

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT
(GITAM)**

(Deemed to be University, Estd. u/s 3 of UGC Act 1956)

VISA KHAPATNAM *HYDERABAD *BENGALURU

Accredited by NAAC with 'A+' Grade



REGULATIONS & SYLLABUS

of

Bachelor of Arts (Social Science)

GSS

A Three Year Full Time - Semester Program

w.e.f. Academic Year 2019-20

Website: www.gitam.edu / www.gsgs.gitam.edu

Bachelor of Arts
Program Code: GSS
REGULATIONS
(w.e.f. 2019-20 admitted batch)

1.0 ADMISSION

Admission into BA Program of GITAM University is governed by GITAM University regulations.

2.0 ELIGIBILITY CRITERIA

2.1 A minimum of 50% of marks in Pre-University / Higher Secondary / 10+2 / Intermediate examination in any discipline or equivalent from any recognized Board or Council.

3.0 CHOICE BASED CREDIT SYSTEM

Choice Based Credit System (CBCS) is introduced with effect from the admitted Batch of 2015-16 based on the UGC guidelines in order to promote:

- Student Centered Learning
- Cafeteria approach
- Students to learn courses of their choice
- Students to learn at their own pace
- Inter-disciplinary learning

Learning goals/ objectives and outcomes are specified leading to what a student should be able to do at the end of the program.

4.0 STRUCTURE OF THE PROGRAM

4.1 The Program Consists of

- i) Core Courses (compulsory).
 - ii) Ability Enhancement courses (compulsory) which give general exposure to a Student in communication and subject related area.
 - iii) Skill Enhancement courses (compulsory) which are designed to provide value based and/or skill based knowledge.
 - iv) Discipline specific electives which
 - a) are supportive to the discipline
 - b) give expanded scope of the subject
 - c) give inter disciplinary exposure
- } Intra Departmental Electives
- } Inter Departmental Electives

d) Nurture the student skills

iv) Generic electives - which are of general nature and unrelated to the discipline to expose the student in areas such as general knowledge, personality development, economy, civil society, governance etc.

4.2 Each course is assigned a certain number of credits depending upon the number of contact hours (lectures & tutorials) per week.

4.3 in general credits are assigned to the courses based on the following contact hours per week per semester

- 1 credit for each lecture/tutorial hour per week
- 1 credit for 2 hrs of practical per week
- 2 credits for three or more hours of practical per week

4.4 The BA program comprises of six semesters spread across three academic years of study.

Table-1

| Description of the courses | Total Credits offered | Compulsory credits required to complete the program |
|--------------------------------------|-----------------------|---|
| Core courses | 63 credits | 63 Credits |
| Ability Enhancement Courses (AEC) | 06 credits | 06 credits |
| Skill Enhancement Courses (SEC) | 15 credits | 15 Credits |
| Discipline Specific Elective Courses | 60 credits | 30 Credits |
| Generic Elective Courses | 12 credits | 06 credits |
| Total..... | 156 Credits | 120 Credits |

NOTE:

A minimum of 120 Credits out of 156 credits are compulsory to complete the program and for awarding of the degree.

Every course offered as part of the curriculum, has been carefully picked and the course objectives clearly defined, based on the competency outcome that is expected to be delivered by the end of the course. Credits are assigned to a

course, depending on the effort that is required to teach the laid out course objectives and the effort expected from students. One credit is represented by 1 hour of contact class interactions per week.

NOTE: GITAM Institute of Management reserves the right to change the total credits/courses offered without Prior notice.

4.5 Semester wise course structure

B.A. Social Science Programme - I Year - Semester 1

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|-----------------|---|---------|-------|-----|-------|
| | | | | | CA | TEE | Total |
| 1 | GSS-101 | AEC | English | 2 | 40 | 60 | 100 |
| 2 | GSS -103 | Core | Principles of Micro Economics | 3 | 40 | 60 | 100 |
| 3 | GSS -105 | Core | Problems of Philosophy | 3 | 40 | 60 | 100 |
| 4 | GSS -107 | Core | Introduction to Political Science | 3 | 40 | 60 | 100 |
| 5 | GSS -109 | Core | Foundations of Psychology | 3 | 40 | 60 | 100 |
| 6 | GSS -111 | Core | Introduction to Sociology | 3 | 40 | 60 | 100 |
| 7 | GSS -113 | SEC | M K Gandhi: Life, Thought and Practices | 2 | 40 | 60 | 100 |
| | | | Total | 19 | | | 700 |

B.A. Social Science Programme - I Year - Semester 2

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|-----------------|-------------------------------|---------|-------|------|-------|
| | | | | | CA | TE E | Total |
| 1 | GSS -102 | AEC | Hindi | 2 | 40 | 60 | 100 |
| | GSS-104 | | Telugu | | | | |
| | GSS-106 | | Sanskrit | | | | |
| 2 | GSS -108 | Core | Principles of Macro Economics | 3 | 40 | 60 | 100 |
| 3 | GSS -110 | Core | Outlines of Indian Philosophy | 3 | 40 | 60 | 100 |
| 4 | GSS -112 | Core | Public Administration | 3 | 40 | 60 | 100 |
| 5 | GSS -114 | Core | Social Psychology | 3 | 40 | 60 | 100 |
| 6 | GSS -116 | Core | Foundations of Social Thought | 3 | 40 | 60 | 100 |
| 7 | GSS -118 | SEC | Indian Heritage and Culture | 3 | 40 | 60 | 100 |
| | | | Total | 20 | | | 700 |

B.A. Social Science Programme - II Year - Semester 3

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|-----------------|---|---------|-------|-----|-------|
| | | | | | CA | TEE | Total |
| 1 | GSS -201 | AEC | Environmental Studies | 2 | 40 | 60 | 100 |
| 2 | GSS -203 | Core | Indian Economy | 3 | 40 | 60 | 100 |
| 3 | GSS -205 | Core | Outlines of Western Philosophy | 3 | 40 | 60 | 100 |
| 4 | GSS -207 | Core | Indian Constitution | 3 | 40 | 60 | 100 |
| 5 | GSS -209 | Core | Community Psychology | 3 | 40 | 60 | 100 |
| 6 | GSS -211 | Core | Society in India : structure and change | 3 | 40 | 60 | 100 |
| 7 | GSS -213 | SEC | Disaster Management | 3 | 40 | 60 | 100 |
| | | | Total | 20 | | | 700 |

B.A. Social Science Programme - II Year - Semester 4

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|------------------|---|-----------|-------|-----|------------|
| | | | | | CA | TEE | Total |
| 1 | GSS-242 | Generic Elective | Fundamentals of Geography | 3 | 40 | 60 | 100 |
| | GSS-244 | | Corporate Social Responsibility and Trusteeship | | | | |
| 2 | GSS -202 | Core | Public Finance and Public Economics | 3 | 40 | 60 | 100 |
| 3 | GSS -204 | Core | Logic & Scientific Method | 3 | 40 | 60 | 100 |
| 4 | GSS -206 | Core | Indian Political System | 3 | 40 | 60 | 100 |
| 5 | GSS -208 | Core | Psychological Measurement of Individual Differences | 3 | 40 | 60 | 100 |
| 6 | GSS -210 | Core | Indian Society: Issues & Problems | 3 | 40 | 60 | 100 |
| 7 | GSS -246 | Generic Elective | Indian National Movement | 3 | 40 | 60 | 100 |
| | GSS-248 | | Gender Issues | | | | |
| | | | Total | 21 | | | 700 |

B.A. Social Science Programme - III Year - Semester 5

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|---------------------|--|---------|-------|-----|-------|
| | | | | | CA | TEE | Total |
| 1 | GSS-301 | Core | Glimpses of World History | 3 | 40 | 60 | 100 |
| 2 | GSS-303 | SEC | Service Learning | 3 | 100 | | 100 |
| 3 | GSS-341 | Discipline Specific | Environmental Economics | 3 | 40 | 60 | 100 |
| | GSS-343 | Elective | Developmental Economics - Gandhian Way | | | | |
| 4 | GSS-345 | Discipline Specific | Introduction to Ethics | 3 | 40 | 60 | 100 |
| | GSS-347 | Elective | Theories of Knowledge | | | | |
| 5 | GSS-349 | Discipline Specific | Comparative Administration | 3 | 40 | 60 | 100 |
| | GSS-351 | Elective | International Relations | | | | |
| 6 | GSS-353 | Discipline Specific | Industrial Psychology | 3 | 40 | 60 | 100 |
| | GSS-355 | Elective | Mental Health in General Care | | | | |
| 7 | GSS-357 | Discipline Specific | Rights and Duties | 3 | 40 | 60 | 100 |
| | GSS-359 | Elective | Tribal Studies | | | | |
| | | | Total | 21 | | | 700 |

B.A. Social Science Programme – III Year – Semester 6

| | Course Code | Course Category | Courses | Credits | Marks | | |
|---|-------------|---------------------|---|---------|-------|-----|-------|
| | | | | | CA | TEE | Total |
| 1 | GSS-302 | SEC | Research Methods and Statistics for Social Sciences | 3 | 40 | 60 | 100 |
| 2 | GSS-342 | Discipline Specific | International Economics | 3 | 40 | 60 | 100 |
| | GSS-344 | Elective | Financial Markets | | | | |
| 3 | GSS-346 | Discipline Specific | Teachings and Practices of World Religions | 3 | 40 | 60 | 100 |
| | GSS-348 | Elective | Philosophy of Science | | | | |
| 4 | GSS-350 | Discipline Specific | Urban Public Administration | 3 | 40 | 60 | 100 |
| | GSS-352 | Elective | Personnel and Industrial Relations | | | | |
| 5 | GSS-354 | Discipline Specific | Psychology of Peace and Conflict Resolution | 3 | 40 | 60 | 100 |
| | GSS-356 | Elective | Educational Psychology | | | | |
| 6 | GSS-358 | Discipline Specific | Sociology of Change & Development | 3 | 40 | 60 | 100 |
| | GSS-360 | Elective | Urban Sociology | | | | |
| | | | Total | 18 | | | 600 |

5.0 MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English.

6.0 REGISTRATION

Every student has to register himself/herself for each semester individually at the time specified by the Institute / University.

7.0 ATTENDANCE REQUIREMENTS

7.1. A student whose attendance is less than 75% in all the courses put together in any semester will not be permitted to attend the end-semester examination and he/she will not be allowed to register for subsequent semester of study. He/she has to repeat the semester along with his/her juniors.

7.2. However, the Vice Chancellor on the recommendation of the Principal / Director of the University College / Institute may condone the shortage of attendance to the students whose attendance is between 66% and 74% on genuine medical grounds and on payment of prescribed fee.

8.0 Evaluation

8.1 The assessment of the student's performance in a theory course shall be based on two components: Continuous evaluation (40 marks) and semester end examination 60 marks

8.2 A student has to secure an aggregate of 40% in the course in the two components put together to be to be declared to have passed the course ,subject to the condition that the candidate must have secured a minimum of 24 marks (ie.40%)in the theory components at the semester -end examination.

8.3 The assessment of the student's performance in GSS-303, paper titled SERVICE LEARNING shall be based on continuous evaluation only (100 marks).

