

SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

Bachelor of Arts (BA)

w.e.f 2021-22



School of Languages and Culture

**Bachelor of Arts (B.A.)
3 Years Degree Program**

About the Program:

Bachelor of Arts with Honours in English Literature (BA Hons English) provides opportunities to students to study literature, which is intended to give a student lens into the ideas and stories that shape society's present and past, as well as to expose them to the complexity of human development over time. All the genres of literature create scaffolding for philosophies, ideologies, the politics of relationships, the exploration of the logical end of imagined scenarios and the psychology behind particular actions and events and more. Literature also exposes students to the use of language not available in nonfiction and creates a series of cultural touchstones for shared understanding that transcend mere fact. In short Literature provides an avenue of expanded imagination and language for the sake of both, appreciating beauty and human depths. The reading of literature is a way to create societal cohesion. Exposure to literature is valuable for all levels and all the disciplines of knowledge.

Program Educational Objectives (PEOs)

PEO-1: Proficiency- Graduates will demonstrate comprehensive knowledge of literature in their chosen domain. They will describe a range of literary techniques and rhetorical strategies used in texts, including their relationship to audience, purpose and cultural context.

PEO-2: Analytical Approach – Graduates will be able to recognize poetry from a variety of cultures, languages and historic periods. Understand and appreciate poetry as a literary art form. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. Broaden their vocabularies and to develop an appreciation of literature.

PEO-3: Education for Learning- Graduates will showcase leadership qualities and diverse learning by cultivating versatile skills of teamwork, morality, ethics, communication and analytical skills.

PEO-4: Prospective Employment and Career Prospects-To empower graduates for employment in the fields of translation, content writing, teaching and orient them for research and higher studies.

PEO-5: Creative and Academic Writing- To Produce creative writing, rhetoric and composition for diverse needs of students and community nationally and internationally.

Program Outcomes (POs)

The Program Outcomes will help students to:

PO-1: Literary History- Demonstrate knowledge of literary terms, major periods, authors, genres, and theories.

PO-2: Critical Analysis- Produce original insights about literature in a variety of forms, styles, structures and modes in scholarly practices with compelling explanatory power.

PO-3: History of Literature- Show knowledge of major literary works, periods, genres, and critical approaches to Indian, American, and World Literature.

PO-4: Multi-Disciplinary Approach- Articulate the relations among culture, history and texts.

PO-5: English Language Teaching- Be adept at teaching of English Language and Literature as a career option.

PO-6: Creative and Academic Writing- Produce creative writing, rhetoric and composition for diverse needs of students and community nationally and internationally. Develop their critical thinking skills and creativity. Enhance their writing skills.

PO-7: Linguistic Development- Students will be able to appreciate literary/linguistic developments of different countries and different periods.

PO-8: Curriculum Development- Students will learn different approaches to curriculum development, syllabus design and methods of teaching.

PO-9: Academic Writing- To produce creative writing, rhetoric and composition for diverse needs of students and community nationally and internationally.

PO-10: Industry ready- After the completion of the course, the student will be industry ready to successfully merge into the existing industrial requirements.

Bachelor of Arts (B.A.)

Curriculum Components

Components	Credits
School Core (06 Courses)	24
Major Electives (12 Courses)	60
Minor Electives (04 Courses)	08
Ability & Skill Development (Ability Enhancement Courses) (04 Courses)	10
Ability & Skill Development (Skill Enhancement Courses) (06 Courses)	12
Project Based Learning (PBL)/MOOCs (04 courses)	08
Project (02 Courses)	10
International Context/Yoga & Mediation (05 Courses)*	-
Green Credit (06 Courses)*	-
Total	132

* Mandatory Non-Credit Course

B.A First Semester w.e.f 2021-22 onwards																		
Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT		
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE		ToT	
							MSE	ASG	TA	ATTD	ToT							
UC20B101	Environment Studies and Disaster Management	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100	
UC20B102	Communication Skills	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100	
AH20B104	Introduction to Public Administration	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	Major Electives-I	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	Major Electives - II	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100	
PB20B101	Project Based Learning –I	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100	
IY20B 101	Yoga and Meditation-I*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50	
GC20B101	Green Credit-I*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50	
		Total			20													800

* Mandatory Non-Credit Course

^ 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

B.A Second Semester w.e.f 2021-22 onwards																		
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)					Weightage (Practical)			GT			
		L	T	P			Internal Assessment (IA)					ESE	GT	CE^		ESE	ToT	
							MSE	ASG	TA	ATTD	ToT							
UC20B201	Computer Application-I	3	-	-	3	3	30	05	05	10	50	50	100	-	-	-	100	
UC20B202	Entrepreneurship Development	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100	
AH20B204	Indian Constitution and Government	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	Major Electives-III	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	Major Electives-IV	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100	
PB20B201	Project Based Learning-II	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100	
IY20B 201	Yoga and Meditation-II*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50	
GC20B201	Green Credit-II*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50	
		Total			21													800

* Mandatory Non-Credit Course

^ 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

B.A Third Semester w.e.f 2021-22 onwards																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT	
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE		ToT
							MSE	ASG	TA	ATTD	ToT						
UC20B301	Computer Application-II	3	-	-	3	3	30	05	05	10	50	50	100	-	-	-	100
UC20B302	Quantitative Aptitude - I	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100
AH20B304	Public Personal Administration	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives- V	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-VI	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 2	Minor Electives-I	2	-	-	2	2	30	05	05	10	50	50	100	-	-	-	100
PB20B301	Project Based Learning –III	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100
IY20B301	Yoga and Meditation-III*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
GC20B301	Green Credit-III*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
		Total			23												900

* Mandatory Non-Credit Course

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

B.A Fourth Semester w.e.f 2021-22 onwards

Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT	
		L	T	P			Internal Assessment (IA)					ESE	ToT	CE^	ESE		ToT
							MSE	ASG	TA	ATTD	ToT						
UC20B401	Design Thinking	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100
UC20B402	Quantitative Aptitude - II	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100
AH20B404	Comparative Public Administration	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-VII	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-VIII	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 2	Minor Elective-II	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100
PB20B401	Project Based Learning-IV	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100
IY20B401	Yoga and Meditation-IV*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
GC20B401	Green Credit-IV*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
		Total			22												900

* Mandatory Non-Credit Course

^ 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

B.A Fifth Semester w.e.f 2021-22 onwards

Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT	
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE		ToT
							MSE	ASG	TA	ATTD	ToT						
UC20B501	Introduction to Management and Leadership	2	-	-	2	2	30	05	05	10	50	50	100	-	-	-	100
AH20B504	Development Administration	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-IX	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-X	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 2	Minor Electives-III	2	-	-	2	2	30	05	05	10	50	50	100	-	-	-	100
PB20B501	Minor Project	-	-	8	4	2	-	-	-	-	-	-	-	100	100	200	200
IY20B501	Yoga and Meditation-V*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
GC20B501	Green Credit-V*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
		Total			22												900

* Mandatory Non-Credit Course

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

B. A Sixth Semester w.e.f 2021-22 onwards																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)							Weightage (Practical)			GT
		L	T	P			Internal Assessment (IA)					ESE	GT	CE[^]	ESE	ToT	
							MSE	ASG	TA	ATTD	ToT						
UC20B601	Social and Professional Ethics	2	-	-	2	3	30	05	05	10	50	50	100	-	-	-	100
AH20B604	Rural Local Governance	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-XI	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	Major Electives-XII	5	-	-	5	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 2	Minor Electives-IV	2	-	-	2	2	30	05	05	10	50	50	100	-	-	-	100
PB20B 601	Major Project	-	-	12	6	2	-	-	-	-	-	-	-	150	150	300	300
IY20B 601	Green Credit-VI*	-	-	2	-	-	-	-	-	-	-	-	-	50	-	50	50
		Total			24												950

* Mandatory Non-Credit Course

^ 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Distribution of credits across all components

SEM.	School Core	Major Electives-I	Major Electives - II	Minor Electives	Ability & Skill Development		Project Based Learning (PBL)/ MOOCs	Projects	Yoga and Mediation*	Green Credit *	Total Credits
					Ability Enhancement Courses	Skill Enhancement Courses					
I.	4	5	5	-	2	2	2	-	-	-	20
II.	4	5	5	-	3	2	2	-	-	-	21
III.	4	5	5	2	3	2	2	-	-	-	23
IV.	4	5	5	2	2	2	2	-	-	-	22
V.	4	5	5	2	-	2	-	4	-	-	22
VI.	4	5	5	2	-	2	-	6	-	-	24
Total	24	30	30	08	10	12	08	10	-	-	132

