to game theory. Oxford University Press.				
<b>Reference Books</b>	1. Varian, Hal R.: Intermediate Microeconomics 2. Mankiw, Gregory N.: Principles of Economics 3. Pindyck, Robert S. & Rubinfeld, Daniel L.: Microeconomics[PHI] 4. Browning, Edgar K. & Zupan,: Microeconomic Theory and Applications				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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**Course Outcome for EM3517**

<b>Unit-wise Course Outcome</b>	<b>Descriptions</b>	<b>BL Level</b>	<b>Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)</b>
<b>CO1</b>	To understand the basis of game theory.	2	S
<b>CO2</b>	To understand the apply the concept of Extensive Form Games with perfect information.	2	S
<b>CO3</b>	To understand and apply the concept of Simultaneous form games with imperfect information.	2	S
<b>CO4</b>	To understand and apply the concept of extensive form games with imperfect information.	2	S
<b>CO5</b>	To understand the concept of information economics.	2	S

**CO-PO Mapping for EM3517**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	3	3	0	0	2	0	3	2	0	3	2	1	0
CO 2	0	3	3	2	3	3	3	1	0	0	2	1	2
CO 3	0	3	1	3	3	3	3	1	1	1	3	1	3
CO 4	3	1	2	0	3	2	2	1	3	2	1	3	0
CO 5	3	0	1	0	2	3	1	2	2	3	0	0	3
Avg	1.8	2	1.4	1	2.6	2.2	2.4	1.4	1.2	1.8	1.6	1.2	1.6



<b>EM3521</b>	<b>Title: Basic Econometrics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>2</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The purpose of this paper is to familiarize the students with the scope, nature & different techniques, principles & methods of Econometrics. Enhancing the level of students with reference to understanding of the different statistical tool and techniques for better understanding of economic theories.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Nature and Scope of Econometrics</b>				8
An Over view, use of econometrics in economic theory, Different methods, Statistical methods, different parameters of statistical models, usefulness of data, Nominal, Binomial and Poisson Distribution					
<b>Unit II</b>	<b>Simple Linear Regression Model: Two Variable Cases</b>				8
Estimation of model by method of ordinary least squares, Properties of estimators, Goodness of fit, Testing of Hypothesis					
<b>Unit III</b>	<b>Multiple Linear Regression Model</b>				8
Estimation of parameters, Properties of OLS estimators, Goodness of fit- R <sup>2</sup> and Adjusted R <sup>2</sup> , Partial regression coefficients					
<b>Unit IV</b>	<b>Multicollinearity &amp; Heteroscedasticity</b>				8
Violations of Classical Assumptions; Consequences, Detection & Remedies					
<b>Unit V</b>	<b>Autocorrelation</b>				8
Violations of Classical Assumptions; Consequences, Detection & Remedies					
<b>Text Books</b>	1. Jan Kmenta , Elements of Econometrics, Indian Reprint, Khosla Publishing House. 2. Maddala, G.S and Kajal Lahiri, Introduction to Econometrics, Wiley publication.				
<b>Reference Books</b>	1. Christopher Dougherty, Introduction to Econometrics, OUP, Indian edition. 2. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan.				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				


**Course Outcome for EM3521**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the nature and scope of econometrics.	2	S
<b>CO2</b>	To understand the simple linear regression model.	2	S
<b>CO3</b>	To understand the multiple linear regression model.	2	S
<b>CO4</b>	To develop the understanding of Multi Collinearity & Heteroscedasticity	3	S
<b>CO5</b>	To develop the understanding of Autocorrelation	3	S

**CO-PO Mapping for EM3521**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO3
CO 1	2	3	0	0	2	2	2	1	0	3	2	0	0
CO 2	0	3	1	1	1	3	1	3	3	0	0	1	3
CO 3	1	1	2	3	1	0	3	0	2	2	2	3	3
CO 4	2	0	2	0	0	3	3	1	3	0	0	2	3
CO 5	0	1	0	3	3	0	3	1	0	2	3	0	3
Avg	1	1.6	1	1.4	1.4	1.6	2.4	1.2	1.6	1.4	1.4	1.2	2.4



EM3519	Title: Law & Economics	L	T	P	C
		3	1	0	4
<b>Version No.</b>	1				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The course aims to impart the knowledge of role of law in economics development, economic requirement putting pressure on legislative to change the law.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>An Overview of Law and Economics</b>				8
Positive and Normative approaches EAL and L&E, Cognition and cost-benefit analysis, empirically informed regulation. Efficacy, effectiveness, efficiency of the law.					
<b>Unit II</b>	<b>Basics Notions of Law and Economics</b>				8
The varieties of efficiency, productive efficiency, Pareto superiority, Pareto optimality, Kaldor-Hicks criterion, wealth maximization. Efficient resource allocation, Coase Theorem, transaction cost and property rights.					
<b>Unit III</b>	<b>Contract and Tort Law</b>				8
Contract law; benefits of exchange, contract validity, remedies for breach of contract, disclosure duties, productive and distributive information. Tort law: external v. internal liability standards, negligence and strict liability, the Hand Formula, causation, the scope of liability, Punitive damages.					
<b>Unit IV</b>	<b>Economic Issues in Evidence</b>				8
Evidence law; relevancy and reliability, exclusionary rules and economic rationales, an economic reading of the standards of proof, cost associated with errors.					
<b>Unit V</b>	<b>Constitutional and HR law</b>				8
Constitutional law: proportionality analysis, suitability, necessity, balancing, Balancing as CBA. Human rights law: violations of human rights and economic remedies.					
<b>Text Books</b>	1.Sunstein.C. Cognition & Cost-benefits Analysis. The Journal of Legal Studies, 29:1059-1103. 2.Miceli. T. The Economic Approach to Law. Stanford UP.pp. 109-160. 3.Kaplow, L. Burden of Proof, The Yale Law Journal, 121: 738-859				
<b>Reference Books</b>	1.Coleman J. L. Efficiency, Unity and Wealth Maximization, Hofstra Law Review, 8: 509-551 2.Landes, W. & Posner, R. The Positive Economic Theory of Tort Law. Georgia Law Review, 15:851-924. 3.Posner. R.An Economic Approach to the Law of Evidence, Stanford Law Review,51: 1477-1546.				
<b>Mode of Evaluation</b>	Internal and External Examination				



<b>Recommended by Board of Studied on</b>	5/13/2020
<b>Date of Approval by the Academic Council</b>	9/13/2020

### Course Outcome for EM3519

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the basics and need for law and Economics.	2	S
<b>CO2</b>	To understand the basics notions of Law and Economics.	2	S
<b>CO3</b>	To develop critical thinking about contract and tort law.	2	S
<b>CO4</b>	To analyze the need of law by viewing economics issues.	2	S
<b>CO5</b>	To understand and analyze the constitution and HR law.	2	S

### CO-PO Mapping for EM3519

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	3	2	0	3	2	1	2	3	1	1	2	3	2
CO 2	3	0	0	2	1	3	0	2	1	3	3	3	3
CO 3	3	2	1	1	2	0	1	1	2	2	2	0	1
CO 4	3	0	2	0	0	1	2	1	0	3	1	1	0
CO 5	2	1	2	3	3	2	1	0	2	0	0	0	1
Avg	2.8	1	1	1.8	1.6	1.4	1.2	1.4	1.2	1.8	1.6	1.4	1.4