Table -2 Assessment Procedure

| S.No. | Component Of Assessment | Marks Allotted | Type Of Assessment | SCHEME OF EXAMINATION |
|-------|-------------------------|----------------|--------------------------|---|
| 1. | Theory | 40 | Continuous Evaluation | Class room Seminars/Case Discussion/workshop/training/ Assignments/mini projects/MOOCs. |
| | Total | 60 | Semester-end Examination | The semester-end examination in theory subjects: 60 marks. |
| | | 100 | | |

9.0 RE-TOTALING, REVALUATION & REAPPEARANCE

- 9.1) Re-totaling of the theory answer script of the end semester examination is permitted on request made by the student by paying the prescribed fee within one week of the announcement of the result.
- 9.2) Revaluation of the theory answer script of the end semester examination is also permitted on a request made by the student by paying the prescribed fee within one week after the announcement of the result.
- 9.3) A Student who has secured 'F' Grade in any course of any semester shall have to reappear for the semester end examination of that course.

9.4) **Provision for Answer Book Verification & Challenge Evaluation:**

9.4.1 If a student is not satisfied with his/her grade after revaluation, the student can apply for, answer book verification on payment of prescribed fee for each course within one week after announcement of revaluation results.

9.4.2 After verification, if a student is not satisfied with revaluation marks/grade awarded, he/she can apply for challenge valuation within one week after announcement of answer book verification result/ two weeks after the announcement of revaluation results, which will be valued by the two examiners i.e., one Internal and one External examiner in the presence of the student on payment of prescribed fee. The challenge valuation fee will be returned, if the student is succeeded in the appeal with a change for a better grade.

10.0 SUPPLEMENTARY EXAMINATIONS & SPECIAL EXAMINATIONS:

10.1 The odd semester supplementary examinations will be conducted on daily basis after conducting regular even semester examinations in April/May.

10.2 The even semester supplementary examinations will be conducted on daily basis after conducting regular odd semester examinations during Oct/Nov.

10.3 A student who has completed his/her period of study and still has "F" grade in final semester courses is eligible to appear for Special Examination normally held during summer vacation.

10.4 A student who has completed the stipulated periods of study for the BA program and still has failure grade 'F' in not more than **Four theory courses** may be permitted to appear for special examinations, which shall be conducted during the summer vacation at the end of the last academic year.

10.5 REPEAT CONTINUOUS EVALUATION

1. A student who has secured 'F' grade in a theory course shall have to reappear at the subsequent examination held in that course. A student who has secured 'F' grade can improve continuous evaluation marks up to a maximum of 50% by attending special instruction classes held during summer.
2. A student who has secured 'F' grade in a practical course shall have to attend Special Instruction classes held during summer.
3. A student who has secured 'F' grade in a combined (theory and practical) course shall have to reappear for theory component at the subsequent examination held in that course. A student who has secured 'F' grade can improve continuous evaluation marks up to a maximum of 50% by attending special instruction classes held during summer.

4. The RCE will be conducted during summer vacation for both odd and even semester students. A student can register a maximum of 4 courses. Biometric attendance of these RCE classes has to be maintained. The maximum marks in RCE be limited to 50% of Continuous Evaluation marks. The RCE marks are considered for the examination held after RCE except for final semester students.
5. RCE for the students who completed course work can be conducted during the academic semester. The student can register a maximum of 4 courses at a time in slot of 4 weeks. Additional 4 courses can be registered in the next slot.
6. A student is allowed to Special Instruction Classes (RCE) 'only once' per course.

11.0 BETTERMENT OF GRADES

Students who secured second class or pass who wish to improve their grades will be permitted ONLY ONCE to improve their grades at the end the program.

1. Candidates who have passed all the courses of a program within the stipulated period of study and who have obtained a Pass or Second Class only are eligible for Betterment of Grades.
2. Candidates who have already secured First Class or First Class with Distinction are not eligible for betterment of Grades.
3. Candidates who have completed the program of study beyond the stipulated period of study i.e. through Special examinations or subsequently, are not eligible for betterment of Grades
4. Betterment of Grades is permitted only through appearance of the theory examinations.
5. Betterment of Grades is permitted only once, at the end of the program of study, simultaneously along with Special examinations.
6. Candidates can appear for betterment at one course, across the semesters, for the number of semesters they have studied. i.e., a Six-semester BA student can appear for betterment in any **Six** courses of study.
7. The better Grade secured either in the first or betterment appearance shall be considered as the final Grade.
8. New Grade Card/PC shall be issued to candidates who have improved their Grades/Class after submitting the old Grade Card/PC.
9. The date, month and year of the declaration of betterment result shall be printed on the Grade Card/PC
10. Betterment marks shall not be taken into consideration for award of ranks, prizes, and medals.
11. Candidates have to pay a betterment fee as prescribed by the University.
12. The rules & regulations framed by the University from time to time shall be applicable.

12.0 GRADING SYSTEM

12.1 Based on the student performance during a given semester/trimester, a final letter grade will be awarded at the end of the trimester/semester in each course. The letter grades and the corresponding grade points are as given in Table 3.

Table 3: Grades & Grade Points

| Sl. No. | Grade | Grade Points | Absolute Marks |
|---------|-------------------|--------------|----------------|
| 1 | O (outstanding) | 10 | 90 and above |
| 2 | A+ (Excellent) | 9 | 80 to 89 |
| 3 | A (Very Good) | 8 | 70 to 79 |
| 4 | B+ (Good) | 7 | 60 to 69 |
| 5 | B (Above Average) | 6 | 50 to 59 |
| 6 | C (Average) | 5 | 45 to 49 |
| 7 | P (Pass) | 4 | 40 to 44 |
| 8 | F (Fail) | 0 | Less than 40 |
| 9 | Ab (Absent) | 0 | - |

12.2 A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course. However, a minimum of 24 marks is to be secured at the semester end examination of theory courses in order to pass in the theory course.

13.0 GRADE POINT AVERAGE

13.1 A Grade Point Average (GPA) for the semester/trimester will be calculated according to the formula:

$$\text{GPA} = \frac{\Sigma [C \times G]}{\Sigma C}$$

Where

C = number of credits for the course,

G = grade points obtained by the student in the course.

- 13.2 GPA is awarded to those candidates who pass in all the subjects of the semester/trimester. To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used considering the student's performance in all the courses taken, in all the semesters/trimesters up to the particular point of time.
- 13.3 CGPA required for classification of class after the successful completion of the program is shown in Table 4.

Table 4: CGPA required for award of Class

| | |
|--------------|--------------|
| Distinction | $\geq 8.0^*$ |
| First Class | ≥ 6.5 |
| Second Class | ≥ 5.5 |
| Pass | ≥ 5.0 |

* In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every semester in first attempt.

14.0 ELIGIBILITY FOR AWARD OF THE BA DEGREE

14.1 Duration of the program:

A student is normally expected to complete the BA program of six semesters within three years. If due to some unavoidable circumstances that is not possible, a student may extend and complete the program in not more than five years including study period.

14.2 However the above regulation may be relaxed by the vice chancellor in individual cases for cogent and sufficient reasons.

14.3 A student shall be eligible for award of the BA degree if he or she fulfills the following conditions.

- i) Registered and successfully completed all the courses and projects.
- ii) Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.
- iii) Has no dues to the Institute, Hostels, Libraries, NCC/NSS, etc. and,
- iv) No disciplinary action is pending against him/her.

14.4 The degree shall be awarded after approval by the Academic Council.

15. PEDAGOGY

The class room pedagogy is customized by individual faculty to enhance the learning experience, which is dependent on the course and the degree of absorption

by students. It has been proven that the degree of absorption is directly proportional to self-learning or preparedness before the classroom sessions and the interactions during the classes. Knowledge thus gained builds a strong long-lasting foundation. Typically class room pedagogy ranges from instruction, simulations, case discussions, role plays, videos, etc.

15.1 Experiential Learning

Rather than giving cut flowers to students, at GITAM Institute of Management we would prefer to teach them how to grow their own plants. Practical field-based experiential learning enhances class-room instructions and links theory to practice, which is highly emphasized in this curriculum. NGO Projects, Social & Rural Projects and Field Visits are integral parts of the program.

16.0 SEMESTER END EXAMINATIONS

16.1 Examinations

Examinations are not the end, but a launching platform into a brighter future. The knowledge gained during the semester is tested through the semester end-examinations. Violation of norms regarding behavior in the examination hall will attract severe penalty. Students found copying in the examination halls will have one grade point less or asked to leave the programme basing on the consequences.

16.2 Examination Duration

The duration of each semester end-examination shall be for 3 hours. The medium of semester end examination for all the courses shall be English with the exception of languages (other than English).

16.3 Examination pattern

| S.No. | Pattern | Marks |
|-------|---|---------------------|
| 1. | Section A : Five one page answer questions (Five out of Eight to be answered). | 5 X 3= 15 marks |
| 2. | Section B : Five Essay type questions (either or choice Questions from each unit) | 5 X 9 = 45 marks |
| | Total | 60 marks |

GSS - 101: ENGLISH

Literature mirrors life; it is the study of human nature. Reading literature enables better empathy with others, deeper self-realisation and sensitizes students to major issues facing society and the world. Secondly, study of English literature is an effective means of mastering the vital language and comprehension skills. The course attempts to provide this dual advantage to learners.

Objectives

- ✓ To enable students to read and critically appreciate various forms of literature
- ✓ To train students in general and specific comprehension.

Learning Outcomes

Upon completion of this course the student would be able to –

- ✓ Employ basic English L,S,R,W skills more effectively in day-to-day life
- ✓ Apply various techniques for effective comprehension of varied texts
- ✓ Realize the importance of literature in enabling self-expression, creating awareness about and finding solutions to personal, professional and societal problems (especially in the era of globalization), thus emerging as a well integrated individual.

Unit I: Poetry

- | | |
|--------------------------|--------------|
| 1. Father Returning Home | Dilip Chitre |
| 2. Mending Wall | Robert Frost |
| 3. Ode to Autumn | John Keats |

Unit II: Prose

- | | |
|--|-----------------|
| 1. A Dilemma-A Layman Looks At Science | Raymond Fosdick |
| 2. You and Your English | G.B. Shaw |
| 3. Mother Teresa | Khushwant Singh |

Unit III: Short Stories

- | | |
|---------------------------|---------------|
| 1. The Mouse | Saki |
| 2. Selvi | R K Narayan |
| 3. The Night The Bed Fell | James Thurber |

Unit IV: Literature and Globalization

- | | |
|---|---------------|
| 1. Everything I Need To Know I Learnt In the Forest | Vandana Shiva |
|---|---------------|

2. Everybody Loves a Good Drought (Chapter 3)
3. The Cherry Tree

P. Sainath
Ruskin Bond

Unit V: Reading for Comprehension

1. Reading Comprehension Strategies
2. Finding the Main Idea / Theme of a Text
3. Finding Specific Information/Facts
4. Drawing Inferences/ Conclusions
5. Vocabulary Questions
6. Determining the Author's Purpose, Style, Point of view

Students would be provided a range of poetry and prose texts for both classroom discussion and self-study.

Textbook

Material compiled from standard texts.

Reference Books

Head, Dominic (Ed.) (2006). *The Cambridge Guide to Literature in English*. Cambridge University Press

Gunter, Gerngross and Herbert Puchta (2013). *Playway to English*. Cambridge University Press.

Carter, Christine Evans (2014). *Mindsapes: Critical Reading Skills and Strategies*. Wadsworth: Cengage Learning.

Oxford Advanced Learner's Dictionary, 8th Edition, 2014.