* Mandatory Non-Credit Course

**Table 1: Major Electives Specialization Tracks
(Select any one track)**

Track 1: English Literature

Semester	Major Elective	Course Code	Course Name
I	I	LC21B101	Medieval to Early Renaissance
	II	LC21B102	From Milton to the Romantics
II	III	LC21B201	Victorian to Modern
	IV	LC21B202	Introduction to American Literature
III	V	LC21B301	World Literature
	VI	LC21B302	Shakespearian/Elizabethan Literature
IV	VII	LC21B401	Indian English Literature
	VIII	LC21B402	Concepts of Modernity
V	IX	LC21B501	Literature in Translation
	X	LC21B502	Contemporary Literature
VI	XI	LC21B601	Literary Theory and Criticism
	XII	LC21B602	Post-Colonial Literature

Track 2: Hindi Literature

Semester	Major Elective	Course Code	Course Name
I	I	LC21B111	Hindi aur Uski Lippi Ka Itihaas
	II	LC21B112	Hindi Kavita(Aadikaal aur Bhakti Kaleen Kavya)
II	III	LC21B211	Hindi Sahitya ka Itihaas(Aadikaal aurMadhya Kaal)
	IV	LC21B212	Hindi Sahitya Ka Ritikaal
III	V	LC21B311	Hindi Sahitya Ka Itihaas (Aadhunik Kaal)
	VI	LC21B312	Hindi Kavita (Adhunik Kaal se Chayavaad)
IV	VII	LC21B411	Bhartiya Kavyashastra
	VIII	LC21B412	Hindi Kavita (Chayavaad ke Baad)
V	IX	LC21B511	Pashchatya Kavyashastra
	X	LC21B512	Hindi Natak/ Ekaanki
VI	XI	LC21B611	Hindi Aalochna
	XII	LC21B612	Hindi Nibandh aur Gadya Vidhaayen

Table 2: Minor Electives specialization Tracks
(Select any one track)

S.No	Name of offering School	Minor Specialization Track	Minor Elective	Code	Course
1	School of Languages & Culture	English Literature	I	LC21B309	Popular Literature
			II	LC21B409	Travel Writing
			III	LC21B509	Literature and Cinema
			IV	LC21B609	War Literature
		Hindi Literature	I	LC21B319	Hindi mein vyavharic anuvad
			II	LC21B419	Bhasha shikshan
			III	LC21B519	Hindi ki mualik aur lok sahitya parampara
			IV	LC21B619	Lok Natya
2	School of Engineering & Technology	Digital Marketing	I	ET21B309	Web Development Fundamentals
			II	ET21B409	Introduction to Digital Marketing
			III	ET21B509	Search Engine Optimization and Social Media Marketing
			IV	ET21B609	Web Analytics
		Data Analytics	I	ET21B319	Data Analytics Fundamentals
			II	ET21B419	Business Analytics
			III	ET21B519	R Programming
			IV	ET21B619	Data Visualization
		Web Designing	I	ET21B329	Web Designing Fundamentals
			II	ET21B429	Dynamic Website with Javascript
			III	ET21B529	Introduction to XML
			IV	ET21B629	Web Application Development
		Programming	I	ET21B339	Core Java
			II	ET21B439	Advanced Java
			III	ET21B539	Python Programming
			IV	ET21B629	Web Application Development
3	School of Arts Humanities and Social Sciences	Applied Sociology	I	AH21B309	Basic Concept of Sociology
			II	AH21B409	Indian Society
			III	AH21B509	Social Problems in India
			IV	AH21B609	Social Change and Social Control
		History	I	AH21B319	History of India from the Earliest Times to 1200 AD
			II	AH21B419	Western World (Mid 15th Century to 1870)
			III	AH21B519	History of India (1200 to 1739AD)
			IV	AH21B619	Main Currents of World History (from 1871to 2001AD)
		Public Administration	I	AH21B329	Introduction to Public Administration
			II	AH21B429	Indian Constitution and Government
			III	AH21B529	Public Personal Administration
			IV	AH21B629	Comparative Public Administration

		Psychology	I	AH21B339	Basic Psychology
			II	AH21B439	Psychopathology
			III	AH21B539	Biopsychology
			IV	AH21B639	Organizational Psychology
4	School of Sciences	Physics	I	SS21B309	Basic Instrumentation Skills
			II	SS21B409	Electrical Circuit Network Skills
			III	SS21B509	Digital, Analog and Instrumentation
			IV	SS21B609	Elements of Modern Physics
		Biology	I	SS21B319	Introductory Biology
			II	SS21B419	Genetics and Society
			III	SS21B519	Biotechnology
			IV	SS21B619	Bioinformatics and Systems Biology
		Chemistry	I	SS21B329	Basic Analytical Chemistry
			II	SS21B429	Green Chemistry and Green Methods in Chemistry
			III	SS21B529	Pharmaceutical Chemistry
			IV	SS21B629	Pesticide Chemistry
		Mathematics	I	SS21B339	Elementary Number Theory
			II	SS21B439	Introduction to Statistical Methods and Probability
			III	SS21B539	Applications of Mathematics in Finance and Insurance
			IV	SS21B639	Mathematical Modeling
5	School of Agriculture	Horticulture	I	AG21B309	Production Technology for Vegetable and Spices
			II	AG21B409	Production Technology for Fruit and Plantation Crops
			III	AG21B509	Diseases of Field and Horticultural Crops and their Management –I
			IV	AG21B609	Diseases of Field and Horticultural Crops and their Management-II
		Crop Production	I	AG21B319	Crop production Technology – I (Kharif Crops)
			II	AG21B419	Crop production Technology –II (Rabi Crops)
			III	AG21B519	Practical Crop Production – I (Kharif crops)
			IV	AG21B619	Practical Crop Production –II (Rabi crops)
		Agri Business	I	AG21B329	Agricultural Finance and Cooperation
			II	AG21B429	Agricultural Marketing Trade & Prices
			III	AG21B529	Entrepreneurship Development and Business Communication
			IV	AG21B629	Farm Management, Production & Resource Economics
School of Commerce & Management	Commerce	I	CM21B309	International Business	
		II	CM21B409	Auditing	
		III	CM21B509	Direct Tax	
		IV	CM21B609	Goods and Services Tax	

6		Management	I	MN21B309	E- Business
			II	MN21B409	Service Marketing
			III	MN21B509	Retail Management
			IV	MN21B609	Supply Chain Management
6	School of Design	Sketching & Painting	I	DN21B309	Sketching-I
			II	DN21B409	Sketching –II
			III	DN21B509	Painting-I
			IV	DN21B609	Painting-II
		Interior Design	I	DN21B319	Building Materials & Processes
			II	DN21B419	Elements of Interior Spaces
			III	DN21B519	Basics of Lighting Design
			IV	DN21B619	Building Services
		Apparel Design	I	DN21B329	Fashion Illustration-I
			II	DN21B429	Dyeing and Printing Techniques
			III	DN21B529	Surface Exploration I
			IV	DN21B629	Surface Exploration II
7	School of Performing Arts	Dance	I	PA21B309	Techniques and Theatrical Performance of Dance I
			II	PA21B409	Techniques and Theatrical Performance of Dance II
			III	PA21B509	Techniques and Theatrical Performance of Dance III
			IV	PA21B609	Techniques and Theatrical Performance of Dance IV
		Music	I	PA21B319	Musical Roots and Theatrical Performance I
			II	PA21B419	Musical Roots and Theatrical Performance II
			III	PA21B519	Musical Roots and Theatrical Performance III
			IV	PA21B619	Musical Roots and Theatrical Performance IV
		Theatre	I	PA21B329	Basics of Acting Production I
			II	PA21B429	Drama Production II
			III	PA21B529	Drama Production III
			IV	PA21B629	Drama Production IV
	School of Journalism and Mass Communication	Basic Media Production Techniques	I	JM21B309	Photography
			II	JM21B409	Videography
			III	JM21B509	Script Writing
			IV	JM21B609	Audio Visual Editing
			I	JM21B319	Introduction to Advertising

8		Advertising and Public Relations	II	JM21B419	Content Creation
			III	JM21B519	Introduction to Public Relations
			IV	JM21B619	Tools and Techniques of Public Relations

Semester I

Code	Environmental Studies & Disaster Management	Total Lecture:30
UC20B101		2-0-0-2
Learning Objectives:	<p>The course prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. Students:</p> <ul style="list-style-type: none"> • Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. • Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes. • Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world. 	
UNIT	CONTENT	HOURS
I	Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education.	5
II	Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem- structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle.	7
III	Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO ₂ , NO _X , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer.	7
IV	Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations	4
V	Natural Disasters and its types, Accidental Disasters, Impact of Disasters on Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types of Technological Hazards,	7

	Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.	
Course Outcomes (As per Bloom's Taxonomy)		
CO1	Students will understand ¹ the natural environment and its relationships with human activities.	
CO2	Characterize ² and analyze ⁴ human impacts on the environment	
CO3	They will learn to Integrate facts, concepts, and methods from multiple disciplines and apply ³ to environmental problems.	
CO4	They will have capacity to integrate knowledge and to analyses ⁴ , evaluate ³ and manage the different public health aspects of disaster events at local and global levels.	
CO5	They will also have capacity to obtain, analyse ⁴ , and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios	
Text Books:	<ul style="list-style-type: none"> • Dr. N. S. Varandani, Basics of Environmental Studies, Books India Publications • Mukesh Dhunna, Disaster Management, Vayu Education of India, DelhiPublication 	
Reference Books:	<ul style="list-style-type: none"> • R. Rajagopalan, Environmental Studies, Oxford University Press • Richard T Wright & Bernard J Nebel, Environmental Science, Prentice Hall India Publication • Daniel B Botkin & Edward A Keller, Environmental Science, Wiley Publications. 	