<b>EM3620</b>	<b>Title: Health and Education Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	To impart understanding of how one can explain and predict peoples 'health related behaviour and use this understanding to predict the consequences of different social actions.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Role of Health and Education in Human Development</b>				<b>8</b>
Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.					
<b>Unit II</b>	<b>Microeconomic Foundations of Health Economics</b>				<b>8</b>
Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.					
<b>Unit III</b>	<b>Health Sector in India: An Overview</b>				<b>8</b>
Health outcomes; health systems; health financing, Costing, cost effectiveness and cost-benefit analysis; burden of disease.					
<b>Unit IV</b>	<b>Education: Investment in Human Capital</b>				<b>8</b>
Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.					
<b>Unit V</b>	<b>Education Sector in India: An Overview</b>				<b>8</b>
Literacy rates, school participation, school quality measures.					
<b>Text Books</b>	1. William, Jack, Principles of Health Economics for Developing Countries, World 24 Bank Institute Development Studies.2. World Development Report, Investing in Health, The World Bank.				
<b>Reference Books</b>	1. Ronald G., Ehrenberg and Robert S., Smith, Modern Labor Economics: Theory and Public Policy, Addison Wesley.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				



### Course Outcome for EM3620

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand the role of Health and education in human development and analysing their relationship with macroeconomic performance.	2	S
<b>CO2</b>	Analyze the demand for health services and emergence of health insurance market.	4	S
<b>CO3</b>	Analyze the role of Health sector in development of India through cost1 benefit analyses.	4	S
<b>CO4</b>	Understand the role of education in human capital development.	2	S
<b>CO5</b>	Understand the role of education in development of India.	2	S

### CO-PO Mapping for EM3620

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	2	0	3	2	1	0	1	2	2	0	2	1	0
CO 2	1	1	0	3	2	2	1	0	3	1	1	3	3
CO 3	0	3	1	2	3	1	2	2	2	3	0	0	2
CO 4	3	2	2	0	2	2	2	2	0	3	2	0	0
CO 5	2	0	1	1	1	3	1	1	0	0	3	1	2
Avg	1.6	1.2	1.4	1.6	1.8	1.6	1.4	1.4	1.4	1.4	1.6	1	1.4





<b>EM3617</b>	<b>Title: Political Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	Students will develop better understanding of relation of politics with economics and their mutual interaction. They will gain knowledge of impact of political course on economic outcome and economy dictating election results.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Introduction to Political Aspect of Economy</b>				<b>8</b>
Role of political ideology in framing economic policy of the country, economic policy outcome impacting election results, some great economic crisis that resulted in change in economic policy of the nation, economic inequality transforming to social unrest and consequently germination of political revolution.					
<b>Unit II</b>	<b>From Independence of India to 1991</b>				<b>8</b>
Difference of economic idea of Pandit Nehru and Sardar Patel, Starting with Mixed economy, role of green revolution. Starting with Mixed economy then turning to socialist economy, role of green revolution, role of nationalization of banks, nationalization of coal, applying emergency, role of first non-congress government, congress post emergency-loss, liberalization act from 1984-1989, BOP crisis of 1991.					
<b>Unit III</b>	<b>From 1991 to till date</b>				<b>8</b>
LPG acceptance as economic policy, role of Dr. Manmohan Singh and P. V. Narsimharao, role of NDA-I, era of Dr. Manmohan Singh as Prime Minister, NDA-II regime, evaluating performance of LPG tenure from 1991 to till date, the challenges in path of economic growth, political helplessness of political leader on economic issues.					
<b>Unit IV</b>	<b>International Political Economy</b>				<b>8</b>
Basic Data. Reviews the basic data of population, output and development used to make international comparisons between countries. Differences in wealth and poverty between nations, Inequality and Fragmentation. Examines how society can be fragmented along lines of religion, language, ethnicity and income: Globalisation- meaning, benefits and role. International organizations- IMF, WTO, UN, UNSC, WB, ADB, ASEAN, OPEC, International Labor Organization, Non-Governmental Actors.					
<b>Unit V</b>	<b>International Political Economy</b>				<b>8</b>
Poles of economic strength in world US, Russia & China, WTO agreement. Bone of contention among develop economy, developing economy and underdeveloped economy over agriculture product, pollution and tariff charges, trade war					
<b>Text Books</b>	Principles of Political Economy, Daniel E. Saros, Valparaiso University				
<b>Reference Books</b>	Principles of Political Economy by John Stuart Mill.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				



**Date of Approval by  
the Academic  
Council**

9/13/2020

### Course Outcome for EM3617

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the role of political ideology in framing economic policy of the country.	2	S
<b>CO2</b>	To understand how politics influence the economy from Independence of India till 1991.	2	S
<b>CO3</b>	To understand how politics influence the economy from 1991 to till date.	2	S
<b>CO4</b>	To make international comparisons between different countries.	2	S
<b>CO5</b>	To understand the poles of economic strength in the world.	2	S

### CO-PO Mapping for EM3617

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	3	0	0	3	1	3	0	3	0	3	3	2	1
CO 2	1	2	2	2	1	0	3	3	3	2	0	1	1
CO 3	2	2	1	3	2	2	3	2	1	3	1	2	3
CO 4	0	2	0	3	2	3	2	0	2	0	1	1	2
CO 5	1	1	2	0	3	2	3	3	3	3	3	0	0
Avg	1.4	1.4	1	2.2	1.8	2	2.2	2.2	1.8	2.2	1.6	1.2	1.4



<b>EM3621</b>	<b>Title: Applied Econometrics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>2</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	The purpose of this course is to familiarize the students with the scope , nature & different techniques , principles & methods of Econometrics. Enhancing the level of students with reference to understanding of the different statistical tools and techniques for better understanding of economic theories.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Stages in Empirical Research</b>				8
An Over view, use of econometrics in economic theory, methodology , and basic of econometrics					
<b>Unit II</b>	<b>Linear Regression Model; Estimation, Specification, Testing</b>				8
The Matrix Approach to Linear Regression Model: The k- variable regression model, Assumptions of the Classical Linear Regression Model, OLS estimation, Variance-Covariance Matrix, Coefficient of Determination R <sup>2</sup> . Review of Functional forms and Qualitative explanatory variable regression models , Regression Diagnostics, Simultaneous equations (I LS, 2 SLS)					
<b>Unit III</b>	<b>Advance Topics in Regression Analysis</b>				8
Dynamic Econometric Models; Distributed Lag Models: Nature of lagged phenomena, Estimation using Koyck transformation (The Adaptive Expectations and Partial Adjustment Models), Instrumental Variable Estimation; Omitted variables in a simple regression model					
<b>Unit IV</b>	<b>Panel Data Model &amp; Estimation Techniques</b>				8
The Pooled OLS Regression Model, the Fixed Effect Least Squares Dummy Variable Model, the Fixed Effect within Group Estimator, the Random Effects Model, Arellano-Bond estimator in dynamic panel data models. Introduction to Quantile estimation.					
<b>Unit V</b>	<b>Introduction to Econometric Software; GRETL/ EViews</b>				8
Generation of data sets and data transformation; data analysis (Graphs and Plots, Summary Statistics, Correlation Matrix etc.) , Running an OLS regression; Testing for Linear Restrictions and Parameter Stability. Regression Diagnostics: Collinearity, Autocorrelation, Heteroscedasticity, Normality of residuals					
<b>Text Books</b>	1. D. N. Gujarati, D.C. Porter and Sangeetha Gunasekar, Basic Econometrics, McGraw Hill. 2. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan.				
<b>Reference Books</b>	1. Christopher Dougherty, Introduction to Econometrics, OUP. 2. Damodar Gujarati, Econometrics by Example, Palgrave Macmillan.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				



<b>Date of Approval by the Academic Council</b>	9/13/2020
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### Course Outcome for EM3621

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand the usage of econometrics in economics theory.	2	S
<b>CO2</b>	Understand the various linear regression model.	2	S
<b>CO3</b>	Analyze the dynamic regression model	4	S
<b>CO4</b>	Analyze the techniques to estimate Panle data.	4	S
<b>CO5</b>	Apply the econometrics techniques using various econometric software.	3	S