GSS-103: PRINCIPLES OF MICRO ECONOMICS

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

Objectives

- ✓ to expose the students to the basic principles of micro economics

Learning Outcomes

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

- ✓ describe the nature of economics in dealing with the issue of scarcity;
- ✓ analyze the behavior of consumers in terms of the demand for products;
- ✓ evaluate the factors affecting firm behavior, such as production and costs;
- ✓ analyze the performance of firms under different market structures;
- ✓ recognize market failure and the role of government in dealing with those failures; and
- ✓ use economic analysis to evaluate different welfare functions and policies.

Unit I

Principles of Micro Economics - Basics; Definitions of Economics; Nature and Scope of Economic Analysis – Positive and Normative Economics, Inductive and Deductive Methods; Micro and Macroeconomics; Partial and General Equilibrium.

Unit II

Utility Analysis – Cardinal and Ordinal approaches; Law of Diminishing marginal utility; Law of Equi-marginal utility; Indifference curves – Properties of indifference curves; Price (Budget) line – Equilibrium of the consumer with the help of indifference curves; Demand Analysis – Law of demand – Elasticity of Demand – Price, Income and cross elasticity; Consumer surplus – Engel curve, Law of Supply – Elasticity of Supply.

Unit III

Cost and Production - Meaning and Definition of Production; Production Function; Laws of Production – Short run and Long run; Meaning and Cost Concepts; cost function; Behavioral costs – Short run and Long run; Economies and dis economies of scale; Revenue Concepts.

Unit IV

Pricing Goods Market and factor Markets - Market Structure – Perfect Competition; Imperfect Competition – Monopoly, Monopolistic competition, Oligopoly; Pricing decisions under various markets; Various Factor Markets and Pricing in perfect factor market – Marginal Productivity Theory.

Unit V

Welfare Economics - Brief approach to Pareto, Hicks & Scitovsky; Arrow's Impossibility Theorem; A.K. Sen's Social Welfare Function.

Textbook

Ahuja, H.L. (2016). *Principles of Microeconomics: A New Look Textbook of Microeconomic Theory*. New Delhi: S. Chand.

References

Pindyck, R. & Rubinfeld, D. (2013). *Principles of Microeconomics*. Noida: Pearson.

Mankiw, G. (2007). *Economics: Principles of Microeconomics*. Cincinnati: South Western College.

Journals

Journal of Microeconomics
The Indian Journal of Economics

GSS-105: PROBLEMS OF PHILOSOPHY

This course renders the students on the meaning, definition of philosophy and issues often discussed in philosophical circles.

Objectives

The objectives of this course are to introduce the nature of philosophical thinking and the major issues, raised and discussed from the dawn of philosophical inquiry.

Learning Outcomes

By studying this course, the student will be acquainted with the basic philosophical questions and their analysis.

Unit I

What is Philosophy - The definition and scope of philosophy - Relevance of philosophy for everyday living.

Philosophy and Science - The relation of philosophy to Science - The areas of agreement and disagreement between them - The limitation of scientific method.

Unit II

The Knowledge of the World - The sources of knowledge - Sense experience, Reason, Authority, Intuition, Revelation and Faith.

The Validity of Knowledge - The tests for truth - Correspondence theory, Coherence theory and Pragmatic theory.

Unit III

Idealism and Realism - Types of Idealism: Implications of Idealism - History of Realism - Implications of Realism.

Determinism and Freedom - Denial of freedom - The case for Freedom - Freedom and Responsibility - Freedom and moral judgments.

Unit IV

Mind-Body Problem - The relation between mind and body - Theories of mind and body relationship - Interactionism, Occasionalism, Psycho-Physical Parallelism, Identity Theory, Epiphenomenalism and theory of emergent evolution.

Unit V

Space and Time - The ontology of space and time – The relativity theory of space and time.

Cause and Effect - Relation between cause and effect – The Regulatory theory, Entailment theory and Activity theory of Causation.

Textbook

Harold, H.T. , Marilyn, S.S. & Richard, T.N. (1995). *Living Issues in Philosophy*. London: Oxford University Press.

Patrick, G.T.W. (1935). *Introduction to Philosophy*. Boston: Houghton Mifflin Co.

Durant, W. (1999). *The Pleasures of Philosophy*. New York: Touchstone.

Reference Books

Hospers, J. (1971). *An Introduction to Philosophical Analysis*. Bombay: Allied Publishers.

Ewing, A.C. (1951). *The Fundamental Questions of Philosophy*. London: Rutledge.

Russell, B. (1912). *Problems of Philosophy*. Oxford: Oxford University Press.

Journals

Journal of Indian Philosophy

Journal of Indian Council of Philosophical Research

Indian Philosophical Quarterly

GSS-107: INTRODUCTION TO POLITICAL SCIENCE

Political Science is a social science discipline that deals with systems of government and the analysis of political activity and political behavior. This is an introductory paper trying to expose students to the fundamental ideas and concepts in Political Science. An attempt has also been made to orient students about the Indian political system and scenario.

Objectives

- ✓ To give a thorough understanding about the basics of the discipline
- ✓ To impart knowledge about the foundations of the Indian political system

Learning Outcomes

Upon completion of this course the student would be able to:

- ✓ Explain the basic ideas and concepts of political science
- ✓ Apply his/her understanding of the above to decipher the workings of the Indian constitution and political system.

Unit I

Introduction to Political Science - Meaning and Definition; Nature; Scope; Political Theory: Meaning and Approaches; Present State of Political Science.

Unit II

The State - Origin and Development; Definition; Constituent Elements; State and Society; State and Government; State and Nation; Theories of the State: Liberal, Neoliberal, Marxist, Pluralist, Post-colonial, Feminist.

Unit III

Political Concepts - Meaning, Political System, Constitution, Law, Rights, Power.

Unit IV

Political Ideals and Ideologies - Ideals - Meaning and Role, Liberty, Equality, Justice; Ideologies - Liberalism, Socialism, Marxism, Fascism, Gandhism, Feminism.

Unit V

Introduction to Indian Constitution and Indian Political System - Indian Constitution - Preamble, Unique and Salient Features; Indian Political System: Nature and Function

of Political Parties, Classification of Political Party Systems, Indian Political Parties; Pressure Groups - nature and function, Indian pressure groups, Political Parties and Pressure Groups; Parliamentary Democracy in India – Theory and Praxis.

Textbook

Readings compiled from standard texts to be provided to students.

Reference Books

Andrew, H. (2013). *Politics*. 4th Edition. New York: Palgrave Foundation.

Bhargava R. & Acharya, A (2008). *Political Theory: An Introduction*. New Delhi: Pearson Longman.

Pylee, M.V. (2011). *India's Constitution*. New Delhi: S. Chand and Co. Ltd.

Johari J.C. (2010). *Indian Political System*. New Delhi: Anmol Publications.

Journals

Economic and Political Weekly

Political Science Quarterly

Studies in Indian Politics

GSS-109: FOUNDATIONS OF PSYCHOLOGY

This paper is to introduce the students to the basic foundations of Psychology and give them an understanding about the emergence of Psychology as a subject. An overview of important concepts and theories which define Psychology as behavioural science is given so as to enable the students to understand the basic tenets of Psychology.

Objectives

- ✓ To introduce the students to basic concepts and areas in Psychology
- ✓ To give a comprehensive foundation of Psychology as it applies to different behavioural domains.

Learning Outcomes

- ✓ After this course, students will be able to understand about the history, origin of psychology, its different branches and their applied aspects.
- ✓ Describe the basic theories, principles, and concepts of psychology as they relate to behaviors and mental processes.
- ✓ Understand well established theories of cognitive and affective domains such as attention, perception, memory, learning, thinking, motivation and emotions.

Unit I

Introduction - Definition, Historical Antecedents, Scope, Branches and Methods of Psychology.

Unit II

Attention & Sensation - Sensation, Concept of threshold, Absolute and Differential; Signal detection and vigilance; Attention: Factors Influencing Attention including set and characteristics of stimulus.

Perception - Definition and concept; Principles of Perceptual Organization; factors in perception; Perceptual defense : Perception of form, space, movement and time; Depth Perception ; Perceptual Constancies ; perceptual readiness; Distortions in perception;; Extrasensory Perception , culture and perception, subliminal perception.

Unit III

Motivation and Emotions - Psychological and Physiological basis of Motivation and Emotions; measurement; effects of Motivation and Emotions on behavior ; types of motivation ; Factors influencing motivation; Emotions- Nature; Theories of Emotion.

Unit IV

Learning - Nature and factors in learning ; Theories of Learning ; Conditioning: Principles/processes, Types and schedules of reinforcement , Modeling and Social Learning ; Applications ; Cognitive influences on learning ; Learning processes : transfer of training, programmed learning and self-instructional learning.

Memory & Forgetting - Encoding and remembering; Nature and types of memory; Multi-store Model, Levels of Processing; Theories of forgetting: Decay, interference and retrieval failure, Organization and consolidation of memory, Meta memory, Amnesia: Anterograde and Retrograde; Strategies to enhance memory.

Unit V

Thinking and Problem Solving - Piaget's theory of cognitive development; Concept formation processes, Information Processing, Reasoning and Problem Solving, Facilitating and Hindering Factors in Problem-solving; Creative thinking and Fostering Creativity; Factors Influencing Decision Making and Judgment.

Textbook

Ciccarelli ,S. K., Meyer, G. E. & Misra, G. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Reference Books

Baron, R. & Misra. G. (2013). *Psychology*. New Delhi : Pearson.

Chadha N.K. and Seth S. (eds) (2013) *The Psychological Realm*. New Delhi : Pinnacle Learning

Mishra G. (Ed.). (2011) *Psychology in India, vol.1, ICSSR Survey of Advances in Research*. New Delhi: Pearson Education.

Mishra B.K. (2013) *Psychology: The Study of Human Behaviour*. New Delhi: PHI learning Pvt. Ltd.

Eysenck, M.W. and Keane M.T. (2007) *Cognitive Psychology: A Student's Handbook*. 5th Ed. Hove [u.a.]: Psychology Press.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill

Robinson-Riegler, B. & Robinson-Riegler, L. (2008) *Cognitive Psychology: Applying the Science of the mind*. Pearson Education.

Srinivasan, N., Gupta, A. K., & Pandey, J., Vol.1 (2008). *Advances in cognitive science*. New Delhi: Sage Publications.

Solso(2009) *Cognitive psychology*. New Delhi: Pearson Publications.

Sternberg, R. J. (2010). *Cognitive Psychology*. New York: Cengage Learning

Journals

Journal of Applied Behavior Analysis
American Journal of Psychology
The Journal of Psychology

GSS-111: INTRODUCTION TO SOCIOLOGY

This subject has been originated as a response in the modern sciences and development and to see the study of society in a scientific way which was hitherto was not formalized. Present course deals with the origin and nature of society and basic social concepts and significance of sociological study for nation.

Objectives

- ✓ To enable the students to develop an academic approach to the study of society.