Code	Communication Skills	Total Lecture:15 Tutorial: 15
UC20B102	1– 1– 0-2	
Learning Objectives :	<p>The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. Along with the above mentioned, care has been taken to enhance the grammatical skills of the students with sufficient practical purposes.</p> <p>The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books. The students are advised to arrange the prescribed texts well before beginning the classes.</p> <p>The course provides good introduction and understanding about the following:</p> <ul style="list-style-type: none"> • The concept and understanding of different types of Communication • Introduce different tools of communication that are useful in various techniques of problems solving. • The Grammatical knowledge of Language learning with the enhancement of word power. <p>To introduce the tricks and methods of official and Technical writing.</p>	
UNIT	CONTENT	HOURS
I	Introduction: Theory of Communication, Types and Modes of Communication, Effective Communication, Barriers of Communication, Strategies to overcome the Barriers	3
II	Professional Skills: Social skills - Small talks and leading the Conversation, conducting Debate and Discussions, Public Speaking, Public Speech, Presentation skills and Meeting etiquettes, Business Communication, GD and Interview Skills, Critical Conversations	3
III	Cross Cultural Communication: Contextual Conversation, do's and don'ts of Cross Cultural Communication, Verbal and Non Verbal Communication, Bias and Prejudice, Body Language.	3
IV	Internet Etiquettes: Email writing, Social Media Articles/Blogs, Notes, Memos, Reports & Proposal Writing, Writing Letters, Formal & Informal. Self profiling - Making Job Resume/CV, Elevator Pitch (3 minutes self-introduction during interviews), Twitter/Facebook bio.	3
V	Critical Thinking: Where the Mind is without Fear: Rabindranath Tagore The Portrait of a Lady: Khushwant Singh On the Rule of the Road: AG Gardiner Cherry Tree: Ruskin Bond Close Reading, Comprehension, Analysis and Interpretation, Paraphrasing and	3

	Summary	
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO 1	Students will apply ¹ correct usage of English grammar in writing and speaking.	
CO 2	Students will analyze ⁴ and improve their speaking ability in English both in terms of fluency and comprehensibility	
CO 3	Students will evaluate ³ themselves by giving oral presentations and will receive feedback on their performances.	
CO 4	Students will develop ² their reading speed and comprehension of academic articles	
CO 5	Students will compare ³ their reading fluency skills.	
Text Books:	<i>Fluency in English</i> - Part II, Oxford University Press, 2006. <i>Business English</i> , Pearson, 2008. <i>Language, Literature and Creativity</i> , Orient Blackswan, 2013.	
Reference Books:	<i>Warriner's English Grammar and Composition: Complete Course</i> - John E. Warriner, Harcourt, Brace, Jovanovich (1973) Jones, Daniel English Pronouncing Dictionary, HC publishers: Import, 2006 <i>Tricks of English Communication: Merriam's Webster</i> , New Delhi , 1978	

Professional skills- report writing, presentation skills and meeting etiquettes, business communication, GD and interview skills, critical conversations

Code	INTRODUCTION TO PUBLIC ADMINISTRATION	Total Lecture:60
AH20B104	4- 0 - 0 = 4	
Learning Objectives	<ul style="list-style-type: none"> • The objective of the following course is to introduce the students to the discipline of public administration • The following course provides awareness about the evolution and growth of the discipline of Public Administration • The course provides a basic learning of basic principles and approaches of Public Administration. • The course provides a theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations • The course makes the student understand about the organizational functioning of governments, leaders and their relationship 	
Unit	Contents	Hours
1	Public Administration as a Discipline: Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics,	12
2	Public and Private Administration, Evolution of Public Administration, Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM),	12
3	Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives	12
4	Organization and its Principles: Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation	12
5	Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO 1	To make the students efficient ³ in knowledge and methods of Public Administration analysis including data analysis	
CO 2	To develop ² the basic professional skills pertaining to Administrative thoughts, analysis and assessment including counseling.	
CO 3	Ability ³ to use skills in specific areas related to chosen specialization (e.g. cognitive, Administrative -organizational, educational and social, community	
CO 4	Ability ³ to relate and connect concepts with personal experiences and using critical thinking.	
CO 5	Curiosity and ability to formulate ⁴ problems related to Administration and using appropriate concepts and methods to solve them.	

Text Books:	<ul style="list-style-type: none">• Avasthti, A and Maheshwari, S R (2013). Public Administration. Agra: Lakshmi Narain Agarwal.• Basu, Rumki (2008). Public Administration: Concepts and Theories. New Delhi: Sterling Publishers.• Bhagwan, Vishnoo Bhushan, Vidhya and Mohla, Vandana (2010). Public Administration. New Delhi: S. Chand
Reference Books:	<ul style="list-style-type: none">• Bhambri, C. P. (2010). Public Administration Theory and Practice Meerut: Educational Publishers..• Bhattacharaya, Mohit (2008). New Horizons of Public Administration. New Delhi: Jawahar Publishers and Distributors.

Code	Medieval to Early Renaissance	Total Lecture: 75
LC21B101		5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Origin and Development of English Language Evolution of English Literature from 1330-1500	12
II	Intro to Beowulf, Intro to Chaucer, Intro to Philip Sydney Intro to Edmund Spenser	8
III	Evolution of English Literature from 1500-1600 Intro to Wyatt and Surrey, Intro University Wits, Intro to Shakespeare	15
IV	Introduction and Types of Genres of Literature Poetry and Drama	15
V	Introduction and Types of Genres of Literature Fiction and Prose	10
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	To recall the significant authors from different literary periods and genres.	
CO2	To understand literary tendencies in various literary periods.	
CO3	To apply various literary terms in the course of writing and study.	
CO4	To analyze various genres in appreciating literature.	
CO5	To summarize the evolution of poetry, drama and novel as genres.	
Text Books:	<ul style="list-style-type: none"> Note: Only Overview of writers and age No specific literary work in this paper 	
Reference Books:	<ul style="list-style-type: none"> Baugh, Albert C.; Cable, Thomas. A History of the English Language. Longman. 2002. Green, D.H. "Women Readers of the Middle Ages". Cambridge University Press, England (2005). Cheney, Patrick. "Recent Studies in the English Renaissance," <i>SEL: Studies In English Literature</i> (2007) 	

Code	From Milton to the Romantics	Total Lecture: 60
LC21B102		5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To introduce the students to the genre of literature. To classify the development of English literature and language through ages. To depict literature as a reflection of the people and the age in which it was produced. To make the students apply various terms in their study and reflection on literature. To enable them to utilize language to express themselves unambiguously. 	
UNIT	CONTENT	HOURS
I	Introduction to Puritan, Restoration, Neoclassical, Romanticism (Social Background and Dominant literary trends)	12
II	Classical Poetry Milton(Paradise Lost First 125 lines), Pope(Rape of the Lock Canto I), John Donne(Death be not proud)	15
III	Romantic Poetry: Blake (Tiger Tiger), Wordsworth(The Solitary Reaper), Keats(To Autumn)	12
IV	Fiction Jane Austen Pride and Prejudice, Henry Fielding Tom Jones	15
V	Prose Charles Lamb Bachelor's Complaint, Addison Sir Roger at Church	08
Course Outcomes		
After successful completion of course students will able to:		
CO1	To recognize a potential source for conveying messages for Social, Economic and cultural development which ultimately helps in overall National Development.	
CO2	To understand various elements of literature and use it in expressing themselves	
CO3	To apply range of vocabulary learnt in their writing skills.	
CO4	To analyze various periods of history.	
CO5	To develop them scope for further research in the domain of their choice.	
Text Books:	<ul style="list-style-type: none"> John Milton's Paradise Lost Penguin Classics 2010. Alexander Pope's Rape of the Lock Paperback 2005 The English Romantic Poetry by David Wayne Penguin Classics 2012 	
Reference Books:	<ul style="list-style-type: none"> Mary Wollstonecraft's, French Revolution, Mock Epic, Comedy of Manners Percy Bysshe Shelley, <i>Shelley's poetry and prose: authoritative texts, criticisms</i>, ed. by Donald H. Reiman and Sharon B. Powers (New York; London: Norton, 1977), 	

Code	Project Based Learning	Total Lecture:30
PB20B101	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student’s performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively	

CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.

Code	Yoga and Meditation	
IY20B201		1
Learning Objectives:	<ul style="list-style-type: none"> • To practice mental hygiene. • To possess emotional stability. • To integrate moral values. • To attain higher level of consciousness. 	
It will prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and of the nation		
Course Outcomes (As per Bloom's Taxonomy)		
CO1	The students will equip their self with basic knowledge about one's personality	
CO2	Students learn to handle oneself well in all life situations,	
CO3	Students learn techniques of gaining good health.	
CO4	Students will develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity.	