### CO-PO Mapping for EM3621

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO3
CO 1	1	3	2	3	3	3	3	1	3	3	2	0	3
CO 2	1	3	3	3	2	1	2	1	3	2	3	2	2
CO 3	3	2	2	2	1	0	3	3	1	2	3	3	2
CO 4	3	1	0	3	2	1	2	2	0	0	0	1	3
CO 5	2	0	0	3	2	2	1	3	2	0	1	2	1
Avg	2	1.8	1.4	2.8	2	1.4	2.2	2	1.8	1.4	1.8	1.6	2.2



<b>EM3619</b>	<b>Title: Economics Sociology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>	<b>1</b>				
<b>Course Prerequisites</b>	NIL				
<b>Objective</b>	This course introduces the students to the conceptual underpinnings of economic sociology and its significance, the processes of social production in different social formations and the relevance of the sociological approaches in understanding these processes.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Perspectives in Economic Sociology</b>				8
Concepts of value, labor, property, money and rationality, Sociological approaches to the study of Economy, Formalism and Sub stantivism,					
<b>Unit II</b>	<b>Forms of Exchange</b>				8
Forms of Exchange: - Reciprocity and Gift, Distribution, Exchange and Money					
<b>Unit III</b>	<b>Systems of Production, Circulation and Consumption</b>				8
Hunting and Gathering, Domestic Mode of Production, Peasant, Capitalism: State, market and society Socialism: - State, production and distribution					
<b>Unit IV</b>	<b>Contemporary Issues in Economic Sociology</b>				8
Globalization: Meaning, Characteristics and its Impact on Society Development: Meaning and Indicators of Development; Global Trends of Development.					
<b>Unit V</b>	<b>New Economic Sociology</b>				8
Post Industrial Society: - Information, Communication, Technology and Society, Social Security and Alienation					
<b>Text Books</b>	1. Bottomore, T. Theories of Modern Capitalism. London: Routledge. 2. Smelser, N. J. The Sociology of Economic Life. Whitefish: Literary Licensing. 3. Mohanty,P.K: A Textbook of Economic Sociology, Wisdom Press.				
<b>Reference Books</b>	1. Trigilia, C. Economic sociology: State, market, and society in modern capitalism. Oxford, UK: Basil Blackwell. 2. Smelser, N.J. and Richard Swedberg. The Handbook of Economic Sociology, Princeton University Press.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	5/13/2020				
<b>Date of Approval by the Academic Council</b>	9/13/2020				



### Course Outcome for EM3619

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand the perspective in Economic Sociology.	2	S
<b>CO2</b>	To understand the forms of exchange.	2	S
<b>CO3</b>	To understand the system of production, circulation and consumption.	2	S
<b>CO4</b>	To understand the contemporary issues in Economic sociology.	2	S
<b>CO5</b>	To understand the new economic sociology.	2	S

### CO-PO Mapping for EM3619

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO3
CO 1	1	0	3	1	1	0	1	1	1	2	3	2	2
CO 2	2	3	3	1	0	3	2	3	2	3	2	3	3
CO 3	1	2	2	2	2	0	1	1	0	0	1	2	1
CO 4	2	0	0	1	2	1	1	2	2	2	2	1	1
CO 5	1	2	3	2	2	3	3	1	3	0	3	2	3
Avg	1.4	1.4	2.2	1.4	1.4	1.4	1.6	1.6	1.6	1.4	2.2	2	2



## PROGRAM ELECTIVES OF PSYCHOLOGY

<b>PS3516</b>	<b>Title: Positive Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To introduce the students to the basic concepts of the growing importance of positive psychology.				
<b>Expected Outcome</b>	Students will understand the applications of positive psychology in various domains.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	<b>12</b>			
Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.					
<b>Unit II</b>	<b>Positive Emotional States and Processes</b>	<b>12</b>			
Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience					
<b>Unit III</b>	<b>Positive Cognitive States and Processes</b>	<b>12</b>			
Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.					
<b>Unit IV</b>	<b>Applications</b>	<b>06</b>			
Work, education, ageing, health					
<b>Unit V</b>	<b>Techniques</b>	<b>06</b>			
Mindfulness meditation, kindness, gratitude to practice positive psychology.					
<b>Text Books</b>	Baumgardner, S.R. Crothers M.K. Positive Psychology. Upper Saddle River, N.J.: Prentice Hall. Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge. Peterson, C. A Primer in Positive Psychology. New York: Oxford University Press.				
<b>Reference Books</b>	Seligman, M.E.P. Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster. Snyder, C.R., & Lopez, S.J. Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. Snyder, C. R., & Lopez, S. Handbook of positive psychology. New York: Oxford University Press.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3516

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will get acquainted to the field of psychology thoroughly.	2	S
<b>CO2</b>	Students will get acquainted with the basic concepts of positive psychology	3	S
<b>CO3</b>	Students will learn about the elements of positive psychology	2	Emp.
<b>CO4</b>	Students will learn regarding processes related to positive emotions.	3	Emp./S.
<b>CO5</b>	Student will learn about the techniques of positive psychology	3	S

### CO-PO Mapping forPS3516

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	3	0	2	2	3	1	1	0	0	3	1	2
<b>CO 2</b>	2	1	1	2	0	2	1	1	2	1	0	2	3
<b>CO 3</b>	3	3	2	3	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	1	1	1	2	0	0	2	1	3	2	3
<b>CO 5</b>	1	2	3	1	0	0	3	1	1	3	2	1	2
<b>Avg.</b>	2	2.2	1.4	1.8	1	1.8	1.4	1	1.6	1.6	2	1.8	2.4





PS3517	Title: Human Resource Management	L	T	P	C
		4	1	0	5
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To help students understand the various processes and issues inherent in organizations related to human resources.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Resourcing</b>	12			
HRM and HRD, Context and issues in HRM					
<b>Unit II</b>	<b>Strategic Techniques</b>	12			
Recruitment and selection; Training; Performance evaluation					
<b>Unit III</b>	<b>International Human Resource Management</b>	12			
IHRM in the context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.					
<b>Unit IV</b>	<b>Organizational Change and Development</b>	06			
Organizational change concepts, models (one model), techniques (one for individual and one for group), Organizational development: concepts, models (one model), techniques (one for individual and one for group).					
<b>Unit V</b>	<b>Industrial Relations</b>	06			
Introduction to industrial relations, trade union roles, types, functions, problems, industrial dispute concept, causes and machinery for settlement of dispute grievances. Bargaining concepts, types and process. New age HRM.					
<b>Text Books</b>	Chadha, N.K..Human Resource Management-Issues, case studies and experiential exercises. (3rd ed.) New Delhi: SaiPrintographers. Bhatnagar, J. & Budhwar, J..The changing face of people management in India. London: Routledge. Briscoe, D. R., Schuler, R. S. & Claus, L. International human resource management: Policies and practices for multinational enterprises .New York: Routledge.				
<b>Reference Books</b>	DeCenzo, D.A.& Robbins, S.P.Fundamentals of human resource management. NY: Wiley. Aamodt, M.G. Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3517

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	To understand the concept of HRM & HRD	2	S
<b>CO2</b>	To create the new methods of recruitment. To understand the interview patterns	4	Emp.
<b>CO3</b>	To analyze and understand Globalization & international HRM	2	S
<b>CO4</b>	To analyze and understand the concept of organizational change & development	3	S
<b>CO5</b>	To understand the concept of Industrial Relations	3	Emp.