Learning Outcomes

- ✓ To be able to identify sociological institutions
- ✓ To develop an understanding of the relationship between individual and the society
- ✓ To recognize the significance of social change

Unit I

The Nature of Sociology - Meaning and definition of sociology – Scientific and humanistic orientation for the study of society

Basic Concepts of Society - Group-Association-Community-Institution

Elements of Social structure: Role-status-Norms-Values-Power-Authority

Unit II

Social Institutions - Family-kinship-Religion-Education-State

Unit III

Individual and process of socialization – Culture; Relation between individual and society-social Interaction

Elements of Social structure - Social Organization and Deviance - Social control-Authority

Unit IV

Social Stratification and Mobility – Social Processes Meaning - Forms-Theories

Unit V

Social change - Evolution-Progress and Factors for social change

Significance of Sociology: Social problems – Social action and Social policy

Textbook

Harry, J. (1995). *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.

Bottomore, T.B. (1965). *Sociology: A Guide to Problems and Literature*. New York: Routledge.

Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice-Hall of India.

Reference Books

Lazarsfeld, P.F., Sewell, W.H. & Wilensky, H.L. (1967). *Uses of Sociology*. New York: Basic Books.

Haralambos, M. & Heald, R.M. (2006). *Sociology: Themes and Perspectives*. London: Harper Collins.

Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.

Scott, J. (2009), *A Dictionary of Sociology II*, Oxford: Oxford University Press.

Journals

The SocJourn

Journal of Sociology

International Journal of Sociology and Anthropology

GSS-113: M K GANDHI: LIFE, THOUGHT AND PRACTICES

This course involves a study of:

Gandhi, M.K. (1927). *The Story of My Experiments with Truth*. Ahmedabad: Navjivan.

Internal assessment is conducted on the basis of the above reading. Term end examination is conducted on the basis of the following syllabus:

The paper will provide a clear picture of the evolution of M K Gandhi to the "Mahatma". It also will help the student to understand the prominent role played by Gandhi in our freedom movement and how his methodologies are significant even today.

Objectives

The objectives of the course are:

- ✓ To impart the basic knowledge on Gandhian methods
- ✓ To provide an exposure to the role of Gandhi in the freedom movement.

Learning Outcomes

Students who take this course would be able to:

- ✓ Trace the freedom movement of India and the significant role of Gandhi in it.
- ✓ Illustrate Gandhian methods and their significance in contemporary society.

Unit I

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

Unit II

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

Unit III

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

Unit IV

Application of basic philosophy of Gandhi in daily life: eleven vows – constructive programme – Sarvadharmā Samābhava- Sarvodaya.

Unit V

Gandhi and Modern day society: Political, moral and environmental challenges today- application of Gandhian ideologies to resolve these challenges.

Textbook

Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.

Reference Books

Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House.

Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.

Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House

Chandra, B. (2009). *History of Modern India*. New Delhi: Orient Blackswan.

Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.

Journals

Gandhimarg

GITAM Journal of Gandhian studies

GSS-106: SANSKRIT

INTRODUCTION

This course contains a rich selection from Sanskrit language and literature.

OBJECTIVES

- 1) To enlighten students about the richness and value of the classical language
- 2) To offer working knowledge of Sanskrit to the students.

LEARNING OUTCOMES

- 1) The student learns reading and writing Sanskrit
- 2) Understands and learns proper use of Grammar
- 3) Develops communication Skills.

| | | |
|-----------------|--------------|--|
| <u>POETRY</u> : | Lesson No. 1 | Saranagathi From Valmiki Ramayanam Yuddhakanda 17 th Canto Slokas 11 – 68 |
| | Lesson No. 2 | Ahimsa Paramodharmah From Srimadbharatam, Adiparva 8 th chapter Sloka 10 – to the end of 11 Chapter |
| | Lesson No. 3 | RaghohAudaryam From Raghuvamsa 5 th Canto 1 – 35 Slokas |
| <u>PROSE</u> : | Lesson No. 4 | Mitrasampraptih From Pancatantra – Ist Story (Abridged) |
| | Lesson No. 5 | Modern prose Chikrodakatha Andhra KavyaKathah By Sannidhanam Suryanarayana Sastry |
| | Lesson No. 6 | Computer Yanthram By Prof. K.V. Ramakrishnamacharyulu |

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

Deva, Kavi, BhanuDhatr, Pitr, Go, Rama, Mati, Nadee, Tanu, Vadhoor,
Matr, Phala, Vari & Madhu

SANDHI:

SwaraSandhi: Savarnadeergha, Ayavayava, Guna, Vrddhi,
Yanadesa

VyanjanaSandhi: Scutva, Stutva, Anunasikadvitva, Anunasika,
Latva, Jastva

VisargaSandhi: Visarga Utva Sandhi, VisargalopaSandhi,
Visarga RephaSandhi, OoshmaSandhi

SAMASA :

- | | |
|------------------------|-------------------------|
| (1) Dwandwa | (2) Tatpurusha (Common) |
| (2a) Karmadharaya | (2b) Dwigu |
| (2c) ParadiTatpurusha | (2d) Gatitaturusha |
| (2e) UpapadaTatpurusha | (3) Bahuvrihi |
| (4) Avyayibhava | |

CONJUGATIONS

IstConjugations - Bhoo, Gam, Shtha, DrhsLabh, Mud,

IIInd Conjugation - As ()

IIIrd Conjugation - Yudh,

IV th Conjugation - Ish

VIII Conjugation - Likh, Kri ()

IXth Conjugation - Kreen ()

Xth Conjugation - Kath, Bhash, Ram, Vand.

GSS-108: PRINCIPLES OF MACRO ECONOMICS

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

Objectives

- ✓ To expose the students to the basic principles of Macro Economics
- ✓ To enable the understanding of the forces determining macroeconomic variables such as inflation, unemployment, interest rates and exchange rates.

Learning Outcomes

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

- ✓ Understand how aggregate demand and aggregate supply interact to drive a free market economy;
- ✓ Apply economic reasoning to understand the operation of an economy;
- ✓ Apply basic international trade and finance concepts to global pricing issues, including working with exchange rates.

Unit-I

Introduction - Principles of Macro Economics; Circular Flow of Money and Goods; National Income Accounting; Indian Context.

Unit -II

Macroeconomic Theories - Classical theory of Output and Employment; Aggregate Demand and Aggregate Supply; Shifts in Aggregate Supply and Aggregate Demand; Consumption, Saving and Investment; Monetarist, supply-siders' and New Classical approaches to macroeconomic issues.

Unit -III

Money, Banking and Financial Markets - Types and Functions of Money; An overview of Quantity theories of Money; IS-LM Model; Commercial Banks and their functions; Credit Creation, Money Transmission Mechanism, Central Banking Functions; Keynesian Theory of Demand for Money.

Unit -IV

Growth and Development – Theories of Growth and Development – an over view; Business Cycles – Phases and Theories; Inflation – Meaning and Types; Fiscal Policy and Monetary Policy; Stabilization.

Unit -V

International trade and Foreign Exchange - Balance of Payments (BOP), Balance of Trade (BOT), Consequences of Deficit BOP; Trade Barriers; Trade Blocs; Exchange Rates – Determination; Types of Foreign Exchange Rates – Fixed and Flexible; Corrective Measures.

Textbook

Dwivedi, D.N. (2018). *Macroeconomics: Theory and Policy*, New York: McGraw Hill.

Reference Books

Karlan, D. & Morduch, J. (2014). *Macro Economics*. New York: McGraw Hill.

Mankiw, G. (2016). *Principles of Macro Economics*. London: Macmillan

Rudiger, D., Fischer, S. & Startz, R. (2013). *Macro Economics*. New York: McGraw Hill.

Samuelson, P. & Nordhaus, W. (2015). *Macro Economics*. New York :McGraw Hill.

Journals

Journal of Macroeconomics

Macroeconomic Dynamics

The Indian Journal of Economics

GSS-110: OUTLINES OF INDIAN PHILOSOPHY

Indian Philosophy refers to any of several traditions of philosophical thought that originated in the Indian subcontinent, including Hindu philosophy, Buddhist philosophy, and Jain philosophy. It is considered by Indian thinkers to be a practical discipline, and its goal should always be to improve human life. This course deals with the nature and religious ideas, sources of knowledge of self and ethical norms discussed in Indian philosophical systems in a broad way.

Objectives

The objective of this course is to make acquaint the students with the basic sources of rich traditions and knowledge of Indian philosophical systems that helped to conduct human societies since ancient times.

Learning Outcomes

The course would inspire the students with the cherished values found in Indian philosophical tradition.

Unit I

Nature and Characteristics of Indian Philosophy - Philosophical and religious ideas of Vedas and Upanishads - Upanishadic concept of relation between Atman and Brahman.

Unit II

Carvaka - Theory of knowledge - Rejection of transcendental entities.

Jainism - Theory of knowledge - Saptabhanginaya (pratityasamutpada) - Theory of Reality: Anekantavada - Bondage and liberation.

Unit III

Buddhism - Theory of dependent origination - doctrine of momentariness - 'No - Soul' Theory.

Nyaya-Vaisesika - Theory of Pramanas; Atomic theory of creation; God, self, and liberation. Proofs for existence of God; The Seven Categories of Vaisesika.

Unit IV

Samkhya - Prakriti- Purusa - Theory of causation.

Yoga - Citta and its vrittis - Klesas - Samadhi and Kaivalya.

Mimamsa - Theory of Knowledge.

Unit V

Schools of Vedanta: Advaita - Nirguna Brahman - Atman - Jiva - Three grades of Satta - Maya - Avidya - Adhyasa; Jivanmukti.

Schools of Vedanta: Visistadvaita - Saguna Brahman - Refutation of Maya - Jiva - Rejection of Jivanmukti.

Schools of Vedanta: Dvaita - Rejection of nirguna Brahman and maya - Panchavidhabheda - Saksi - bhakti - moksha.

Textbook

Radhakrishnan, S. (1997). *Indian Philosophy* Vol. I & II. Delhi: Oxford University Press.
Puligandla, R. (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K. Print World

Reference Books

Chatterjee, S. & Datta, D.M. (1984). *An Introduction to Indian Philosophy*. Calcutta: University of Calcutta.

Dasgupta, S.N. (1922 & 1923). *History of Indian Philosophy* Vol. I (1922) & Vol. II (1932), London: Cambridge Publications.

Sharma, C.D. (1976). *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidas.

Journals

Journal of Indian Philosophy

Indian Philosophical Quarterly

Journal of Indian Council of Philosophical Research

GSS-112: PUBLIC ADMINISTRATION

Public Administration studies the organization and implementation of government policies and programmes. This is an introductory paper trying to expose students to the fundamental concepts and practices in Public Administration.

Objectives

- ✓ To give a thorough understanding about the basics of the discipline
- ✓ To impart knowledge about the foundations of the public administrative system in India.

Learning Outcomes

- ✓ Explain the basic concepts and practices in Public administration
- ✓ Apply his/her understanding of the above to decipher and think of ways to improve the workings of the Public Administrative system in India.

Unit I

Introduction to Public Administration - Meaning, scope and significance of Public Administration; Wilson's vision of Public Administration; Evolution of the discipline and its present status; New Public Administration; Public Choice approach; Good Governance: concept and application; New Public Management.

Unit II

Administrative Thought - Scientific Management and Scientific Management movement; Classical Theory; Weber's bureaucratic model; Dynamic Administration (Mary Parker Follett); Human Relations School (Elton Mayo and others); Functions of the Executive (C.I. Barnard); Simon's decision-making theory; Participative Management (R. Likert, C. Argyris, D. McGregor).