Code	Green Credit
GC20B201	1
Learning Objectives:	<p>Yoga and Meditation helps in self-discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Main objective are:</p> <ul style="list-style-type: none"> • To provide the basic practical understanding about plantation. • To familiarize the various issues related with plantation and associated problems. • To make a bonding between tree and students.
<p>Preparing basic awareness about the environmental issues confronted by the humanity in the present global scenario and to equip the students to understand the environmental movements and basic of plantations.</p>	
Course Outcomes (As per Bloom's Taxonomy)	
CO1	To monitor various stages of tree growth.
CO2	To aware about of issues associate with plantations.
CO3	Understand the environmental issues and goals.
CO4	This allows "forests" to be traded as a commodity.

Semester II

Code	Computer Application	Total Lectures: 30
UC20B201		3-0-0-3
Learning Objectives:	<p>The subject aim to provide the students with:</p> <ul style="list-style-type: none"> • Understand various component of computer and their usage. • Understand software categories and how to use this software. • Acquire knowledge of Microsoft office suit and have hands on it. • Understand the usage of internet, its pros and cons. • Acquire knowledge of different types of virus and how to keep your computer safe. • Getting familiar with the DOS command. • Getting familiar with modern technologies like Artificial Intelligence, Cloud Computing, Internet of Things, Data science and about Big Data. 	
UNIT	CONTENT	HOURS
I	Introduction to Computers: Basics of computer , Characteristics of computers, Limitations of computers, System Components, Input devices, Output devices, Computer Memory, Central Processing Unit, Mother Board. Computer Generations & Classifications: Evolution of computers, Classification of Computers	6
II	Computer Memory: Memory System, Memory Cells, Memory Arrays, Random Access Memory (RAM) Read Only Memory (ROM), Physical Devices Used to construct Memories, Bus, Bus Interface, Industry standard architecture (ISA), Micro Channel Architecture (MCA), VESA (Video Electronics Standards Association, Peripheral component Interconnect, Accelerated graphics Port, FSB, USB, Dual Independent Bus, Troubleshooting. Storage Devices: Hard Disk- Construction, IDE drive standard and features, Troubleshooting, DVD, Blue-Ray disc, Flash Memory, Input Output Devices: Wired and Wireless connectivity, Wired and Wireless Devices, Input Devices, Touch Screen, Visual Display Terminal, Troubleshooting	6
III	Introduction to Computer Software: Computer Software, Overview of different operating systems, Overview of different application software, Overview of proprietary software, Overview of open source technology. Software Development, Design and Testing: Requirement Analysis, Design Process, Models for System Development, Software Testing Life Cycle, Software Testing, Software Paradigms, Programming Methods, Software Applications. Operating System Concepts: Operating System Concepts, Functions of Operating System, Development of Operating System, Operating system virtual memory, Operating System Components, Operating System Services, Operating System Security.	6
IV	Internet and Its Working: History of Internet , Web browsers, Web servers, Hypertext Transfer Protocol , Internet Protocols Addressing, Internet Connection Types, How Internet Works. Internet and Its	6

	Uses: Internet Security, Uses of Internet, Virus, Antivirus, Cloud System, Cloud Technologies, Cloud Architecture, Cloud Infrastructure, Cloud Deployment Models.	
V	Introduction, Types of websites, Components of web site, Domain rank, Architecture of Website, Website Designing Basics, Domain, Hosting, Difference between dynamic & static website, Introduction to SEO, Page Rank, Domain Rank, Google Maps.	6
Course Outcomes (As per Bloom's Taxonomy)		
CO1	Define ¹ the need of hardware and software required for a computation task.	
CO2	Demonstrate ³ the working of important application software and their use to perform any engineering activity.	
CO3	Utilize ² the operating system commands and shell script.	
CO4	Illustrate ² the typical provisions of cyber law that govern the proper usage of internet and computing resources.	
CO5	Interpret ³ the emerging trends and applications of Computers Science and Engineering, impact of Computer in Science and Engineering.	
Text Books:	<ul style="list-style-type: none"> • Nagpal, DP (2010). Computer Fundamental, New Delhi: S Chand Publication, • Goel, Anita (2010). Computer Fundamental, Delhi: Pearson Education • Balagurusamy, E , Fundamental of computers; McGrawHill 	
Reference Books:	<ul style="list-style-type: none"> • Dubey, Kumar Sanjay (2012). Basic Computer Engineering, New Delhi: JBC Publisher and distributors • Sinha, P.K (2004). Computer Fundamental, New Delhi: BPB Publication. 	

Code	Entrepreneurship Development	Total Lectures: 30
UC20B201		2-0-0-2
Learning Objectives:	<ul style="list-style-type: none"> • To develop understanding and confidence in students • To venture into entrepreneurship by giving them baseline understanding of the various aspects impacting decision making on various frontiers as faced by an enterprise. 	
UNIT	CONTENT	HOURS
I	Entrepreneurship Development Introduction: Concept and importance, qualities, nature, types, traits, Goal determination – Problems Challenges and solutions. Role of Entrepreneur in Indian economy and developing economies with reference to Self-Employment Development Entrepreneurial Culture.	5
II	Entrepreneurial Process: Environment, culture and stages in entrepreneurial process, changing dimensions in entrepreneurship – Digital entrepreneurship. Entrepreneur Vs. Intrapreneur, Entrepreneur Vs. Entrepreneurship, Entrepreneur Vs. Manager; Role of Regulatory Institutions; Role of Development Organizations; Self Employment Oriented Schemes; Various grant schemes.	5
III	Business Ideation & Business Model Canvas: Meaning and Objectives of a Business Plan, Advantages and cost of preparing a Business Plan, Elements, Critical Assessment Generating business idea – sources of new ideas, methods of generating ideas, opportunity recognition. Choice of the organization: Sole Proprietorship, partnerships, Joint Stock Co., Co-Operatives Family Business – meaning, characteristics, importance, types and models.	7
IV	Entrepreneurship Training & Promotion: Training Preparation and Development Programme. Evaluating entrepreneurial development programs. Developing support system. Feasibility study – market feasibility, technical/operational feasibility, financial feasibility, environmental scanning, competitor and industry analysis. Role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, subsidies and grants.	8
V	Project Proposal: Need and Objects; Nature of organization, Production Management; Financial Management; Marketing Management; Consumer Management. Planning and Monitoring entrepreneurship. Entrepreneurs before independence and entrepreneurial growth after independence under planning system.	5
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course student would be able to:		
CO1	Managerial qualities and competencies of an entrepreneur	
CO2	Himself with the challenges of starting a new venture and the process of setting up a business.	
CO3	Essential skills and creativity needed to build teams and work in and with them.	

CO4	The essential procedure and funding avenues for setting up a new business.
CO5	The various government initiatives and accordingly plan for his business.
Text Books	<ul style="list-style-type: none"> • Nagarajan, K (2005). Project Management; New Delhi: New Age International. • Desai, Vasant (2011). Dynamics of Entrepreneurship Development; Mumbai: Himalaya Publishing House. • Shejwalkar, P.C (2011). Entrepreneurship Development; Pune: Everest Publishing House
Reference Books	<ul style="list-style-type: none"> • Peters Hisrich (2019). Entrepreneurship; Mumbai: Tata McGraw Hills. • Berger, Brigitte (1991). The Culture of Entrepreneurship; ICS Pvt Ltd. • Brandt, Steven (1996). Entrepreneurship, Archipelago Pub • Narula, Gurmit (2001). The Entrepreneurial Connection, Mumbai: Tata McGraw Hills.

Code	INDIAN CONSTITUTION AND GOVERNMENT	Total Lecture: 60
AH20B204	4- 0 - 0 = 4	
Learning Objectives:	<ul style="list-style-type: none"> To demonstrate basic understanding of theories, concepts and practices relevant to public administration to the students. To generate the critical thinking and problem solving skills that is applied in the public service realm. To provide the appropriate skills to the students to make them able to administer public programs in their chosen subfield of public administration. To help them to access their knowledge and experience of ethics and integrity in public service To reflect on ways to incorporate public service values in administering agencies, policies and programs. 	
UNIT	CONTENT	HOURS
I	Salient features of Indian Constitution: Democracy, Federal System, Parliamentary Government, Fundamental Rights and Duties, Directive Principles of State Policy	12
II	Union Executive: President, Prime Minister, Council of Ministers	12
III	Judiciary – Supreme Court – Composition, Jurisdiction and Functions, Administrative Adjudication	12
IV	Constitutional Bodies – Election Commission, UPSC, Finance Commission, State Public Service Commission	12
V	State Government – Governor, Chief Minister, Council of Ministers	12
Course Outcome (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	To assess ¹ their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administering agencies, policies and programs.	
CO2	To demonstrate ³ proficiency in clear oral and written communication by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	To demonstrate ³ understanding of the environment in which governmental organizations operate.	
CO4	To provide ² theoretical as well as practical knowledge on management of public organizations, including personnel and financial management that are necessary for public officials.	