### CO-PO Mapping for PS3517

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	2	2	2	2	1	3	1	1	0	3	1	2
<b>CO 2</b>	3	1	1	2	0	2	0	3	2	1	0	3	1
<b>CO 3</b>	3	1	2	1	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	3	3	0	2	1	2	2	1	2	2	0
<b>CO 5</b>	1	0	1	2	2	1	3	2	1	3	2	3	2
<b>Avg.</b>	2.2	1.2	1.8	2	1.2	1.6	1.8	2	1.8	1.6	1.8	2.4	1.4



<b>PS3520</b>	<b>Title: Sports Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		4	1	0	5
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	PS3306				
<b>Objectives</b>	Understanding Sports psychology and the relation between mind and body.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>UNIT I</b>	<b>Basics of Exercise &amp; Sport Psychology</b>	<b>09</b>			
Introduction (Meaning, Definition, Historical Development need and scope of Exercise and sports psychology, History of Sports Psychology in India), Relationship of Sports Psychology with other Sports Sciences, Methods of Psychology (Introspection method, Observation method, Experimental method, Case study method. Questionnaire method, Interview method, Survey method), Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting					
<b>UNIT II</b>	<b>Personality, Motivation &amp; Performance</b>	<b>09</b>			
Personality and Performance (Meaning, Definition and Structure of Personality) Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan), Motivation & Goal Setting Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship					
<b>UNIT III</b>	<b>Emotion &amp; Performance</b>	<b>06</b>			
Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress , Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship					
<b>UNIT IV</b>	<b>Therapeutic Techniques</b>	<b>06</b>			
Relaxation Procedures – Progressive Relaxation – Autogenic Training, Transcendental Meditation. Biofeedback. Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk					
<b>UNIT V</b>	<b>Interventions</b>	<b>06</b>			
Introduction, mental skill training in sports, Sports Psychology: A clinician’s perspective, Action theory approach to applied sports psychology, Eating-disorders in sport: from theory to research to intervention. Psychosocial antecedents of sport injury and intervention for risk reduction					
<b>Text Books</b>	1. Gurbakhsh S. Sandhu (2002), Psychology in Sports – A Contemporary Approach, Friends publications, New Delhi. 2. Murphy, S.M. (1995), Sport Psychology Interventions, Human Kinetics, Auckland				
<b>Reference Books</b>	1. Weinberg, R.S, Gould D (2003), Foundation of Sport & exercise Psychology, 3rd Edition, Human Kinetics, South Australia. 2. Athanasios G. Papaioannou (Editor) Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3607

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will understand the role of the brain in human performance and apply psychological techniques and theories to human performance within diverse populations and Design, conduct, and evaluate research that address psychological questions	2	S
<b>CO2</b>	Learners will be able to reflect upon motivational psychology as applied to sports activities and Personality factors that effects performance.	3	S
<b>CO3</b>	Learners will be able to reflect upon the impact and management of emotions on performance of sportsperson.	3	S
<b>CO4</b>	Learners will get basic knowledge of Effective physical, and psychological techniques as they relate to human performance	4	S/Emp.
<b>CO5</b>	Learners will get knowledge of applied mental skill training in sports	5	Emp./S.

### CO-PO Mapping forPS3607

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	0	1	2	2	0	0	1	1	2	3	0	2
<b>CO 2</b>	3	1	1	2	3	2	3	3	2	1	1	0	0
<b>CO 3</b>	3	1	2	2	2	2	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	0	3	3	2	1	2	2	3	1	2	0
<b>CO 5</b>	1	2	1	3	3	0	3	1	2	3	2	1	2
<b>Avg.</b>	2.2	1.2	1	2.4	2.6	1.2	1.8	1.8	2	2.4	1.8	1	1.2



<b>PS3521</b>	<b>Title: Applied Transactional Analysis</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	Its purpose is to provide consistent and accurate information about TA concepts and by the end of it students will have a secure understanding of the theories, concepts and therapeutic strategies associated with this insightful model of human psychology, communication and behavior.				
<b>Expected Outcome</b>	Understanding a range of interpersonal behaviors and internal processes using basic transactional analysis concepts.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	<b>07</b>			
Introduction: Definition, meaning and concept. Brief overview of TA. Scope and areas of application of TA.					
<b>Unit II</b>	<b>Theory of personality</b>	<b>07</b>			
Theory of personality/ego states – child, adult and parent. Motivational theory – structure, stimulus and recognition and hungers. The Second Order Structural Analysis of Ego States: Personality & Development, Schism: Comparing Two Rival Models of Ego State Theory in Transactional Analysis, Structural Psychopathology: Contamination of the Adult, Exclusion & Constancy, The Integrating Adult - Healthy Adult Ego Functioning (The Integrated Adult)					
<b>Unit III</b>	<b>Theory of communication</b>	<b>07</b>			
Existential Positions – I'm ok, You're ok, we're ok & they're ok. Strokes, Stroke Economy Rules, Hungers & Time-Structuring, Analyzing Communication With Transactional Analysis Proper, Effective Communication - A Simplified Model.					
<b>Unit IV</b>	<b>Script Analysis</b>	<b>07</b>			
Definition-Script, Origin of Script in Child's experiences, Script Systems, Process of Script Development–injunctions. Attributions. Counter Injunctions, The Script Matrix & The Anatomy of Life Scripts.					
<b>Unit V</b>	<b>Transactional Analysis Organizations</b>	<b>08</b>			
TA-worldwide: national, regional, multi-national and international TA associations					
<b>Text Books</b>	1. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. Empowerment Evaluation. New Delhi: Sage Publication. 2. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. Community Psychology: Linking Individuals and Communities. Singapore: Wadsworth Cengage Learning.				
<b>Reference Books</b>	1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. Can Information Campaign Start Local Participation and Improve Outcomes? A Study of Primary Education in Uttar Pradesh, India. World Bank Policy Research, Working Paper No.3967. Washington, DC: World Bank.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic</b>	09/13/2020				



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**Course Outcome for PS3521**

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will gain basic knowledge about transactional analysis and its principles	2	S
<b>CO2</b>	Learner will gain a deep insight into their own personality & the personality of others	5	S
<b>CO3</b>	Learners will recognize communication patterns in human relations and personal obstacles, how they impede their own personal success, how to transcend these obstacles	4	S
<b>CO4</b>	Learners will gain knowledge of life scripts, discover how early life decisions obstruct & sabotage your success potential. More importantly, how one can change the course of your life	5	S
<b>CO5</b>	Learners will be able to apply transactional analysis concepts to explore new options for the purpose of counselling and therapy.	3	Emp./S

**CO-PO Mapping for PS3521**

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	2	2	2	0	2	1	3	0	3	2	2
<b>CO 2</b>	3	1	1	2	1	2	0	0	2	3	0	2	1
<b>CO 3</b>	3	0	2	3	2	2	2	2	3	3	2	0	2
<b>CO 4</b>	2	2	0	3	1	2	0	2	2	0	2	2	1
<b>CO 5</b>	1	2	2	0	1	1	3	3	0	1	2	0	1
<b>Avg.</b>	2.2	1.2	1.4	2	1.4	1.4	1.4	1.6	2	1.4	1.8	1.2	1.4



<b>PS3616</b>	<b>Title: Youth Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To help students understand the notion of youth and youth identity across cultures.				
<b>Expected Outcome</b>	Students will understand the factors influencing youth identity and develop sensitivity to issues concerning the youth of today.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	12			
Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.					
<b>Unit II</b>	<b>Youth development and Relationships</b>	12			
Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization. Today's Youth: Issues and challenges: Youth and risk behaviour					
<b>Unit III</b>	<b>Today's Youth: Issues and challenges</b>	12			
Youth and risk behaviour; Employment and education					
<b>Unit IV</b>	<b>Developing Youth</b>	06			
Positive youth development; Building resources: Hope, Optimism and Resilience.					
<b>Unit V</b>	<b>Challenges</b>	06			
Body Image concerns among youth; Peer Pressure and Bullying					
<b>Text Books</b>	Baron, R.A., Byrne, D. & Bhardwaj, G. Social Psychology. New Delhi: Pearson Berk, L. E. Child Development. New Delhi: Prentice Hall. Brown, B. B., R. Larson, & T. S. Saraswathi. The World's Youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).				
<b>Reference Books</b>	Car, A. Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge Connidis, I. A. Family ties and aging. Sage. (Chapters 8 & 10)				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3616