Unit III

Structure and forms of Administrative Organisations - Ministries and Departments, Corporations, Companies, Boards and Commissions; Ad hoc and advisory bodies; Headquarters and Field relationships; Regulatory Authorities; Public - Private Partnerships.

Unit IV

Administrative Accountability and control: Concepts of accountability and control; Legislative, Executive and Judicial control over administration; Citizen and

Administration; Role of media, interest groups, voluntary organizations; Civil society; Citizen's Charters; Right to Information; Social audit.

Delegated legislation; Administrative Tribunals.

Unit V

Philosophical and Constitutional framework of government - Salient features and value premises; Constitutionalism; Political culture; Bureaucracy and democracy; Bureaucracy and development.

.Textbook

Bhattacharya, M. (2009). *New Horizons of Public Administration*. New Delhi: Jawahar Publications.

Sarkar, S. (2010). *Public Administration in India*. New Delhi: Prentice Hall of India.

Reference Books

Henry, N. (2012). *Public Administration and Public Affairs*. New York: Routledge.

Prasad, D.R., Prasad, V.S. & Satyanarayana, P. (2009). *Administrative Thinkers*. New Delhi: Sterling.

Robbins, S.P. & Judge, T.A. Campbell, T.T. (2010). *Organizational Behaviour*. Upper Saddle River: Financial Times Prentice Hall.

Cane, P. (2011). *Administrative Law*. Oxford: Oxford University Press.

Basu, D.D. (2013). *An Introduction to the Constitution of India*. Gurgaon: LexisNexis.

Journals

Indian Journal of Public Administration

Journal of Public Administration and Policy Research

GSS-114: SOCIAL PSYCHOLOGY

This course introduces concepts and methods in application of psychological principles to interpersonal interaction. It also exposes the students to social issues of a contemporary nature and facilitates a psychological understanding of these issues.

Objectives

The Objectives of this course are to:

- ✓ To enable students to appreciate how individual behavior is influenced by social and cultural contexts.
- ✓ To enable students to develop an understanding of group dynamics.

Learning Outcomes

Students who take this course would be able to:

- ✓ Utilize psychological techniques to understand behavior in a social context.
- ✓ Appreciate social issues and group dynamics from a psychological perspective.

Unit I

Introduction - Definition, Nature, Origin and Development. Scope of social psychology; Social Psychology in Indian context. Methods of Studying Social Behavior; Applications; relationship with other disciplines in social sciences.

Unit II

Attitudes - Definition of attitudes- components, Nature, Formation and maintenance of attitudes: measurement of attitudes and theories of attitudes change, formation of stereotypes and prejudices; Attribution: Concept; Attribution theories; recent trends, Errors in attribution.

Unit III

Socialization - Agents and mechanisms, Socialization & Deviation. Aspects of Social Interaction and Influence: Changing others behavior Interpersonal attraction: Nature and measurement, Pro social behavior;; Media influences on pro and antisocial behavior.

Prosocial behavior - Nature and Characteristics; determinants.

Unit IV

Social Issues - Social integration; the problem of caste, class, religion and language conflicts, psychological strategies for handling the conflicts, measures to achieve social integration; Psychology of terrorism;

Community Psychology - Arousing community consciousness and action for handling social problems; Effective strategies for social change.

Unit V

Group Psychology - Nature of groups, Group Dynamics and Intergroup Relations, Group Influence: Leadership, decision making, Nature of intergroup relation-prejudice, discrimination -Formation and their reduction, intergroup conflict, Intervention techniques.

Social Disadvantage and Deprivation - Disadvantaged groups, indicators and measurement, various consequences of relative and prolonged disadvantage and deprivation; remedial and intervention programs.

Textbook

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology*. New Delhi: Pearson.

Reference Books

Deaux, K. & Wrightsman, L. (2001). *Social Psychology*. Pacific Grove: Cole Publishing.

Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage.

Myers, D.G. (1996). *Social Psychology*. New York: McGraw Hill.

Taylor, S.E. & Sears, D.O. (2006). *Social Psychology*. New Delhi: Pearson.

Journals

The Journal of Social Psychology

Journal of Experimental Social Psychology

Social Psychology Quarterly

GSS-116: FOUNDATIONS OF SOCIAL THOUGHT

To the field of Sociology many a thinkers contributed through their research on various social aspects. These theories in a way help to raise research questions and furtherance of societies. This course familiarizes the students with various social, economic and political contexts from, the theorist point.

Objectives

The objectives of this course are to:

- ✓ Familiarize the student with evolution of social thought from philosophical thought.
- ✓ Introduce the concepts of early sociological theorists
- ✓ Trace the development of sociology in India.

Learning Outcomes

The student at the end of this course would be able to:

- ✓ Trace the origin of sociological thought from philosophical thought.
- ✓ Discuss the historical and political influences on sociology.
- ✓ Describe development of sociology in India.

Unit I

Origins of sociological thought - A Transition from philosophical approach to social approach.

Historical and political Influences - The French and Industrial Revolution - Intellectual context- Scientific development

Unit II

Early Sociological Theorists - Comte- Positivism - Spencer- Social Darwinism; Organic Analogy.

Unit III

Classical Tradition - Marx' theory – Materialist conception- class-struggle; Durkheim's theories on Religion-Division of labour-Suicide – Weber's theory on Protestant Ethic-Capitalism-Social Action-Bureaucracy-Forms of power and Authority -- Pareto on circulation of elites.

Unit IV

Schools of Sociological Theory - Symbolic Interactionism -Functionalism - Conflict School.

Unit V

Development of Sociology in India - Ancient times - Colonial times - Post modern times.

Textbook

Singh, Y. (1986). *Indian Sociology*. New Delhi: Vistar Publications.

Ritzer, G. (1996). *Sociological Theory*. New Delhi: Tata-McGraw Hill.

Barnes, H.E. (1959). *Introduction to the History of Sociology*. Chicago: Chicago University Press.

Coser, L. (1979). *Masters of Sociological Thought*. New York: Harcourt Brace Jovanovich.

Reference Books

Singh, Y. (2004). *Ideology and Theory in Indian Society*. Jaipur: Rawat.

Zellin, I. (1998). *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur: Rawat.

Journals

Journal of Economic and Social Thought

Studies in Social and Political Thought

GSS-118: INDIAN HERITAGE AND CULTURE

Indian culture is unique in its ability to assimilate external influences and weave them into its own fabric of civilization. Indian art, architecture, music, language and literature reflect a diversity of influence that has occurred through eras.

Objectives

The objectives of this course are

- ✓ to familiarize learners with aspects of cultural heritage of India
- ✓ facilitate an appreciation of the composite nature of Indian Civilization

Learning Outcomes

Students who take this course would be able to:

- ✓ Identify the various facets of the tangible and intangible heritage of India
- ✓ Differentiate natural heritage from culture heritage
- ✓ Trace the evolution of cultural heritage of India as it exists today

Unit I

Dance and Drama – Classical Dance Forms; Folk Dance Traditions; Modern Dance; Classical Drama; Folk Theatre Traditions.

Unit II

Music and Painting – Classical Carnatic Music; Classical Hindustani Music; Modern Music; Painting traditions and schools from ancient to modern times.

Unit III

Art, Architecture & Sculpture – Art and sculpture in India through the ages; Ancient Indian Architecture; Medieval Indian Architecture; Modern Architecture in India.

Unit IV

Literature – Vedic Literature; The Upanishads; Epics; Puranas and Smritis; Buddhist and Jain Literature in Sanskrit, Pali and Prakrit; Other Sanskrit Literature; Sangam Literature

Unit V

Persian and Urdu Literature in Medieval India; Hindi Literature in Medieval India; Vernacular and Indo-English Literature during the freedom struggle.

Textbook

Vidya, R. & Rajaram, K. (2014). *Facets of Indian Culture*. New Delhi: Spectrum.

Reference Books

Basham, A.L. (1954). *The Wonder That Was India*. Volume 1. London: Sidgwick & Jackson.

Rizvi, S.A.A. (1987). *The Wonder That Was India*. Volume 2. London: Sidgwick & Jackson.

Bose, N.K. (1967). *Culture and Society in India*. New Delhi: Asia Publishing House.

De Barry, T. (1957, 1964) *Sources of Indian Tradition*. Volumes 1 & 2. New York: Columbia University Press.

Journals

Journal of Indian History and Culture
Indian Horizons

GSS-201: ENVIRONMENTAL STUDIES

In every sphere of economic activity that humans have forayed into, environment, ecosystems and biodiversity had undergone transformation. The extent of human intervention had now come to a point where the sustainability of life on earth and the future of generations to come had become questionable. This course attempts to sensitize students to the indisputable importance of environmental conservation and sustainable management of human activity.

Objectives

The objectives of this course are to:

- ✓ Sensitize students to the importance of environmental conservation
- ✓ Inculcate the idea of sustainable management of human activity across all spheres

Learning Outcomes

Students who take this course would be able to:

- ✓ Plan business/professional activity in a sustainable way
- ✓ Identify and follow environmental conservation practices
- ✓ Manage environmental hazards in day-to-day activities

Unit I

Resources and Ecosystems – Forest, water, mineral, food, energy and land resources, Ecosystems – Structure and function; Energy flow in the ecosystem; Ecological Succession; Food Chains, Food Webs and Ecological Pyramids; Characteristic features of Forest, Grassland, Desert and Aquatic ecosystems.

Unit II

Biodiversity and its Conservation – Genetic, Species and Ecosystem Diversity, Biogeographical Classification of India; India as a mega-diversity nation; Hot-spots of biodiversity; Threats to Biodiversity; Endangered and Endemic Species of India

Unit III

Contemporary Environmental and Social Issues: Global Warming, Climate Change, Ozone Depletion, Acid Rains, Resource Depletion, Population and its effect, environmental pollution, Urban Energy Problems, Solid Waste, Disasters, Displacement and R&R Policy.

Unit IV

Environmental Legislation: The Forest (Conservation) Act, 1980; The Environmental (Protection) Act, 1986; The Wildlife (Protection) Act, 1972; Biological Diversity Act, 2002; Water (Prevention and Control of Pollution) Act, 1974; Air (Prevention and Control of Pollution) Act, 1981; Climate Change Negotiations

Unit V

Environmental Practices in India: Environmental Impact Assessment; Watershed Management; Renewable Energy Systems; Green Rating; Environmental Management System - ISO 14000 (Series); Wasteland Reclamation; Solid Waste Management; Conservation of biodiversity; Sustainable Development.

Textbook

Bharucha, E. (2004). *Environmental Studies*. New Delhi: University Grants Commission.

Uberoi, N.K. (2008). *Environmental Management*. New Delhi: Excel Books.

Reference Books

Moorthy, B.K. (2007). *Environmental Management*. New Delhi: Prentice-Hall of India.

Basak, A. (2009). *Environmental Studies*. New Delhi: Pearson.

Measham, T. & Lockie, S. (Eds.). (2012). *Risk and Social Theory in Environmental Management*. Collingwood: CSIRO Publishing.

Journals

Indian Journal of Environmental Protection

Journal of Environmental Research and Development

GSS-203: INDIAN ECONOMY

This course provides an overview of the functioning of the Indian Economy through an exposure to the structure, trends and demographic patterns along with a macro perspective.

Objectives

The objectives of this course are

- ✓ To introduce the structure of Indian economy
- ✓ To provide an overview of the various facets of the economy

Learning Outcomes

Students who take this course would be able to:

- ✓ Identify the structural composition of the Indian economy
- ✓ Trace the evolution of the economy through Five Year Plans
- ✓ Illustrate economic problems associated with the demographic patterns, dualism, etc in the country.