CO5	To analyze ⁴ ethical and effective leader with appropriate communication skills
Text Books:	<ul style="list-style-type: none"> • S.R Maheshwari (2005). Indian Administration, Hyderabad: Orient Blackswan Pvt Ltd. • M.V Pylee (2003). Constitutional Government in India, New Delhi: S. Chand • D.D Basu (2018). Introduction of Indian Constitution, New Delhi: Lexis Nexis.
Reference Books:	<ul style="list-style-type: none"> • A. Awasthi (1980). Central Administration, New Delhi: Tata McGraw-Hill • M. Laxmikant (2016). Indian Polity, New Delhi: McGraw-Hill Education.

COURSE CODE	Victorian to Modern	Total Lecture: 75
LC21B201		5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> • To raise questions about satire as a mode, as well as look at questions of genre, • To study novel as providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, • To examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy • To encourage an extended discussion on the role of science and industrialization over literature in the early modern period 	
Pre-requisites:	Nil	
UNIT	CONTENT	HOURS
I	Introduction to Victorian Culture, Expansion of Science Philosophy, Discovery, Industrialization,(Social Background and Dominant literary trends)	15
II	Poetry- Tennyson: Ulysses, Robert Browning: My Last Duchess, Elizabeth B Browning: Go from Me	15
III	Fiction- Charles Dickens: Oliver Twist, Emily Bronte: Wuthering Heights	15
IV	Modernism: TS Eliot: The Love Song of J Alfred Prufrock, WB Yeats: Sailing to Byzantium, Rudyard Kipling: If	15
V	Modern Virginia Wolf: A Room of One's Own, Samuel Beckett: Waiting for Godot	15
Course Outcomes as per Bloom's Taxonomy		
After successful completion of course students will able to:		
CO1	To develop knowledge about the history from medieval to modern era.	
CO2	To acquaint with the challenges of the present situation of Literature.	
CO3	To demonstrate essential skills in conceptual and textual understanding	
CO4	To illustrate impact of science on literature	
CO5	To interpret emerging trends and concepts of Modern Age	
Reference Books:	<ul style="list-style-type: none"> • Raymond Williams, 'Introduction' in the English Novels from Dickens to Lawrence (London Hograth Press) 2012 • Chandra Talapade Mohanty, Under Western Eyes: Feminist Scholarships and Colonial Discourses (New York , Arnold) 2005 	

COURSE CODE	Introduction to American Literature I	Total Lecture:75
LC21B202		5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> • Literature enables students to develop an ability to analyze and assess social, moral, ethical, and aesthetic values. · • It helps students to process, understand, express and communicate present and past experiences and to consider possible outcomes and future actions. · • Through literature students can explore, generate, shape and communicate their own ideas in creative ways. · • Literature is a powerful form of personal and social expression and develops a wide range of skills essential for effective communication. • It provides a different but equally viable alternative to the scientific approach to knowledge, in that it seeks to use intuition and the imagination in addition to rational thinking as a method of learning. 	
UNIT	CONTENT	HOURS
I	History of American Literature from Colonial Period to 19 th Century	15
II	Washington Irving “Legend of the Sleepy Hollow” Edgar Ellen Poe: “The Tell-Tale Heart”	15
III	Emily Dickenson- Hope is a Thing with Feathers, Walt Whitman- Captain My Captain, Robert Frost: Mending Walls	15
IV	Transcendentalism Emerson: Self Reliance Thoreau: Solitude from Walden	15
V	Mark Twain: Adventures of Huckleberry Finn	15
Course Outcomes as per Bloom’s Taxonomy		
CO1	To develop an ability to analyze and assess social, moral, ethical, and aesthetic values	
CO2	To demonstrate creative thinking, imagination and feeling through decoding various myths	
CO3	To explore literature by generating and communicate their own ideas in creative ways.	
CO4	To illustrate literature as a powerful form of personal and social expression and develops a wide range of skills essential for effective communication.	
CO5	To build the imagination as a viable alternative to the scientific approach to knowledge.	
Reference Books:	<ul style="list-style-type: none"> • Hector St John Crevecoeur, “What is an American”(Harmondsworth: Penguin, 1982) • Ralph Waldo Emerson, Self Reliance and the other essays, General Press 1993. 	

Code	Project Based Learning	Total Lecture:30
PB20B201	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student’s performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively	

CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.

Code	Yoga and Meditation	
IY20B201		1
Learning Objectives:	<ul style="list-style-type: none"> • To practice mental hygiene. • To possess emotional stability. • To integrate moral values. • To attain higher level of consciousness. 	
It will prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and of the nation		
Course Outcomes (As per Bloom's Taxonomy)		
CO1	The students will equip their self with basic knowledge about one's personality	
CO2	Students learn to handle oneself well in all life situations,	
CO3	Students learn techniques of gaining good health.	
CO4	Students will develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity.	

Code	Green Credit	
GC20B201	1	
Learning Objectives:	<p>Green Credit helps in self-discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Main objective are:</p> <ul style="list-style-type: none"> • To provide the basic practical understanding about plantation. • To familiarize the various issues related with plantation and associated problems. • To make a bonding between tree and students. 	
<p>Preparing basic awareness about the environmental issues confronted by the humanity in the present global scenario and to equip the students to understand the environmental movements and basic of plantations.</p>		
Course Outcomes (As per Bloom's Taxonomy)		
CO1	To monitor various stages of tree growth.	
CO2	To aware about of issues associate with plantations.	
CO3	Understand the environmental issues and goals.	
CO4	This allows "forests" to be traded as a commodity.	

Semester III

Code	Computer Application-II	Total Lectures : 45
UC20B301	(LTP=3-0-0=3)	
Learning Objectives:	The aim of Computer Application is to provide students with an opportunity to develop & understanding the latest trends & technologies of computer system and computer software. Meanwhile, they also develop the skill of using computer applications software for solving problems.	
Unit	Contents	Hours
1	Computer Network: Overview, Types (LAN, WAN and MAN), Data Communication, Topologies. Internet : Overview, Architecture, Functioning, Basic Services like WWW, FTP, Telnet, Gopher etc., Search Engines, E-mail, Web Browsers. Internet of Things (IoT): Definition, Sensors, their types and features, Smart Cities, Industrial Internet of Things.	9
2	Computer Security Basics: Introduction to Viruses, Worms, Malware, Trojans, Spyware and Anti-Spyware. Software, Different types of attacks like Money Laundering, Information Theft, Cyber Pornography, Email spoofing, Denial of Service (DoS), Cyber Stalking, Logic Bombs, Hacking Spamming, Cyber Defamation , Pharming Security Measures, Firewall, Antivirus, Computer Ethics & Good Practices, Introduction of Cyber Laws about Internet Fraud, Good Computer Security Habits	9
3	Operating System: Definition, Functions, Types, Classification, Elements of command based and GUI based operating system. Data base Management System: Introduction, File oriented approach and Database approach, Data Models, Architecture of Database System, Data independence, Data dictionary, DBA, Primary Key, Data definition language and Manipulation Languages	9
4	Block chain: Introduction, overview, features, limitations and application areas fundamentals of Block Chain. Crypto currencies: Introduction , Applications and use cases Cloud Computing: It nature and benefits, AWS, Google, Microsoft & IBM Services	9
5	Emerging Technologies: Introduction, overview, features, limitations and application areas of Artificial Intelligence, Augmented Reality, Virtual Reality, Grid computing, Green computing, Big data analytics, Quantum Computing and Brain Computer Interface.	9
COURSE OUTCOMES (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO 1	Demonstrate¹ the knowledge of the basic structure, components, features of computers network.	

CO 2	Describe² the concept of computer security issues & their solutions.
CO 3	Compare³ and contrast features, functioning & types of operating system and DNMS.
CO 4	Demonstrate³ architecture, functioning & services of the Internet and basics of multimedia.
CO 5	Illustrate³ the emerging trends and technologies in the field of Information Technology.
Text Books	<ul style="list-style-type: none"> • Rajaraman V. (1996): Fundamentals of Computers, New Delhi: Prentice-Hall of India Pvt. Ltd. • Norton P. (2017): Introduction to Computers, Mumbai: Tata McGraw Hill Education. • Goel Anita (2010): Computer Fundamentals, New Delhi: Pearson. • Balagurusamy E. (2010): Fundamentals of Computers, Mumbai: Tata McGraw Hill • Thareja Reema (2016): Fundamentals of Computers, New Delhi: Oxford University Press. • Bindra Jaspreet (2019): The Tech Whisperer-on Digital Transformation and the Technologies that Enable it, Mumbai: Penguin
Reference Books	<ul style="list-style-type: none"> • Malhotra T D (2020): New Trends in Computer Jalandhar: Evergreen Publications Pvt. Ltd. • Behrouz A. Forouzan (2007): Data Communication & Networking, Mumbai: Tata McGraw-Hill • Henry F. Korth (1997): Data Base System Concept, Mumbai: McGraw-Hill Education.