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Developing an appreciation of the various issues in defining the category of 'youth'; understanding the phases in the development of youth identity	2	S
<b>CO2</b>	Knowing the various sociocultural influences on today's youth as well as demonstrating sensitivity towards today's youth by developing an understanding of their culture.	4	S
<b>CO3</b>	Understanding risk behaviors' of youth (drug abuse, delinquency, sexuality & suicide risk).	3	Emp./S
<b>CO4</b>	Learning about other challenges youth face in their lives such as those related to employment, education; health and body image.	3	S
<b>CO5</b>	Learning about positive youth development including responsibility, social capital, citizenship and political engagement	3	Emp./S

### CO-PO Mapping forPS3616

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	3	2	2	0	2	1	1	0	3	3	2
<b>CO 2</b>	1	1	1	2	1	2	3	2	2	3	3	2	3
<b>CO 3</b>	3	0	2	1	2	2	2	2	3	3	2	0	2
<b>CO 4</b>	2	2	1	2	1	2	1	1	2	1	3	2	2
<b>CO 5</b>	1	0	2	0	3	3	3	2	2	1	2	0	3
<b>Avg.</b>	1.8	0.8	1.8	1.4	1.8	1.8	2.2	1.6	2	1.6	2.6	1.4	2.4





PS3617	Title: Psychology and Media	L	T	P	C
		4	1	0	5
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To enable the students to develop a critical awareness of the underlying psychological processes and mechanisms.				
<b>Expected Outcome</b>	The students will be able to understand the effect of media on human psyche.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Interface of Media and Psychology</b>	<b>12</b>			
Understanding the interface between media & psychology; Fantasy v/s Reality					
<b>Unit II</b>	<b>Being a Consumer: Why to Consume?</b>	<b>12</b>			
Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity					
<b>Unit III</b>	<b>Knowing and Creating Consumer Needs</b>	<b>12</b>			
Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda.					
<b>Unit IV</b>	<b>Critical Issues in Media Influence</b>	<b>06</b>			
Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change.					
<b>Unit V</b>	<b>Social Media Marketing</b>	<b>06</b>			
Social and cultural context in human development: childhood, teenage, peer group and media. Social media marketing. Digital Marketing and Psychology					
<b>Text Books</b>	Jansson-Boyd, C. V. Consumer Psychology. England: Open University Press. Giles, D. Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.				
<b>Reference Books</b>	Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. Handbook of Consumer Psychology. NY: Psychology Press. Wanke, M. Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group. <b>Audio-Visual Sources</b> Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein Documentary: 'Killing Us Softly 4' by Jean Kilbourne Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3617

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will be able to understand the psychological effects of media	2	S
<b>CO2</b>	Learners will be able to analyse the psychology of persuasion used by the media in terms of consumer behavior	4	S
<b>CO3</b>	Learners will be able to analyse the psychology of persuasion in terms of marketing strategies used aggressively by the media	4	Emp./S
<b>CO4</b>	Learners will be able to analyse the critical issues in media related to societal structures	5	S
<b>CO5</b>	Learners will be able to examine the impact of media on different age groups and get to learn about social media marketing	3	Emp./S

### CO-PO Mapping forPS3617

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	1	2	2	2	0	0	1	0	0	3	0	2
<b>CO 2</b>	3	1	1	2	0	2	3	2	2	1	0	1	2
<b>CO 3</b>	3	3	2	2	2	2	2	2	3	3	2	0	2
<b>CO 4</b>	2	2	0	0	2	2	3	0	2	2	1	2	3
<b>CO 5</b>	1	3	3	2	1	1	3	0	0	2	2	1	1
<b>Avg.</b>	2.2	2	1.6	1.6	1.4	1.4	2.2	1	1.4	1.6	1.6	0.8	2



<b>PS3618</b>	<b>Title: Psychological Perspectives in Education</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To understand the interface between education and psychology and enable students to deal with various problems and issues related to student diversity in a classroom				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	<b>Education and Psychology</b>	<b>12</b>			
An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-Centered' and 'progressive' education.					
<b>Unit II</b>	<b>Debates and Issues in Educational Psychology</b>	<b>12</b>			
De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue.					
<b>Unit III</b>	<b>Classroom Management &amp; Assessment</b>	<b>12</b>			
Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment.					
<b>Unit IV</b>	<b>Inclusive Education: Dealing with Classroom Diversity</b>	<b>06</b>			
Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling.					
<b>Unit V</b>	<b>Motivation in Learning and Teaching</b>	<b>06</b>			
Definition, intrinsic and extrinsic motivation, approaches to motivation, socio-cultural conceptions of motivation, goal orientation and motivation, strategies to encourage motivation and thoughtful learning. Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism					
<b>Text Books</b>	Bartlett, S., & Burton, D. Introduction to Education Studies. London: Sage. Combs, A. Myths in Education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon. Dearden, R. The Concept of Play. In R. Peters, The Concept of Education (pp. 51-63). London: Routledge & Kegan Paul.				
<b>Reference Books</b>	Richmond, W. Education and Schooling. London: Methuen & Co. Ltd. Slavin, R. Educational Psychology: Theory and Practice. New York: Pearson. Sutherland, M. Theory of Education. London: Longman. Woolfolk, A. Educational Psychology. Delhi: Pearson.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3618

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will be able to Explain the meaning, scope and functions of concepts of education and psychology and able to understand the principles of learning and problem solving	2	S
<b>CO2</b>	Learners will be able to understand the motivation applied in teaching and learning process	4	S
<b>CO3</b>	Learners will get knowledge of principles of classroom management	2	S
<b>CO4</b>	Learners will get knowledge about inclusive education which will include special need children and their management.	3	S
<b>CO5</b>	Learners will get knowledge about human diversity in education and related strategies.	3	S

### CO-PO Mapping for PS3618

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	0	1	2	2	0	2	1	3	2	3	2	2
<b>CO 2</b>	1	1	1	2	1	2	0	0	2	0	0	1	1
<b>CO 3</b>	3	2	2	0	2	2	2	2	3	3	2	3	2
<b>CO 4</b>	2	2	2	0	2	2	2	3	2	3	1	2	3
<b>CO 5</b>	1	0	0	2	3	2	3	2	2	3	2	2	2
<b>Avg.</b>	1.8	1	1.2	1.2	2	1.6	1.8	1.6	2.4	2.2	1.6	2	2



PS3619	Title: Psychology of Peace	L	T	P	C
		4	1	0	5
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To enable the students to explore concepts of peace and conflict from a psychological perspective.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (Per Unit)</b>			
<b>Unit I</b>	<b>Introduction</b>	<b>12</b>			
Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.					
<b>Unit II</b>	<b>Psychological Understanding of Peace and Conflict</b>	<b>12</b>			
Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.					
<b>Unit III</b>	<b>Building peace</b>	<b>12</b>			
Structure, Process, Integrated framework for peace building, peace education.					
<b>Unit IV</b>	<b>Peace Process and Transformation</b>	<b>06</b>			
Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge.					
<b>Unit V</b>	<b>Applications</b>	<b>06</b>			
Practicing peace from within learning mindful meditation, kindness and gratitude. Peace with body, soul and others, at work, in home environment and with the society.					
<b>Text Books</b>	Cheistie, D. J., Hare, A. P., & Winter, D. D. Peace, Conflict and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. CQ Researchers. Issues in Peace and Conflict Studies, New Delhi, Sage. Das, S. K. Nobody's Communique: Ethnic Accords in North-East. In				
<b>Reference Books</b>	Kelman, H. C. A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. Handbook of Conflict Analysis and Resolution, South Asia: Routledge. Wallensteen, P. Understanding Conflict Resolution: War, Peace and the Global System, London: Sage.				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommendation by Board of Studies on</b>	05/13/2020				
<b>Date of approval by the Academic Council</b>	09/13/2020				