Unit I

Structure of Indian Economy: Developmental Issues - Structure and composition of Indian Economy; National Income Trends; Causes, Remedial Measures and Government Policies on Population, Poverty, Unemployment; Income Inequalities.

Unit-II: Indian Agriculture - Role and Nature of Agriculture in Indian Economy; Land Reforms; Agriculture Production and Productivity; Agriculture Inputs and Green Revolution; Agriculture Finance; Agricultural Marketing; Food Security in India; Agriculture Price Policy; WTO and Indian Agriculture; HDI.

Unit III

Industry and Services - Industrial Development since Independence; Industrial Policies; Small Scale Industries; Industrial Sickness; Industrial Finance; Public Sector and Disinvestment; Growth of Service Sector in India.

Unit IV

Indian Planning - Background for Indian Planning and Planning process and Institutions; Objectives, achievements and failures of India's Five-year Plans; Review on Gandhian Approach in Indian Economic Planning.

Unit V

Global Changes - Liberalisation, Privatization and Globalization; Objectives of Indian Planning; Assessment of Indian Planning; NITI Aayog; Globalization and its impact on the Indian Economy; Economic Reforms and Liberalisation; WTO and India; EXIM Policies; FEMA; Competition Act 2002; Impact of IMF and World Bank in Indian Globalization.

Textbook

Dutta, R. & Sundaram, K.P.M. (2016). *Indian Economy*. New Delhi: S. Chand & Co.

Reference Books

Misra, S.K. & Puri, V.K. (2010). *Indian Economy*. Mumbai: Himalaya Publishing Co.

Agarwal, A.N. (2015). *Indian Economy: Problems of Development and Planning*. Delhi: New Age International.

Gupta, S.B. (1979). *Monetary Planning for India*. Delhi: Oxford University Press.

Journals

The Indian Economic Journal

Indian Economic Review

The Journal of Social and Economic Development

GSS-205: OUTLINES OF WESTERN PHILOSOPHY

This course introduces the students to western classical wisdom in ancient Greece that has an impacting influence on the later philosophical theories. Along with the scientific advancement in the general areas of knowledge, in the thinking of philosophical schools in the west too, there developed a rational thinking.

Objectives

The objectives of this course are:

- ✓ to provide an exposure to the classical Greek philosophy
- ✓ to provide an understanding of the impact of Greek Philosophy on philosophical theories

Learning Outcomes

Students who take this course would be able to:

- ✓ Trace the origin of western philosophical theory to Classical Greek Philosophy
- ✓ Appreciate the influencing effect of Greek Philosophy on subsequent philosophical theories.

Unit I

Plato: Theory of Ideas; Concept of soul.

Aristotle: Matter and form; Theory of causation.

Unit II

Descartes: Cartesian method; Mind and body relation (dualism); Proofs for existence of God.

Spinoza: Nature of substance, attributes and modes, mind-body relation (monism).

Unit III

Leibnitz: Theory of monadism; Doctrine of Pre-established harmony.

Locke: Refutation of innate ideas; Theory of knowledge, substance and qualities.

Unit IV

Berkeley: Rejection of abstract ideas; Refutation of materialism; Self and God.

Hume: Theory of causation; Rejection of metaphysics; Scepticism.

Unit V

Kant: Classification of judgments: analytic and synthetic-a priori-a posteriori; possibility of synthetic a priori judgments; space and time; Critique of proofs for the existence of God.

Hegel: Dialectical method; Absolute Idealism.

Textbook

Thilly, F. (1927). *A History of Philosophy*. New York: H. Holt.

Reference Books

Durant, W. (1991). *The Story of Philosophy*. New York: Pocket Books.

Mayer, F. (1966). *A History of Modern Philosophy*. New Delhi: Eurasia Publishing House.

Russell, B. (1945). *History of Modern Philosophy*. New York: Simon & Schuster.

Stumpf, S.E. (1982). *Socrates to Sartre: A History of Philosophy*. New York: McGraw-Hill.

Journals

Journal of the History of Philosophy
Philosophy East and West

GSS-207: INDIAN CONSTITUTION

India is the largest democracy of the world. It is need of the time that a wide spectrum of young people is fully conversant with its Constitution and its successfully working is analyzed in a detailed and systematic way. This course discusses the basic traits of the Constitution of India.

Objectives

The objectives of this course are:

- ✓ To enable an understanding of the nature and basic foundations of Indian Constitution.
- ✓ To enable the students to assess the challenges and issues in the working of the Constitution.

Learning outcomes

Students who take this course would be able to:

- ✓ Comprehend the Basic Structure of the Constitution
- ✓ Analyze the functioning of the Constitution.

Unit I

The making of the Indian Constitution - Elections to the Constituent Assembly; Committees of the Constituent Assembly; Sources of the Indian Constitution; Preamble and Supreme Court Judgments on Preamble.

Unit II

Part I - States and Union Territories; Part II- Citizenship; Part III- Fundamental Duties; Fundamental Rights; Origin of the Fundamental Rights; Part IV- Directive Principles of State Policy and Policies of Financial Inclusion and Inclusive Growth to achieve Sustainable Development.

Unit III

Part V - Union Government; The powers and functions of the President; Vice-President; Council of Ministers; Prime Minister; Importance of Cabinet form of Government; Judiciary - Independence of Judiciary; Supreme Court; Judicial Review; Public Interest Litigation;; Composition and Functions of the Parliament; Bills; Budget preparation; Kinds of Budget.

Unit IV

Part VI - State Governments - Governor; State Council of Ministers; Chief Minister; State Legislature - Legislative Council and Legislative Assembly; High Courts; Union Territories; Part IX - Panchayat Raj Institutions - 73rd Constitutional Amendment Act; Part IXA - Municipalities; 74th Constitutional Amendment Act; Part IXB - Cooperative Societies; Part XI and XII Centre-State Relations; Part XIV - Public Services; Part XIVA - Administrative Tribunals; Part XV-Election Commission.

Unit V

Part XVI and XVII - Special Directives; Part XVIII - Emergency Powers of the President; Part XX- Amending Procedure of the Constitution.

Textbook

Shukla, V.N. (2013). *Constitution of India*. Lucknow: Eastern Book Company.

Reference Books

Basu, D.D. (2015). *Introduction to the Constitution of India*. Delhi: LexisNexis.

Bhansali, S. R. (2015). *Textbook on the Constitution of India*. Delhi: Universal Law Publishing.

Sen, S. (2011). *The Constitution of India*. New Delhi: Oxford University Press.

Journals

Indian Journal of Constitutional Law

The International Journal of Human Rights and Constitutional Studies

GSS-209: COMMUNITY PSYCHOLOGY

This course facilitates the development of a conceptual understanding of issues in community psychology. It introduces the principles of community psychology, community research and program evaluation, types and models of prevention, stress, coping and social support, and rationale and strategies for social change.

Objectives

The objectives of the course in community psychology are:

- ✓ To provide critical perspectives and contextual examples of community psychology.
- ✓ To provide an understanding of multicultural and ethnic dimensions of intervention practices.

Learning Outcomes

At the end of the course the student would be able to:

- ✓ Illustrate concepts in the field of community psychology.
- ✓ Apply community psychology perspectives to contemporary issues.

Unit I

Introducing Community Psychology - Persons, contexts and change; Ecological Levels of Analysis in Community Psychology; Core Values in Community Psychology; The Formative Contexts of Community Psychology; Community Psychology in Shifting Social Contexts.

Unit II

Community Research - Values and Assumptions; Promoting Community Participation and Collaboration in Research Decisions; Understanding the cultural and social contexts of community research; Methods of Community Psychology Research.

Unit III

Understanding Communities - Understanding individuals within environments; Understanding Community; Understanding Human Diversity in Context; Understanding Stress and Coping in Context.

Unit IV

Preventing Problem Behavior and Promoting Social Competence - Primary, Secondary and Tertiary Prevention; Risk and Resiliency; Prevention Programmes; Participatory Action Research.

Unit V

Promoting Community and Social Change - Empowerment; Multiple forms of power; Empowering Practices and Settings; Community Organizing Techniques; Public Policy; Programme Evaluation.

Textbook

Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias, M. & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Belmont: Cengage.

References

- Kagan, C., Burton, M., Duckett, P., Lawthom, R. & Siddiquee, A. (2011). *Critical Community Psychology*. New Jersey: Wiley-Blackwell.
- Nelson, G. & Prilleltensky, I. (2010). *Community Psychology: In Pursuit of Liberation and Well-being*. Palgrave Macmillan.
- Scott, V.C. & Wolfe, S.M. *Community Psychology: Foundations for Practice*. (2015). Los Angeles: Sage.

Journals

Indian Journal of Community Psychology
 Journal of Community Psychology
 The Community Psychologist

GSS-211: SOCIETY IN INDIA: STRUCTURE AND CHANGE

Each society will have its own structure and features in a nation. Indian societies have specific features due to ethnicity and culture and also due to specific composition. This course introduces the student to the structure and evolution of Indian Society.

Objectives

The objectives of this course are:

- ✓ To provide an evolutionary perspective to the student on society in the country.
- ✓ To facilitate an understanding of the social organization and problems in India.

Learning Outcomes

Students who take this course would be able to:

- ✓ Trace the origin and evolution of the structure of Indian society.
- ✓ Identify causes of societal problems.
- ✓ Illustrate the influence of social movements on the emergence of the contemporary structures in society.

Unit I

Historical Perspective of Indian Society: Hindu social Organization - Its normative and scriptural bases.

Cultural composition of Indian Society: Racial, ethnic, religious and linguistic and cultural groups - Unity in diversity.

Unit II

Contemporary Indian Society: Basic institutions - marriage and family, religion-Kinship Structural aspects - Varna, Jati and caste, class, power and dominant and existing traditions.

Unit III

Change processes in Indian Society: Islamisation - Sanskritization - Westernization - Modernization - Secularization.

Unit IV

Social Organization and Problems: Social Organization; Christians, Muslims and Sikh Minorities; Problem of minorities – Christians – Muslims – Sikhs.

Problems of Indian society: Regionalism – Casteism – Communalism – linguistic problems.

Unit V

Social movement and Development: Social Welfare Development; Backward Classes; Dalit movement – Evolution of composite cultural legacy – Transformation-Convergence – Integrity – Nation-building – National Identity.

Textbook

Dube, S.C. (1990). *Society in India*. New Delhi: National Book Trust.

Reference Books

Coser, L. (1979). *Masters of Sociological Thought*. New York: Harcourt Brace Jovanovich.

Dube, S.C. (1998). *Indian Villages*. London: Routledge.

Singh, Y. (1973). *Modernization in India*. Delhi: Thomson Press.

Srinivas, M.N. (1962). *Caste in Modern India*. Bombay: Asia Publishing House.

Srinivas, M.N. (1967). *Social Change in Modern India*. Berkeley: University of California Press.

Lannoy, R. (1971). *The Speaking Tress: A Study of Indian Society and Culture*. Delhi: Oxford University Press.

Journals

Sociological Bulletin

Journal of Sociology and Social Anthropology

GSS-213: DISASTER MANAGEMENT

This course introduces to the basic concepts of disaster management, while analysing the culture of preparedness and quick response promoted by the institutions at different levels in India, through various policies.