Code	Quantitative Aptitude-I	Total Lecture: 30
UC20B302		(LTP=2-0-0=2)
Learning Objectives:	<ul style="list-style-type: none"> To enhance the problem solving skills To improve the basic mathematical skills. Enable students to manage the placement challenges more effectively 	
UNIT	Contents	Hours
1	Numbers, H.C.F & L.C.M of Numbers, Decimal Fraction, Coding deductive logic, Data Sufficiency, Directional Sense	6
2	Simplification, Square root & Cube root, Average, Problem on Numbers & Problem on Ages, Percentage	6
3	Profit & Loss, Ratio & Proportion, Height & Distance, Partnership, Chain Rule, Time & Work.	6
4	Deductive Reasoning, Logical Word Sequence, Objective Reasoning, Selection decision tables, Puzzles	6
5	Inductive reasoning- Analogy Pattern Recognition, Classification Pattern Recognition, Coding Pattern Recognition, Number Series Pattern Recognition	6
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students should be able to:		
CO1	Draw ¹ conclusions and/or make decisions based on analysis and critique of quantitative information using proportional reasoning. Students will also effectively justify and communicate their conclusions in ways appropriate to the audience.	
CO2	Solve ² real-life problems requiring interpretation and comparison of various representations of ratios (i.e., fractions, decimals, rates, and percentages).	
CO3	Analyze ⁴ and critique mathematical models and be able to describe their limitations.	
CO4	Apply ³ probabilistic reasoning to draw conclusions, to make decisions, and to evaluate outcomes of decisions.	
CO5	Distinguish ³ between proportional and non proportional situations and, when appropriate, apply proportional reasoning.	
Text Book	<ul style="list-style-type: none"> Aggarwal R S (2018): Quantitative Aptitude for Competitive Examinations, Delhi: S Chand. D P Gupta & Sanjeeta Burnwal (2020): General Quantitative Aptitude for Competitive Exams, New Delhi: Disha Publication 	
Reference Books	<ul style="list-style-type: none"> Deepak Agrawal & D P Gupta (2019): Rapid Quantitative Aptitude: With Shortcuts & Tricks for Competitive Exams, New Delhi: Disha Publication. Abhijit Guha (2016): Quantitative Aptitude for All Competitive Examinations, Mumbai: Tata McGraw Hill. 	

Code	PUBLIC PERSONNEL ADMINISTRATION	Total Lecture: 60
AH20B304	(LTP= 4- 0 - 0 = 4)	
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> • To recognize basic understanding of theories, concepts and practices relevant to ‘public personal administration’. • To create the critical thinking and problem-solving skills that is applied in the ‘public personnel administration’. • To demonstrate the appropriate skills to the students to make them able to administer public programs in their chosen subfield of ‘public personnel administration’. • To use their knowledge and experience of ethics and integrity in public service. • To develop public service values in administering agencies, policies and programs. 	
UNIT	CONTENT	HOURS
I	Public Personnel Administration – Concept, Meaning, Nature and Scope. Types of Personnel Systems – Aristocratic, Bureaucratic and Democratic; Principles of Personnel System – Merit, Spoils, Career	12
II	Recruitment Meaning and Importance, Main Features of the System of Recruitment in India, Central and State Services. Types of Recruitment; Union Public Service Commission and State Public Service Commission – Composition, Functions and Role	12
III	Classification Meaning and Significance; Position and Rank Classification – Merits and Demerits. Training – Meaning, Significance and Types. Promotion – Meaning, Significance and Bases.	12
IV	Conduct and Discipline Meaning and Significance, Conduct Rules, Disciplinary Procedure, Rights of Civil Servants.	12
V	Retirement	12

	<p>Meaning and Significance, Features and Forms.</p> <p>Retirement Benefits – Pension, Provident Fund and Gratuity.</p> <p>New Pension Scheme.</p>	
Course Outcome (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Assemble ¹ their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administering agencies, policies and programs.	
CO2	Illustrate ³ proficiency in clear oral and written skill by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	Demonstrate ³ understanding of the environment in which governmental organizations operate.	
CO4	Employ ³ theoretical as well as practical knowledge on administration of public organization, including 'personnel management' are necessary for public officials.	
CO5	Develop ⁴ an ethical and effective leader with appropriate skills.	
Textbooks:	<ul style="list-style-type: none"> • Jain, RB (1994). Aspects of Personnel Administration, New Delhi: IIPA. • Goel, SL (2003). Public Personnel Administration: Theory and Practice, New Delhi: Deep and Deep Publications. • Maheshwari, S R (2004). The Public Service of India: Current Good Practices and New Developments in India, New Delhi: Commonwealth Secretariat. 	
Reference Books:	<ul style="list-style-type: none"> • Sinha, V M (1986). Personnel Administration, Jaipur: RBSA Publishers. • Jha, Rajesh K (2010). Public Personnel Administration, New Delhi: Pearson. • Maheshwari, SR (2006). Public Administration in India: The Higher Civil Service, New Delhi: Oxford University Press. • Procter, Arthur (2010). Principles of Public Personnel Administration, Delhi: Nabu Press. • Das, SK (2013). The Civil Services in India, New Delhi: Oxford University Press. • Stahl, Glenn O (1975). Public Personnel Administration, New Delhi: Oxford and IBH Publishing Co. 	

Code	World Literature	Total Lecture: 75
LC21B301	MAJOR ELECTIVE-V	5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Great Thinkers of the World (Brief Bio and Major Contributions) Aristotle, Confucius, Michel Foucault, Immanuel Kant, Lao-Tzu, Karl Marx, Friedrich Nietzsche, Plato, Socrates, Sigmund Freud	12
II	Prose German: Franz Kafka: The Metamorphosis Iraqi: Unknown: Epic of Gilgamesh (Non Detailed)	8
III	Drama Russian: Anton Chekov- A Marriage Proposal Irish: John Millington Synge: Riders to the Sea	15
IV	Fiction Egyptian: Ahdaf Soueif Sandpiper Malaysian American: Shirley Geok-Lin Lim: Journey Nigerian: Chimamanda Ngozi Adichie: A Private Experience Spanish: Gabriel Garcia Marquez "Death Beyond Constant Love	15
V	Poetry Ghanaian: Kofi Awoonor: The Sea Eats the Land at Home New Zealand: Allen Curnow: You Will Know When You Get There Sri Lankan Dutch: Michael Ondaatje: The Cinnamon Peeler Margaret Atwood: Photograph of Me.	10
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	To get introduced to Contemporary world literature.	
CO2	To develop knowledge of English Writings in all genres from other English speaking region	

CO3	To gain knowledge of the latest development in English literature Worldwide.
CO4	To have access to a comprehensive view of the social, cultural and political background of the region.
CO5	To summarize the evolution of poetry, drama and novel as genres from around the world
Text Books:	<p>The Rienner Anthology of African Literature edited by Anthonia C. Kalu. First Indian edition: Viva Books, 2008.</p> <p>African Literature An Anthology of Criticism and Theory Understand the recent trends in Contemporary World Literature. edited by Tejumola Olaniyan and Ato Quayson. Blackwell Publishing, 2007.</p>
Reference Books:	<p>Dathorne, O.R. African Literature in the Twentieth Century. London: Heinemann, 1976</p> <p>Eze, Emmanuel Chukwudi.(Ed.) Postcolonial African Philosophy: A Critical Reader. Massachusetts: Blackwell Publishers Ltd., 1997</p> <p>Irele, F. Abiola.(Ed.) The Cambridge Companion to the African Novel. Cambridge: CUP, 2009</p> <p>Kalu, Anthonia C. (Ed.) The Rienner Anthology of African Literature: New Delhi: Viva Books, 2008 (First Indian edition)</p> <p>Killam, G.D. (Ed.) African Writers on African Writing. London: Heinemann, 1973</p> <p>Ngara, Emmanuel. Art and Ideology in the African Novel: A Study of the Influence of Marxism on African Writing.London: Heinemann, 1987 (Reprint)</p> <p>Nkosi, Lewis. Tasks and Masks: Themes and Styles of African Literature. Harlow: Longman,1981</p> <p>Obradovic, Nadezda (Ed.) The Anchor Book of Modern African Stories NY Garden City: Anchor Books, 2002</p>