### Course Outcome for PS3619

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Emp)/ Skill(S)/ Entrepreneurship (Ent.)/ None (Use , for more than One)
<b>CO1</b>	Learners will get acquainted to the field of counseling psychology thoroughly.	2	Emp
<b>CO2</b>	Learners will get in depth knowledge of theoretical basis and principles of counseling western as well as Indian.	4	S
<b>CO3</b>	Learners will get knowledge regarding various processes to undertake in counseling	2	Emp
<b>CO4</b>	Learners will get in depth knowledge about core practices and ethical codes of counseling.	3	Emp/s
<b>CO5</b>	Learners will be able to apply the knowledge of counseling as field in various respects	3	Emp

### CO-PO Mapping forPS3619

Course Outcomes	Program Outcomes Course Articulation Matrix (Highly Mapped-3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>CO 1</b>	2	2	2	2	2	3	2	1	3	0	3	0	2
<b>CO 2</b>	3	1	1	2	0	2	1	3	2	1	0	1	0
<b>CO 3</b>	3	3	2	3	2	2	2	2	3	3	2	2	2
<b>CO 4</b>	2	2	3	3	1	2	2	2	2	2	2	2	2
<b>CO 5</b>	1	3	2	2	2	0	3	0	2	1	2	3	3
<b>Avg.</b>	2.2	2.2	2	2.4	1.4	1.8	2	1.6	2.4	1.4	1.8	1.6	1.8



## PROGRAM ELECTIVES OF ENGLISH

EG3516	<b>Title: Literature of the Diaspora</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To acquaint the students with the language and theory of the immigrant experience-questions of identity, nationhood, as applied to the diasporas who are part of a larger group in transition.				
<b>Expected Outcome</b>	Students will understand the theories of displacement and liberation for an individuals who must feel the claims of various nations and cultures; of what is taken with one, what is left behind and what is transformed.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	Jhumpa Lahiri: <i>Interpreter of Maladies</i>				12
<b>Unit II</b>	V. S. Naipaul : <i>A House for Mr.Biswas</i>				12
<b>Unit III</b>	Rohinton Mistry: <i>A Fine Balance</i>				12
<b>Unit IV</b>	Kiran Desai: <i>Hullabaloo in the Guava Orchard</i>				12
<b>Unit V</b>	Arundhati Roy: <i>God of Small Things</i>				12
<b>Suggested Background Reading Topics</b>	The Diaspora Nostalgia New Medium Alienation				
<b>Readings</b>	1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). Literature of the Indian diaspora. London: Routledge 2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). Diaspora & hybridity. London: Sage Publications. 3. "The New Empire within Britain," in Rushdie, S. (1991). Imaginary Homelands. London: Granta Books				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of</b>	05/13/2020				



<b>Studied on</b>	
<b>Date of Approval by the Academic Council</b>	09/13/2020

### Course Outcome for EEG3516

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To enable the student to understand the historical background of international migration.	2	S
<b>CO2</b>	To understand the linkage between international migration, Diaspora and transnational's.	2	S
<b>CO3</b>	To enable students to understand the contemporary migration patterns as a result of globalization.	2	S
<b>CO4</b>	To establish how immigration, diaspora and nationalism studied in the context of Indian diaspora.	2	S
<b>CO5</b>	To enables the students to explain the theoretical backgrounds of international migration, race, and ethnicity	1 & 2	S

### CO-PO Mapping for EG3516

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	2	3	1	0	3	1	1	3	0	2	3	3
CO 2	3	1	1	3	1	2	2	3	1	0	2	0	2
CO 3	0	1	0	3	1	1	1	1	3	1	3	3	3
CO 4	0	1	2	3	3	1	1	3	3	3	3	2	3
CO 5	2	2	2	3	2	0	2	3	3	1	0	3	3
Avg	1	1.4	1.6	2.6	1.4	1.4	1.4	2.2	2.6	1	2	2.2	2.8





<b>EG3518</b>	<b>Title: Literary Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To introduce students to the basic theoretical works that revolutionized literary studies and the locations of literary criticism - Feminism, Post- structuralism, Post-colonialism.				
<b>Expected Outcome</b>	Focusing on language, discourse, genres and social orientation, this course will equip students to understand the conceptual frames of literary theory				
<b>Unit No.</b>	<b>Unit Title</b>			<b>No. of hours (per Unit)</b>	
<b>Unit I</b>	<i>Terry Eagleton: Marxist Literary Theory</i>			12	
<b>Unit II</b>	<i>Peter Barry: Beginning Theory</i>			12	
<b>Unit III</b>	<i>Post-colonialism</i>			12	
<b>Unit IV</b>	<i>Ecocriticism</i>			12	
<b>Unit V</b>	<i>Feminism</i>			12	
<b>Suggested References</b>	1. Terry Eagleton, <i>Literary Theory: An Introduction</i> (Oxford: Blackwell, 2008). 2. Peter Barry, <i>Beginning Theory</i> (Manchester: Manchester University Press, 2002).				
<b>Suggested Background Reading Topics</b>	The East and the West Questions of Alterity Power, Language, and Representation The State and Culture				
<b>Mode of Evaluation</b>	Internal and External Examination				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EEG3518

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand and remember the meaning and significance of communication for commercial requirements and/or at commercial platforms.	1 & 2	S
<b>CO2</b>	Would learn and apply various forms of written messages in order to make formal communication with people within organization.	4	S
<b>CO3</b>	Simultaneously, develop listening skills and learn speaking skills required for face to face communication or communication through media.	2	S
<b>CO4</b>	Would learn and develop writing skills for drafting different types of written communication	1 & 2	S
<b>CO5</b>	Develop and apply core business communication skills like group discussions, public speaking etc.	4	Emp

### CO-PO Mapping for EG3518

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO2	PSO3
CO 1	2	0	0	2	1	1	0	1	1	2	3	0	2
CO 2	2	1	1	2	0	2	1	1	2	1	3	1	3
CO 3	2	0	0	0	3	0	2	2	3	1	2	2	1
CO 4	1	2	3	0	2	2	3	2	3	1	1	3	1
CO 5	1	3	2	3	2	1	3	0	2	2	2	1	3
Avg	1.6	1.2	1.2	1.4	1.6	1.2	1.8	1.2	2.2	1.4	2.2	1.4	2



<b>EG3519</b>	<b>Title: Women's Writings of 19<sup>th</sup> &amp; 20<sup>th</sup> Centuries</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To expose student to the redefining of the male dominated lyric tradition; the confessional mode in women's writing; also social reform movements and their impact on gender relations in India.				
<b>Expected Outcome</b>	The student will understand the correlation between aesthetics and activism in women's writing.				
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>			
<b>Unit I</b>	Kate Chopin: <i>The Awakening Golden Notebook</i>	12			
<b>Unit II</b>	Florence Nightingale : <i>Cassandra</i>	12			
<b>Unit III</b>	Mahasweta Devi : <i>Bayen</i>	12			
<b>Unit IV</b>	Pandita Ramabai: <i>Excerpts from Tharu and Lalita</i> ed. Women's writing in India vol.1,pp 247-53	12			
<b>Unit V</b>	Harriet Jacob: <i>Incidents in the Life of a Slave Girl</i>	12			
<b>Suggested Background Prose Reading Topics</b>	The Confessional Mode in Women's Writing Sexual Politics Race, Caste and Gender Social Reform and Women's Rights				