Objectives

The objectives of this course are:

- ✓ To understand basic concepts and types of disasters.
- ✓ To understand the challenges posed for managing disasters.
- ✓ To enable a functional knowledge on mitigation and risk reduction steps.

Learning Outcomes

Students who take this course would be able to:

- ✓ Provide a broad understanding on disaster management.
- ✓ Understand the interaction of different stakeholders in disaster management.
- ✓ Enable students to undertake various rescue and relief operations.

Unit I

Understanding Disaster: Concepts and Definition of Disaster; Hazard, Vulnerability, Risk and Capacity; Disaster and Development.

Unit II

Classification of Disasters: Geological Disasters: Earthquakes, Landslides, Tsunami; Hydro-Meteorological Disasters: Floods, Cyclones, Drought, Thunderstorms, Hailstorms; Biological Disasters: Epidemics, Pest attacks, Cattle epidemics, Food poisoning; Chemical, Industrial and Nuclear Disasters; Accidental Disasters: Forest fires, Urban fires, Mine flooding, Oil Spill, Building collapse, serial bomb blasts, electrical disasters and fire.

Unit III

Disaster Management Cycle: Stages in Disaster Management; The Disaster Cycle - The Disaster Event, Disaster Response, Recovery and Development; Risk Reduction - Mitigation and Preparedness - Total Disaster Risk Management Approach (TDRMA) - Long term mitigation and short term preparedness, Paradigm Shift in Disaster

Management; Response Mechanism in India - National Disaster Response Force (NDRF).

Unit IV

Disaster Management in India: Hazard and Vulnerability Profile of India; Disaster Management Policy in India - National Policy on Disaster Management, The Disaster Management Act of 2005; Disaster Response - Central, State, District and Local Administration.

Unit V

Disaster Management Practices: Disaster manual; Survival skills; Alternative communication skills; Safe construction practices; Role of International Agencies, NGOs, Community Based Organisation, Community, Media, Family and Media.

Textbook

Gupta, Harsh K. (2003). *Disaster Management*. Hyderabad: University Press India Private Limited.

Reference Books

GoI-UNDP (2009-2012). Disaster Management in India. Prepared under GoI-UNDP Disaster Risk Reduction Programme. Ministry of Home Affairs, Government of India. Web link
http://www.undp.org/content/dam/india/docs/disaster_management_in_india.pdf

NIDM Publications, Web link <https://nidm.gov.in/books.asp>

Journals

NIDM Journal
International Journal of Disaster Risk Reduction

GSS-242: FUNDAMENTALS OF GEOGRAPHY

This course introduces to the basics of geography with special reference to India, by giving an overview on the origin of the Earth, the process of formation of landforms, different phenomena in the atmosphere and various landforms in oceans.

Objectives

The objectives of this course are:

- ✓ To provide familiarity with the evolution of the Earth.
- ✓ To provide an overview of various phenomena occurring in the land, air, and water.
- ✓ To enable a functional knowledge of physical, environmental and economic geography of India.

Learning Outcomes

Students who take this course would be able to:

- ✓ Develop an understanding of the impact of spatial and temporal changes on contemporary environments of the Earth.
- ✓ Understand the interaction of physical, human and environmental components of India.
- ✓ Apply geographical knowledge to everyday living.

UNIT I

The origin of the Earth: The Solar System; The Shape and Size of the Earth; Motions of the Earth – Rotation and Revolution; Location of Places on the Earth; Sun, Moon and Tides, Time Zones.

UNIT II

Lithosphere: Structure and Composition of the Crust; Materials of the Earth's Crust- Minerals and Rocks; Soils-their formation and classification; major landforms and their world distribution. Weathering and Erosion: The work of rivers, ground water, wind, glacier; The cycle of erosion; Earthquakes; Volcanoes.

UNIT III

Atmosphere: Its Composition; The Pressure Belts and Associated Wind Systems; Seasonal Winds- The Monsoon; Local winds and the diurnal local winds; The accidental

winds - Cyclones and Anti-Cyclones. Elements and Factors of Climate; Major Climatic Types.

UNIT IV

Hydrosphere: The Hydrologic Cycle; Compositions of Sea Water, Salinity and Temperature; Movement of the Ocean; Ocean Bottom Deposits; Coastal Erosion; Coral Reefs; Types of Coasts; Lakes.

UNIT V

Geography of India: Structure and Relief; Physiographic Regions; Drainage System; Mechanism of Indian Monsoons and Rainfall Patterns; Tropical cyclones, western disturbances, floods and droughts; Climatic Regions; Natural Vegetation; Soil types and their distribution; Spatial distribution of agriculture, industry and transport; Agro-Climatic Zones; Special Economic Zones; Export Processing Zones.

Text Books

Singh, D K and Bhattacharyya, N N. (1984). Rudiments of Physical Geography. New Delhi: Kalyani Publishers.

Reference Books

Farro, C. (1977). Principles of General Geography - Book I. Certificate Physical and Human Geography. Bombay: General Printers and Publishers.

Farro, C. (1978). Monsoon Asia - Book II. Certificate Physical and Human Geography. Bombay: General Printers and Publishers

Hussain, M. (2015). Geography of India. Noida: McGraw-Hill Education India.

Journals

Indian Journal of Geography and Environment
Population Geography
Indian Geographical Journal

GSS-244: CORPORATE SOCIAL RESPONSIBILITY AND TRUSTEESHIP

This course provides an introductory overview of the Concept and Practices of Corporate Social Responsibility with specific reference to the evolution of CSR in the Indian Context. The course introduces the Gandhian concept of Trusteeship which preempts the idea of CSR.

Objectives

The objectives of this course are:

- ✓ To introduce the concept of CSR and contextualize it in the contemporary context.
- ✓ To provide an overview of the performance evaluation and reporting methods of social responsibility.
- ✓ To introduce the Gandhian concept of Trusteeship which led to the evolution of the concept of social responsibility.

Learning Outcomes

Students who take this course would be able to:

- ✓ Define CSR and be familiar with the legal framework of CSR.
- ✓ Understand the context of CSR within the Gandhian concept of Trusteeship.
- ✓ Identify techniques of evaluation and reporting of CSR.

Unit I

Gandhian Socialism; Mahatma Gandhi's Idea of Trusteeship; Evolution of the concept of Trusteeship into the concept of corporate social responsibility.

Unit II

Corporate Social Responsibility - Introduction; Definitions; Effects of Organizational Activity;
Principles; Stakeholders and the Social Contract.

Unit III

Issues Concerning Sustainability - Defining Sustainability; The Brundtland Report; Sustainability and the Cost of Capital; Redefining Sustainability; Distributable Sustainability.

Unit IV

Performance Evaluation and Performance Reporting – What is performance? Social Accounting; Aspects of Performance; The Balanced Scorecard; The Environmental Audit; The Measurement of Performance; The Evaluation of Performance.

Unit V

Globalization and CSR – Globalization; How Globalization Affects CSR; Globalization, Corporate Failures and CSR; Is Globalization an opportunity or a threat for CSR?

Textbook

Crowther, D. & Aras, G. (2008). *Corporate Social Responsibility*. London: Ventus Publishing ApS.

Reference Books

Agarwal, S.K. (2008). *Corporate Social Responsibility in India*. New Delhi: Sage.

Henningfeld, J. & Pohl, M. (2006). *The ICCA Handbook of Corporate Social Responsibility*. New York: John Wiley & Sons.

Kapoor, A. (1993). *Gandhi's Trusteeship: Concept and Relevance*. New Delhi: Deep & Deep.

Sundar, P. (2013). *Business and Community: The Story of Corporate Social Responsibility in India*. New Delhi: Sage.

Journals

GITAM Journal of Gandhian Studies

International Journal of Corporate Social Responsibility

Social Responsibility Journal

GSS-202: PUBLIC FINANCE AND PUBLIC ECONOMICS

This course examines: the Role of Government in the Economy especially in Developing Countries; Taxation (both direct and indirect) and its Impact on the Economy; the Theory of Public Sector Pricing and Production; the Design of Public Policy and the Scope and Limitations of Public Economic policies.

Objectives

The objectives of this course are to:

- ✓ Provide an overview of the functioning of modern public finance;
- ✓ Enable critical assessment of the mechanism of functioning of modern public finance.

Learning Outcomes

On completion of the course in Public Finance and Public Economics, the students would be able to:

- ✓ Analyze the functioning of modern public finance
- ✓ Identify the types of public needs and the mechanisms of their financing
- ✓ Argue the theoretical basis of public expenditures and to analyze their types and economic effects
- ✓ Classify public revenues and integrate them into the fiscal and tax system
- ✓ Classify public revenues and expenditures through the budget and to analyze the instruments and objectives of budgetary policy

Unit - I

Introduction to Welfare Economics - Meaning and Scope of Public Finance; Role of Public Finance in Managing Government Goals; Public Finance and Private Finance; Public Finance and Welfare of the Society.

Unit - II

Public Expenditure and Public Revenue - Meaning and Scope of Public Expenditure; Classification and Effects of Public Expenditure; Crowding Out; Sources of Public Revenue; Classification of Public Revenue.

Unit - III

Elementary Theories of Product and Factor Taxation - Elementary Theories of Product and Factor Taxation; Tax System and its Characteristics; Principles of Taxation; Types of Taxes; Taxable Capacity and Incidence of Tax; Musgrave's Views on Incidence of Tax; Tax Policies; Current Issues in Indian Tax System; Tax Evasion; GST.

Unit - IV

Public Debt and Deficit Financing – Meaning of Public Debt, Sources of Public Debt; Effects of Public Debt on Economy; Meaning of Deficit Financing; Mechanism of Deficit Financing; Need and Effects of Deficit Financing; Evaluation of Government Expenditure Programs.

Unit - V

Fiscal Policy (State and Centre Finances) – Introduction; Objectives of Fiscal Policy, Modern Concept of Fiscal Policy; Fiscal Policy and Economic Stability; Balanced and Unbalanced Budget; Fiscal Policy and Under Developed Economies; Finance Commissions' Role in Centre State Finances; Latest Trends in Public Finance.

Textbook

Bhatia, H.L. (2012). *Public Finance*. New Delhi: Vikas Publishing House.

Reference Books

Atkinson, A.B. & Stiglitz, J.E. (1980). *Lectures on Public Economics*. New York: McGraw-Hill.

Howard, M., Foucade, A.L., Scott, E. & Jamaica, M. (2009). *Public Sector Economics for Developing Countries*. Kingston: University of West Indies Press.

Musgrave, R.A. & Musgrave, P.B. (1976). *Public Finance in Theory and Practice*. New York: McGraw-Hill.

Journals

Journal of Economics and Public Finance

Economist

Public Finance review

GSS-204: LOGIC AND SCIENTIFIC METHOD

This course introduces the methods of Logic and modern scientific method that help rational understanding of knowledge and in application of research.

Objectives

The objectives of this course are:

- ✓ To introduce the concept of logic and methods of arriving at knowledge including the deductive and inductive approaches.
- ✓ To impart knowledge of the laws of thought and application of these laws.

Learning Outcomes

Students who take this course would be able to:

- ✓ Identify the subject matter of logic and its applications.
- ✓ Distinguish between deductive and inductive approaches to knowledge acquisition

Unit I

Nature and subject matter of Logic: Definition and uses.