Code	Shakespearian/Elizabethan Literature	Total Lecture: 75
LC21B302	MAJOR ELECTIVE-VI	5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Background Study The Renaissance as a multi faced European movement and its impact on England, The Golden Age of Drama, The Reformation, The University Wits	14
II	Poetry John Milton: On his Blindness William Shakespeare: Sonnet 18, Sonnet 116, Philip Sidney: 'Loving in truth' Edmund Spenser: 'One day I wrote her name upon the strand'	8
III	Drama William Shakespeare: Comedy-Twelfth Night Tragedy- Othello	15
IV	Drama Christopher Marlow: Dr Faustus	15
V	Prose Francis Bacon: Of Studies, Of Truth, Of Travel	8
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	Identify major themes and forms in the literature of the Elizabethan period.	
CO2	Analyze the Elizabethan writing as both a register and response to historical, social, and political developments of the sixteenth century.	
CO3	Analyze, explicate, and interpret the works of Shakespeare and his contemporaries in the Elizabethan era.	
CO4	Apply literary scholarship on selected works studied. Identify and discuss universal themes and human conditions in Elizabethan poetry and drama mainly	
CO5	Understand the major characteristics of the literary movement during the Elizabethan period.	
Text Books:	<i>Baugh, Albert C.; Cable, Thomas. A History of the English Literature. Longman. 2002.</i>	

	<p>Green, D.H. "Women Readers of the Middle Ages". Cambridge University Press, England (2005).</p> <p>Cheney, Patrick. "Recent Studies in the English Renaissance," <i>SEL: Studies In English Literature</i> (2007)</p>
<p>Reference</p> <p>Books:</p>	<p>Bowers, Fredson. Elizabethan Revenge Tragedy: Magnolia, M.A, Peter Smith,1958.</p> <p>Craig, Hardin The Enchanted Glass: The Elizabethan Mind in Literature Oxford, BasilBlackwell.1966</p> <p>Crutiwell, Patrick. The Shakespearean Moment and Its Place in the Poetry of Seventeenth Century.New York, ColumbiaUniversity Press,1954</p> <p>Ellis-Fermor, Una. The Jacobean Drama. London, Methuen University Paperbacks. 1935</p> <p>Ford, Boris (ed) The Pelican Guide to English Literature Vols 1, 2 And 3 Harmondsworth,Middlesex, Penguin,1954.</p> <p>Kaufman, Ralph (ed) Elizabethan Drama, New York, OUP,1961</p> <p>Knights, L. C. Drama and Society in the Age of Jonson, London.2005</p> <p>Pinto, Vivian de Sola The English Renaissance: Fifteen Ten to Sixteen Eighty-Eight. 3- ed. London.The Cresset Press,1966.</p> <p>Tillyard, E M W The Elizabethan World Picture. London, Chatto & Windus,1967.</p>

Code	Project Based Learning	Total Lecture:30
PB20B301	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student’s performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	Apply³ a sound knowledge/skills to select and develop their topic and project respectively	

CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.

Code	Yoga and Meditation
Code	Green Credit

IY20B301	1
Learning Objectives:	<ul style="list-style-type: none"> • To practice mental hygiene. • To possess emotional stability. • To integrate moral values. • To attain higher level of consciousness.
It will prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and of the nation	
Course Outcomes (As per Bloom's Taxonomy)	
CO1	The students will equip their self with basic knowledge about one's personality
CO2	Students learn to handle oneself well in all life situations,
CO3	Students learn techniques of gaining good health.
CO4	Students will develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity.

GC20B301	1	
Learning Objectives:	<p>Green Credits helps in self-discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Main objective are:</p> <ul style="list-style-type: none"> • To provide the basic practical understanding about plantation. • To familiarize the various issues related with plantation and associated problems. • To make a bonding between tree and students. 	
<p>Preparing basic awareness about the environmental issues confronted by the humanity in the present global scenario and to equip the students to understand the environmental movements and basic of plantations.</p>		
Course Outcomes (As per Bloom's Taxonomy)		
CO1	To monitor various stages of tree growth.	
CO2	To aware about of issues associate with plantations.	
CO3	Understand the environmental issues and goals.	
CO4	This allows "forests" to be traded as a commodity.	

Semester IV

COURSE CODE	DESIGN THINKING	Total Lecture:45
UC20B401	(LTP=3-0-0=3)	
Learning Objectives	<ul style="list-style-type: none"> • To familiarize students with design thinking concepts and principles • To ensure students can practices the methods, processes and tools of design thinking. • To ensure students can apply the design thinking approach and have ability to model real world situations. • To enable students to analyse primary and secondary research in the introduction to design thinking and develop ideas. • To develop an advance innovation and growth mindset form of problem identification and reframing, foresight, hindsight and insight generation. 	
UNIT	CONTENT	HOURS
1	ENTERPRISE DESIGN THINKING – HISTORY, OVERVIEW Introduction to Design Thinking, History of Design Thinking, Understand what came before Design Thinking, Design Making: Concepts and Prototyping; Identifying and using Design Principles; Need of Design Thinking; An approach to Design Thinking, Design Thinking Process, Enterprise Design Thinking, Understand the Principles, Loop, and Keys.	9
2	ENTERPRISE DESIGN THINKING – 7 KEY HABITS, THE LOOP, USER RESEARCH 7 key habits of effective Design Thinkers, Iteration: Understand the Importance; Learn how to Observe, Reflect, & make. An Overview on Loop: Its Principles and Keys. User Research its Importance, Empathy through Listening.	9
3	THE LOOP – MAKE, USER FEEDBACK Understand how make fits into the Loop, Learn how to leverage Observe information, Learn Ideation, Storyboarding, & Prototyping. Understand user feedback and the Loop, Learn the different types of user feedback.	9
4	DEVELOPING IDEAS & GENERATING INNOVATIONS Create Thinking, Generating Design Ideas, Lateral Thinking, Analogies, Brainstorming, Mind mapping, National Group Technique, Syntectic's, Development of work, Analytical Thinking, Group Activities Recommended	9
5	REVERSE ENGINEERING Introduction - Forward Engineering Design, Design Thought and Process, Design Steps; Reverse Engineering Leads to New Understanding about Products; Reasons for Reverse Engineering - Reverse Engineering Process - Step by Step - Case Study.	9
Course Outcomes (as per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO 1	Examine ³ Design Thinking concepts and principles	
CO 2	Understand ² and apply enterprise Design thinking	
CO 3	Practicing and experimenting ⁵ the methods, processes, and tools of Design Thinking	

CO 4	Apply³ the Design Thinking approach and model to real world situations
CO 5	Apply³ and Understand Reverse and Forward Engineering
Text Books:	<ul style="list-style-type: none"> • Emrah Yayici (2017). Design Thinking Methodology, US & UK: Arts BizTech. • Daniel Ling (2016). Complete Design Thinking Guide, US: Createspace Independent Publishing.
Reference Books:	<ul style="list-style-type: none"> • David West, Rebecca Rikner (2017). Design Thinking: The Key to Enterprise Agility, Innovation, and Sustainability, US: Davidwest. • Raja and Fernandes (2008). Reverse Engineering: An Industrial Perspective, London: Springer Verlag.

Code	Quantitative Aptitude-II	Total Lecture: 30
UC20B402		(LTP=2-0-0=2)
Course Objectives:	This course will enable students to 1. To enhance the problem solving skills 2. To improve the basic mathematical skills. 3. Enable students to manage the placement challenges more effectively	
UNIT	Contents	Hours
1	Time & Distance, Problem on Trains, Boats & Streams Simple Interest, Compound Interest, Stocks & Shares, True Discount	6
2	Area, Volume & Surface Area, Permutation & Combination, Race & Game of Skill, Calendar, Clock, Probability	6
3	Data Interpretation: Tabulation, Bar Graphs, Pie chart & Line Graphs, Information Ordering, Information Processing Engineering Mathematics- Logarithms, Permutation and Combinations, Probability	6
4	Exploratory Analysis- Design of experiments, Sampling, Sampling Error, Sampling Bias, Measures of Central Tendency and Dispersion, Statistical survey and Presentation of data, Statistical Inference	6
5	Correlation, Formulating Null & Alternate Hypothesis, Type I and Type II errors Regression, z-test/t-test, p-value	6
Course Outcomes (as per Bloom's Taxonomy)		
At the end of the course the students should be able to:		
CO1	Draw conclusions and/or make decisions ⁴ based on analysis and critique of quantitative information using proportional reasoning. Students will also effectively justify and communicate their conclusions in ways appropriate to the audience.	
CO2	Solve ³ real-life problems requiring interpretation and comparison of various representations of ratios (i.e., fractions, decimals, rates, and percentages).	
CO3	Analyze ⁴ and critique mathematical models and be able to describe their limitations.	
CO4	Students will apply ³ probabilistic reasoning to draw conclusions, to make decisions, and to evaluate outcomes of decisions.	
CO5	Distinguish ⁴ between proportional and non proportional situations and, when appropriate, apply proportional reasoning.	
Text Books	<ul style="list-style-type: none"> Aggarwal R S (2018): Quantitative Aptitude for Competitive Examinations, Delhi: S Chand. D P Gupta & Sanjeeta Burnwal (2020): General Quantitative Aptitude for Competitive Exams, New Delhi: Disha Publication 	

Reference Books	<ul style="list-style-type: none">• Deepak Agrawal & D P Gupta (2019): Rapid Quantitative Aptitude: With Shortcuts & Tricks for Competitive Exams, New Delhi: Disha Publication.• Abhijit Guha (2016): Quantitative Aptitude for All Competitive Examinations, Mumbai: Tata McGraw Hill.
----------------------------	---