### Course Outcome for EG3519

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	To acquaint the students with the complex and multifaceted literature by women of the world.	2	S
CO2	To enable the student to know the diversity of women's experiences and their varied cultural moorings	2	S
CO3	To understand different forms of literature: poetry, fiction, short fiction and critical writings.	2	S
CO4	To understand women's literary history, women's studies and feminist criticism.	2	S
CO5	To relate women's experiences	1& 2	S

### CO-PO Mapping for EG3519

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO2	PSO3
CO 1	2	1	2	2	2	2	3	2	2	2	2	2	2
CO 2	2	2	1	1	2	3	2	1	0	3	1	1	2
CO 3	1	1	1	1	3	0	3	1	2	0	3	1	3
CO 4	3	3	1	1	2	0	2	1	3	2	2	1	1
CO 5	0	1	2	2	2	3	3	2	3	0	0	2	3
Avg	1.6	1.6	1.4	1.4	2.2	1.6	2.6	1.4	2	1.4	1.6	1.4	2.2



<b>EG3517</b>	<b>Title: Business Communication</b>	<b>L T P C</b> <b>4 1 0 5</b>
<b>Version No.</b>	<b>1.0</b>	
<b>Course Prerequisites</b>	Nil	
<b>Objectives</b>	The aim of this course is to acquaint students with the application of communication skills in the business world.	
<b>Unit No.</b>	<b>Unit Title</b>	<b>No. of hours (per Unit)</b>
<b>Unit I</b>	<b>Introduction to Business Communication</b>	12
Meaning and Definition - Process - Functions - Objectives - Importance Essentials of Good communication Communication barriers - overcoming communication barriers Principles of business communication Flow of Communication in an Organization; Formal and Informal		
<b>Unit II</b>	<b>Business Letters</b>	12
Need and functions of business letters , Planning & layout of business letter , Kinds of business letters Essentials of effective correspondence , Enquiries and replies , Placing and fulfilling orders , Complaints and follow-up , Sales letters , Circular letters Application for employment and resume Report writing Notices, Agenda and Minutes of the Meetings - Memorandum		
<b>Unit III</b>	<b>Oral Communication</b>	12
Meaning, nature and scope ; Principles of effective oral communication; Techniques of effective speech ;Media of oral communication- Face-to-face conversation, Teleconferences, Press Conference, Demonstration, Radio Recording Dictaphone – Meetings - Rumor - Demonstration and Dramatization - Public address system - Grapevine - Group Discussion - Oral report - Closed circuit TV. The art of listening -Principles of good listening.		
<b>Unit IV</b>	<b>Application of Business Communication Skills</b>	12
Group Decision-Making - Conflict and Negotiations -Presentation and Interviews - Speeches - Customer Care/Customers Relations - Public Relations (Concept, Principles, Do's and Don'ts etc. to be studied for each type).		
<b>Reference Books</b>	1.Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi. 2.Media and Communication Management - C. S. Rayudu -Himalaya Publishing House, Bombay. 3.Essentials of Business Communication - Rajendra Paland J. S. Korlhalli - Sultan Chand & Sons, New Delhi. 4.Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi. 5.Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.	
<b>Mode of Evaluation</b>	Internal and External Examinations	
<b>Recommendation by Board of Studies on</b>	05/13/2020	
<b>Date of approval by the Academic Council</b>	09/13/2020	



### Course Outcome for EG3517

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand and remember the meaning and significance of communication for commercial requirements and/or at commercial platforms.	1 & 2	S
<b>CO2</b>	Would learn and apply various forms of written messages in order to make formal communication with people within organization.	4	S
<b>CO3</b>	Simultaneously, develop listening skills and learn speaking skills required for face to face communication or communication through media.	2	S
<b>CO4</b>	Would learn and develop writing skills for drafting different types of written communication	1 & 2	S
<b>CO5</b>	Develop and apply core business communication skills like group discussions, public speaking etc.	4	Emp

### CO-PO Mapping for EG3517

Course Outcomes	Program Outcomes (Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	2	0	0	2	1	1	0	1	1	2	3	0	2
CO 2	2	1	1	2	0	2	1	1	2	1	3	1	3
CO 3	2	0	0	0	3	0	2	2	3	1	2	2	1
CO 4	1	2	3	0	2	2	3	2	3	1	1	3	1
CO 5	1	3	2	3	2	1	3	0	2	2	2	1	3
Avg	1.6	1.2	1.2	1.4	1.6	1.2	1.8	1.2	2.2	1.4	2.2	1.4	2



EG3616	<b>Title: New Age Fiction</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To expose students to the study of new kinds of fiction writing so that they can differentiate between reading a structured piece of literature and forms that are more free-flowing and less deterministic in the present day and age.				
<b>Expected Outcome</b>	Students should be able to understand the concepts of Virtuality, Actuality, Reality and Virtual Reality.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours (per Unit)</b>
<b>Unit I</b>	David Bell and Barbara Kennedy: <i>The Cybercultures Reader</i>				12
<b>Unit II</b>	Gilles Deleuze: <i>Society of Control</i>				12
<b>Unit III</b>	Graphic Novel TV Show/ Movie				12
<b>Unit IV</b>	<i>Westworld</i>				12
<b>Unit V</b>	Richard Stallman: <i>Lecture at Calcutta, 16.08.2006</i>				12
<b>Suggested Readings</b>	David Bell: <i>An Introduction to Cybercultures</i> Stallman, Richard M (2010). <i>Free Software, Free Society: Selected Essays of Richard M. Stallman</i> (2 <sup>nd</sup> ed.) Dillon, M Foucault on <i>Politics, Security and War</i> (Macmillan, 2008) Westworld TV Science Fiction series Gilles Deleuze: <i>Postscript on the Societies of Control</i>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3616

Unit-wise Course Outcome	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	To understand Growth in Consciousness as the hallmark of Visionary Fiction	2	S
<b>CO2</b>	To understand that New Age fiction enlightens and encourages readers to expand their awareness of greater possibilities	2	S
<b>CO3</b>	To analyse how the fiction embraces spiritual and esoteric wisdom, often from ancient sources, and makes it relevant for our modern life	4	S
<b>CO4</b>	To analyse how the fiction embraces spiritual and esoteric wisdom, often from ancient sources, and makes it relevant for our modern life	4	S
<b>CO5</b>	To analyse how fiction expresses rebellion against all the values of Western civilization—personal, sexual, familial, religious, moral, societal, and political.	4	S

### CO-PO Mapping for EG3616

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO2	PSO3
CO 1	2	2	1	0	2	2	2	1	2	3	2	0	3
CO 2	0	2	3	1	3	1	2	0	2	0	1	2	2
CO 3	3	3	3	3	2	2	2	1	0	1	1	3	1
CO 4	1	1	2	0	2	0	0	1	3	0	1	1	0
CO 5	3	1	1	2	1	1	3	3	3	2	2	0	3
Avg	1.8	1.8	2	1.2	2	1.2	1.8	1.2	2	1.2	1.4	1.2	1.8





EG3617	<b>Title:</b> Literary Research Methodology	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		4	1	0	5
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To familiarize the students with the methods, tools and resources necessary to carry out literary research.				
<b>Expected Outcome</b>	Students will learn to search for information with different critical perspectives so that different literary genres can be analyzed.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Fundamentals of Literary Research; Understanding the language of Research			12	
<b>Unit II</b>	Definition, Concept, Construct, Variable, Scope, Aims and Objectives of Literary Research			12	
<b>Unit III</b>	Research Design: Objective and importance in Research; Design sample Source of Data; Data Analysis Qualitative and Quantitative Methodology			12	
<b>Unit IV</b>	Methods and Tools of Literary Research Bibliography and Textual Criticism			12	
<b>Unit V</b>	Critical approaches and Theories Validity and Reliability.			12	
<b>Suggested Readings</b>	MLA handbook of Research M.P.Sinha: <i>Research Methods in English</i> Dr.Abha Pandey: <i>Research Methodology for Research in English</i> Altrik,Richard D.,and John J. Fenstermaker. <i>The Art of Literary Research.</i> Harner,James L. <i>Literary Research Guide</i>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3617