Code	COMPARATIVE PUBLIC ADMINISTRATION	Total Lecture: 60
AH20B404		4 – 0 – 0 = 4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> • To demonstrate basic understanding of theories, concepts and practices relevant to ‘comparative public administration’. • To generate the critical thinking and problem-solving skills that is applied in the public service realm. • To provide the appropriate skills to make them able to administer public programs in their chosen subfield of ‘comparative public administration’. • To access their knowledge and experience of ethics and integrity in public service. • To incorporate public service values in administering agencies, policies and programs. 	
UNIT	CONTENT	HOURS
I	Introduction- Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries- Social, Economic, Political and Administrative	12
II	Approaches: Structural Functional Approach, Behavioural Approach and Ecological Approach	12
III	Administrative Systems and Accountability: Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan	12
IV	Local Governance: Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan.	12
V	Relevance: Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization (LPG)	12
Course Outcome (as per Bloom’s Taxonomy)		
At the end of the course the students will be able to:		
CO1	Assemble ¹ their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate comparative public administration values in administering agencies, policies and programs.	
CO2	Illustrate ³ proficiency in clear oral and written skill by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	Demonstrate ² understanding of the environment in which governmental and private organizations operate.	
CO4	Employ ³ theoretical as well as practical knowledge on administration of public organization, including ‘comparative public administration’ are necessary for public	

	officials.
CO5	Develop³ an ethical and effective administration with appropriate skills.
Text Books:	<ul style="list-style-type: none"> • Arora, R K and S. Sharma (1992). Comparative and Development Administration: Ideas and Actions, Jaipur: Arihant Centre for Administrative Change • Bhatt, A and R. Ranjan (2010). Comparative Government and Politics (1st Edition), New Delhi: Anmol Publications. • Chaturvedi, T N (1994). Tulnatmak Lok Prashashan. Jaipur: College Book Depot. • Dahiya, Sewa Singh and Ravindra Singh (2012). Comparative Public Administration. New Delhi: Sterling Publishers.
Reference Books:	<ul style="list-style-type: none"> • Farazmand, A. (2001). Handbook of Comparative and Development Public Administration, New York: Marcel Dekker. • Ferrel (2001). Public Administration: A Comparative Perspective (6th Edition). New York: Marcel Dekker • Nadkarni, Vidya and Noonan, Norman C. (2013). Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries, London: Bloomsbury Academic. • Ray, S N (2004). Modern Comparative Politics: Approaches, Methods and Issues, New Delhi: Prentice Hall of India. • Riggs, F W (1961). The Ecology of Public Administration. Bombay: Asia Publishing House. • Riggs, F W. (1964). Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Mifflin Co. • Wiley (2009). “Special Issue on Comparative Chinese/American Public Administration”, Public Administration Review, Vol. 69, Issues 1, December.

Code	Indian English Literature	Total Lecture: 75
LC21B401	MAJOR ELECTIVE-VII	5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Background Rise of the Indian Novel in English – Nativity in Indian Writing in English and the Problems of Expression - Decolonization - Counter Discourses –Partition Literature – Myth and Literature-Dalit Literature	12
II	Prose Jhumpa Lahiri: A Temporary Matter Kushwanth Singh: Karma RKNarayan: Astrologer’s Day	8
III	Poetry Jayanta Mahapatra: Hunger Nissim Ezekiel: Good Bye Party to Miss Pushpa T.S A K Ramanujan: A River. Rabindranath Tagore: Give Me Strength(From Geetanjali)	15
IV	Drama Girish Karnad, ‘Fire and the Rain’	15
V	Fiction Chitra Banerjee Divakaruni: The Palace of Illusions	10
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	• To Gain a comprehensive view of the history of Indian Writing in English literature.	
CO2	• To Understand different genres in Indian Writing in English Prose & Poetry..	

CO3	• To Analyze and interpret the prose works of great writers of the Age.
CO4	• To Develop knowledge of different genres in Indian Writing in English Drama.
CO5	• To Develop a taste and appreciate the Fiction and Short Stories in Indian Writing in English.
Text Books:	Chaudhri Rosinka. Ed. Derozio, Poet of India. New Delhi: OUP.2008 Datta, Amaresh. Chief Editor. The Encyclopedia of Indian Literature. 6 vols. New Delhi: Sahitya Akademi,2006
Reference Books:	Sarkar, Sumit. Modern India: 1885-1947 (2nd Edition) Basingstoke: Macmillan, 1989. Sundar Rajan, Rajeshwari. ed. The Lie of the Land. Delhi: OUP, 1993. Naik, M.K. History of Indian English Literature, New Delhi: Sahitya Akademi, 1980 Naik, M.K. and Shyamala Narayan eds. Indian English Literature 1980-2000: A Critical Survey. New Delhi: Pencraft, 2004. Mukherjee, Meenakshi. The Perishable Empire New Delhi: OUP, 2000. The Twice-Born Fiction. New Delhi: Arnold-Heinemann, 1971

Code	Concepts of Modernity	Total Lecture: 75
LC21B402	MAJOR ELECTIVE- VIII	5-0-0-5
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Poetry: Features of Modernist Poetry-Modernist Poets-First World War Poetry- Thirties Poets-Poetry post 1945 (Including Movement Poets and Women Poets) TS Eliot: Love Song of J Alfred Prufrock	10
II	Fiction: The Psychological Novel-Stream-of-Consciousness Novel-The Angry Young Man Novel- The Working Class/ Proletarian Novel (1950s and 60s) Henry James: The Portrait of Lady	10
III	Drama: The Irish Dramatic Movement- Poetic Drama- The Theatre of the Absurd- Angry Young Man Drama John Osborne: Look Back in Anger	15
IV	New Age Forms In Literature Across The Globe- I Illustrated Novels- Digi Fiction, Triple Media Literature- Graphic Novels- Doodle Fiction, Fan Fiction Fan Fiction of Pride & Prejudice	10
V	New Age Forms In Literature Across The Globe- II Blogs- Twitter Novels- Progression Literature, Lucid Fiction- Kinetic Poetry- Combinatorial –CLI-FI, Bizarro- Interactive Fiction –Minimalism Emmi Itaranta: Memory of Water	15
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	To recall the significant authors from different literary periods and genres.	
CO2	To understand literary tendencies in various literary periods.	
CO3	To apply various literary terms in the course of writing and study.	
CO4	To analyze various genres in appreciating literature.	
CO5	To summarize the evolution of poetry, drama and novel as genres.	

Text Books:	<p>Bristow, Joseph. The Cambridge Companion to Victorian Poetry. Cambridge: Cambridge University Press, 2000</p> <p>Cronin, Richard, Antony H. Harrison & Alison Chapman A Companion To Victorian Poetry. John Wiley and Sons Ltd., 2002</p> <p>David, Deidre. The Cambridge Companion to the Victorian Novel. Cambridge: CUP,10</p>
Reference Books:	<p>Fischer-Lichte, Erika, History of European Drama and Theatre London: Routledge, 2002</p> <p>Worthen, W.B., Modern Drama: Plays, Criticism, Theory. Boston: Heinle & Heinle Pub. Co.,2003</p> <p>Atkins, Douglas. Tracing the Essay: Through Experience to Truth. Athens: University of Georgia Press, 2005.</p> <p>Walker, Hugh. The English Essay and Essayists. New Delhi: S. Chand & Company, 1977</p> <p>Six One Act Plays: Ed., Nafeesa Kaleem. Anu Chitra Publications:2000.</p>

Code	Project Based Learning	Total Lecture:30
PB20B401	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student’s performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom’s Taxonomy)		

CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively
CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.

Code	Yoga and Meditation	
IY20B401	1	
Learning Objectives:	<ul style="list-style-type: none"> • To practice mental hygiene. • To possess emotional stability. • To integrate moral values. • To attain higher level of consciousness. 	
<p>It will prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and of the nation</p>		
Course Outcomes (as per Bloom's Taxonomy)		
CO1	The students will equip their self with basic knowledge about one's personality	
CO2	Students learn to handle oneself well in all life situations,	
CO3	Students learn techniques of gaining good health.	
CO4	Students will develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity.	

Code	Green Credit	
GC20B401	1	
Learning Objectives:	Yoga and Meditation helps in self-discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Main objective are: <ul style="list-style-type: none"> • To provide the basic practical understanding about plantation. • To familiarize the various issues related with plantation and associated problems. • To make a bonding between tree and students. 	
Pre-requisites:	None	
Preparing basic awareness about the environmental issues confronted by the humanity in the present global scenario and to equip the students to understand the environmental movements and basic of plantations.		
Course Outcomes (as per Bloom's Taxonomy)		
CO1	To monitor various stages of tree growth.	
CO2	To aware about of issues associate with plantations.	
CO3	Understand the environmental issues and goals.	
CO4	This allows "forests" to be traded as a commodity.	