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand some basic concepts of research and its methodologies	2	S
CO2	Identify appropriate research topics	2	S
CO3	Select and define appropriate research problem and parameters	2	S
CO4	Prepare a project proposal (to undertake a Project)organize and conduct research (advanced Project) in a more appropriate manner	2	S
CO5	Write a research report and thesis	2	S

### CO-PO Mapping for EG3617

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	0	2	1	3	2	3	3	0	0	0	3	1	2
CO 2	0	0	3	2	1	3	0	1	2	2	2	3	1
CO 3	2	3	1	3	1	2	1	3	3	3	0	1	2
CO 4	0	3	2	3	1	0	2	3	1	1	2	2	2
CO 5	3	0	3	1	2	0	2	3	1	1	3	2	1
Avg	1	1.6	2	2.4	1.4	1.6	1.6	2	1.4	1.4	2	1.8	1.6



EG3618	<b>Title: Four Skills of Language Learning (for Competitive exams)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		4	1	0	5
<b>Version No.</b>	1.0				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To enable students to understand spoken and written English of varied complexity on most topics so as to develop proficiency in the four language skills- reading, listening, speaking and writing.				
<b>Expected Outcome</b>	Students will be able to integrate the four skill-sets of language learning with ease and so be better prepared to perform well in competitive examinations				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	<b>Reading Comprehension Skills</b>				12
Unseen passages from a variety of texts( approx. 500-700 words)- reading, understanding and answering questions; overall comprehension of the links between arguments and the finer distinction between stated and implied meanings; Reading to understand and correlate information					
<b>Unit II</b>	<b>Listening Comprehension Skills</b>				12
Listening to a variety of lectures(approx. 500-800 words); classroom discussions and conversations; answering questions related to topic Types of listening; Active listening techniques; Note-taking.					
<b>Unit III</b>	<b>Speaking Skills</b>				12
Independent Speaking Tasks based on any topic: Expressing opinions; Extempore (time specific) Integrated Tasks involving Passage/Conversation- Reading, Listening, Speaking; Explanation ability in a variety of situations					
<b>Unit IV</b>	<b>Writing Skills</b>				12
Integrated Tasks: Reading, Listening and Writing (approx.150- 250 words) Independent Tasks: Writing Essay responses from knowledge and experience; Supporting an opinion in writing. Conveying information on concrete or abstract topics with clarity and precision; Writing about objects or events with appropriate detail in both descriptive and narrative form.					
<b>Unit V</b>	<b>Application of Four Skill-Sets of Language</b>				12
Oral and Written Practices in both descriptive and narrative form					
<b>Suggested Readings</b>	Official Guide to the TOEFL Test with CD-ROM,4 <sup>th</sup> Edition Barron's TOEFL iBT with CD-ROM and MP3 audio CDs,15 <sup>th</sup> Edition Norman Lewis: Word Power Made Easy British Council:How to Prepare for IELTS				
<b>Mode of Evaluation</b>	Internal and External Examinations				



<b>Recommended by Board of Studied on</b>	05/13/2020
<b>Date of Approval by the Academic Council</b>	09/13/2020

### Course Outcome for EG3618

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
<b>CO1</b>	Understand language structures and functioning of the language.	2	S
<b>CO2</b>	Classify ancient and traditional perspectives of language use in the society.	2	S
<b>CO3</b>	Understand the application of linguistics on other related disciplines	2	S
<b>CO4</b>	Understand and describe the structure of the speech organs and their function and the basic methods of articulation	2	S
<b>CO5</b>	Describe the most important categories of vowels and consonants.	1& 2	S

### CO-PO Mapping for EG3618

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0)										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	1	1	3	2	3	2	3	0	3	2	1	2	1
CO 2	3	3	3	2	1	2	1	0	3	3	0	1	0
CO 3	0	1	0	2	1	1	3	0	0	0	3	1	2
CO 4	3	3	0	0	2	0	2	2	1	3	1	1	3
CO 5	2	0	1	1	0	1	2	3	1	1	2	2	0
Avg	1.8	1.6	1.4	1.4	1.4	1.2	2.2	1	1.6	1.8	1.4	1.4	1.2



<b>EG3619</b>	<b>Title: South Asian Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Version No.</b>	<b>1.0</b>				
<b>Course Prerequisites</b>	Nil				
<b>Objectives</b>	To introduce students to some important and vibrant texts in contemporary South Asian literature.				
<b>Expected Outcome</b>	The students will become familiar with the literary output in South Asia dealing with vital questions of form, political conflict, caste, language, religion and gender.				
<b>Unit No.</b>	<b>Unit Title</b>				<b>No. of hours</b>
<b>Unit I</b>	Anita Desai: Fasting, Feasting				12
<b>Unit II</b>	Michael Ondaatje: <i>Anil's Ghost</i>				12
<b>Unit III</b>	Saadat Hasan Manto, <i>Toba Tek Singh</i> (tr. by Khalid Hasan)				12
<b>Unit IV</b>	Faiz Ahmad Faiz: <i>Last Night, Don't ask me for that love again, A Prison Evening</i> , in <i>The Rebel's Silhouette: Selected Poems by Faiz Ahmad Faiz</i> , translated by Agha Shahid Ali (1991)				12
<b>Unit V</b>	Kamala Markandaya: <i>A Handful of Rice</i>				12
<b>Suggested Readings:</b>	Sadat Hasan Manto – 'Toba Tek Singh' in <i>Black Margin: Manto</i> , Tr M. Asaduddin; Manik Bandhopadhyay – 'The Final Solution', tr Rani Ray, <i>Mapmaking: Partition Stories from two Bengals</i> . Ed. Debjani Sengupta Faiz Ahmad Faiz, 'For your Lanes, My Country' in <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i> , tr. and ed., Riz Rahim; Jibananda Das 'I shall return to this Bengal' Khushwant Singh, <i>Train to Pakistan</i>				
<b>Mode of Evaluation</b>	Internal and External Examinations				
<b>Recommended by Board of Studied on</b>	05/13/2020				
<b>Date of Approval by the Academic Council</b>	09/13/2020				



### Course Outcome for EG3619

Unit-wise CO	Descriptions	BL Level	Employability (Em)/ Skill(S)/ Entrepreneurship (En)/ None (Use , for more than One)
CO1	Understand and interpret South Asian literary works.	2	S
CO2	Evaluate the relationship between texts and their cultural and historical contexts;	5	S
CO3	Critically evaluate translations of South Asian literature;	5	S
CO4	Critically evaluate scholarly work relating to South Asian history and culture;	5	S
CO5	The ability to manage one's own learning, and to make use of scholarly reviews and primary sources such as research articles and/or original materials related to South Asia.	1& 2	S

### CO-PO Mapping for EG3619

CO	Program Outcomes Course Articulation Matrix (Highly Mapped- 3, Moderate- 2, Low-1, Not related-0 )										Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	3	2	1	2	1	1	1	2	2	1	1	0	1
CO 2	1	2	1	0	1	3	1	1	1	0	3	0	2
CO 3	0	3	1	1	3	0	3	1	3	2	1	3	1
CO 4	3	3	3	2	3	0	3	1	1	0	1	3	0
	3	0	0	3	3	3	2	2	3	2	2	1	3
Avg	2	2	1.2	1.6	2.2	1.4	2	1.4	2	1	1.6	1.4	1.4