Logic: Words-Thoughts and classification of Terms.

Unit II

Deductive and Inductive Arguments: Validity and Truth of deductive arguments; probability of inductive argument.

Laws of Thought: Law of Identity-Contradiction-Excluded Middle and Sufficient Reason.

Unit III

Propositions: Traditional Classification-Categorical, Hypothetical and Disjunctive.

Propositions: Modern Classification-Simple-Compound and General.

Unit IV

Logical Relations between Propositions: Independent and Equivalent.

Syllogism: Structure-kinds and classification; Figures and Moods.

Unit V

Hypothesis: Formulation-Development and Conditions

Hypothesis: Facts-Crucial Experiments and Analogy.

Textbook

Cohen, M.R. & Nagel, E. (1976). *An Introduction to Logic and Scientific Method*. San Antonio: Simon Publications.

Reference Books

Chakraborti, C. (2006). *Logic*. New Delhi: Prentice-Hall of India.

Copi, I.M., Cohen, C. & McMahon, K. (2010). *Introduction to Logic*. London: Routledge.

Hospers, J. (1990). *An Introduction to Philosophical Analysis*. London: Routledge.

Stebbing, L.S. (1950). *A Modern Introduction to Logic*. London: Methuen & Co.

Journals

Journal of Logic and Analysis

Journal of Applied Logic

History and Philosophy of Logic

GSS-206: INDIAN POLITICAL SYSTEM

The political system in India essentially is not theoretically based on the constitution. An understanding of the systems and processes therefore calls for an alternative mode of analysis. This course provides a map of the working of the contemporary political institutions in the country.

Objectives

The Objectives of this course are to:

- ✓ Provide a working understanding of the political structure and functions in India.
- ✓ Contextualize the various political processes in contemporary trends.

Learning Outcomes

Students who take this course would be able to:

- ✓ Identify the divergence between constitutional provisions and the functioning of the political systems.
- ✓ Familiarize with the working of the Indian state.

Unit I

Party System – Features of Party System in India; National Parties; Regional Parties; Trends in the Party System; Evolution of the party system from a single party to the multiparty coalitions.

Unit II

The Electoral System – The Nature of the Electoral System; Challenges to the electoral system; Social and demographic determinants of Voting.

Unit III

Federalism – Politics of Secession, Autonomy and Accommodation; Regional Aspirations.

Unit IV

Religion and Politics – Contemporary debates on secularism; Communalism; Majority and Minority Debates.

Caste in Politics – Politicization of caste; Interactive dynamics of caste, class and gender; caste discrimination in the political system; affirmative action.

Nation Building

Unit V

Globalization and its Impact – Political power and development; the concept of welfare in the current era; New Social Movements in India.

Textbook

Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: Prentice-Hall India.

Reference Books

Chakrabarty, B. & Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.

Kothari, R. (1970). *Politics in India*. New Delhi: Orient Longman.

Rathod, P.B. (2004). *Indian Constitution Government and Political System*. Jaipur: ABD.

Journals

Journal of Democracy

The Indian Journal of Political Science

GSS-208: PSYCHOLOGICAL MEASUREMENT OF INDIVIDUAL DIFFERENCES

This course introduces the concept of testing and assessment with reference to theory and practice. The course focuses on assessment methods of contemporary usage and provides for a conceptual understanding of the constructs measured.

Objectives

The objectives of this course are to:

- ✓ To educate the students about concept and measurement of individual differences.
- ✓ To impart knowledge regarding different psychological measures for assessment of individual differences.

Learning Outcomes

Unit I

Introduction - Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

Unit II

Psychological Testing - Nature of Individual Differences; Characteristics and construction of standardized Psychological test; Concept of Reliability & Validity and Norms of test scores: Meaning, methods and statistical techniques used in determining reliability and Validity coefficients: Criterion measure and types of reliability and validity.

Unit III

Personality - Definition and concept. Different theories of Personality in brief: measurement of personality - different techniques ; inventories, Projective tests, Q-sort techniques, interview schedules, questionnaires, rating scales and surveys, administration of two personality tests.

Unit IV

Intelligence and Aptitude - concept of Intelligence and Aptitude; nature and Theories of Intelligence ; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, Deviation IQ, constancy of IQ, measurement of multiple intelligence; fluid and crystallized intelligence. Administration of two Intelligence tests and one Aptitude test.

Unit V

Application of Psychological Measurement in Educational Field -; learning styles; gifted, retarded, and learning disabled and their training; training for improving memory and better academic achievement; education, vocational guidance and career counseling; use of psychological tests in educational institutions; effective strategies on guidance programs.

Textbook

Anastasi, A. (1997). *Psychological Testing*. New York: MacMillan.

Reference Books

Gregory, R.J. (2006). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications and Issues*. Perth: Thomson Wadsworth.

Murphy, K.R. & Davidshofer, C.O. (2004). *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall.

Journals

Psychological Assessment

The International Journal of Educational and Psychological Assessment

GSS-210: INDIAN SOCIETY: ISSUES AND PROBLEMS

Indian society is challenged by numerous problems. Some are rooted in dogmatic traditions still prevalent in society despite its modernization and democratization. Some other problems are due to development divides based on socio economic factors; some others are peculiar problems in misconceiving the concept of modernization. A sociology student has to study these in order to look into a viable and suitable perspective on development.

Objectives

The Objectives of this course are to:

- ✓ To enable students to contextualize social problems within the structural issues in the country.
- ✓ To provide a perspective on development which factors in these social questions.

Learning Outcomes

Students who take this course would be able to:

- ✓ Understand the structural issues within which Indian social concerns are embedded.
- ✓ Appreciate social issues from a development perspective.

Unit I

Structural Issues: Poverty, inequality, social and economic backward classes.

Unit II

Family Issues: Dowry, domestic violence, divorce, Intra and intergenerational conflict, geriatric issues; crisis of values.

Unit III

Development Issues: Regional disparities, induced displacement and consumerism; ecological degradation.

Unit IV

Social disorganization Issues: Changing profiles of crime - Delinquency and crime; white collar crime; corruption; drug addiction - suicide.

Unit V

Development perspectives: Studies on Political Economy; Development economy and new social cultural studies of Indian society.

Textbook

Guha, R. (1994). *Sociology and the Dilemma of Development*. New Delhi: Oxford University Press.

Reference Books

Bardhan, P. (1984). *Land, Labour and Rural Poverty*. New Delhi: Oxford University Press.

Beteille, A. (1974). *Social Inequality*. New Delhi: Oxford University Press.

Beteille, A. (1992). *Backward Classes in Contemporary India*. New Delhi: Oxford University Press.

Mehta, S.R. (1997). *Population, Poverty and Sustainable Development*. Jaipur: Rawat Publications.

Journals

Journal of Indian Law and Society

Economic and Political Weekly

GSS-246: INDIAN NATIONAL MOVEMENT

The Indian independence movement was a mass-based movement that encompassed various sections of society. It also underwent a process of constant ideological evolution. The movement was unique in that while the basic ideology was anti-colonial, it also focused on capitalist economic development within the framework of a secular, democratic and civil libertarian political structure.

Course Objectives

This course is aimed at familiarizing the student with the chronology of the national movement along with a focus on the multifaceted nature of the movement and the people who steered the course of it.

Learning Outcomes

The Course in Indian National Movement enables the student to:

- ✓ Identify the various phases in the National Movement
- ✓ Enlist and recognize important personalities involved in the National Movement
- ✓ Analyze the current issues in the country from a historical perspective

Unit I

Early Rebellions and the revolt of 1857: Paik rebellion, Vellore mutiny, Cotiote War, Sepoy Mutiny of 1857- Significance of Sepoy Mutiny, Various reasons for sepoy mutiny- Consequences of the revolt.

Unit II

National Movement 1905-1918: Bengal Partition, anti partition movement and the birth of Swadeshi-various leaders and their contributions- contributions of Surendranath Banerjee

Unit III

National Movement 1919-1939: Gandhi's entry into Indian National Movement- Various Satyagrahas and their impacts-Rowlett Act and Jallianwalabagh Tragedy- Khilafat and non-cooperation movements- Extremist Politics and various leaders- Civil Disobedience movement and salt satyagraha- Round Table Conferences- Gandhi-Irwin Pact and Poona Pact- Indian National Army and its activities-INM during the second world war.

Unit IV

National Movement- Towards Independence: : Impact of Second World War on INM.- August Offer- Cripps Mission-Quit India movement- CR Rajagopalachari formula- Desai-Liaquat formula- Wavell Plan-Cabinet Mission-Mountbatten Plan

Unit V

Partition and the Indian States : Partition and its impacts- political Integration of Indian states- Major disagreements- independence of French and Portugal colonies- post integration.

Textbook

Metcalf, B.D. & Metcalf, T.R. (2012). *A Concise History of Modern India*. New York: Cambridge University Press.

Reference Books

Chandra, M., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan, S. (1987). *India's Struggle for Independence*. New Delhi: Penguin.

Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Hyderabad: Orient Longman.

Vajpeyi, A. (2012). *Righteous Republic: The Political Foundations of Modern India*. Cambridge: Harvard University Press.

Chandra, M., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan, S. (2003). *India After Independence*. New Delhi: Penguin.

Journals

Indian Historical Review

Journal of History and Social Sciences

GSS-248: GENDER ISSUES

This interdisciplinary course creates the opportunity to evaluate and reevaluate what we know about the world, past and present, and it also provides a standpoint from which students can create informed and equitable solutions for the future on issues related to gender.

Objectives

The objectives of this are:

- ✓ To familiarize the students with the status of Women in India
- ✓ To enable them to develop sensitivity towards gender issues in general and knowledge of policies, measures and institutions within which contemporary issues are contextualized in particular.

Unit I

Demographic Indicators Related to Gender – Sex Ratio, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate.

Unit II

Gender and Institutions – Kinship and Family – Patriarchy, Matriliney, Matrilocality, Joint and Nuclear Family; Marriage – Monogamy, Polygamy, Polyandry, Multiple Roles, Role Conflict; Gender and Education.

Unit III

Issue Based Contemporary Women's Movements – The campaign against dowry; Mathura and Nirbhaya Cases and change in Rape Laws; Chipko, Appiko and Women in Environmental Conservation; Movement for Uniform Civil Code and the Shahbano Case.

Unit IV

Women Specific Institutions in India – National and State Commission for Women; Women Development Corporation; Social Welfare Board; Department of Women and Child Welfare.

Unit V

Women's Empowerment Programmes and Policies – Integrated Rural Development Programme (IRDP), Training Rural Youth for Self Employment (TRYSEM),

Development of Women and Children in Rural Areas (DWCRA), Mahila Samriddhi Yojana (MSY); Rashtriya Mahila Kosh (RMK); Velugu; Indira Kranthi Patham (IKP).

Textbook

Raj, M. K. (1986). *Women's Studies in India-Some Perspectives*. Bombay: Popular Prakasham.

References

Kapur, P. (2000). *Empowering Indian Women*. New Delhi: Publications Division.
Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi : Sage.

GSS-301: GLIMPSES OF WORLD HISTORY

This course positions the global issues of today in a historical-geopolitical context and provides an overview of the world as it is today. The course provides a background understanding to the socio-political issues of contemporary living.

Objectives

The objectives of this course are

- ✓ Familiarize the student with the political map of the world as it exists today
- ✓ Provide a context of the evolution of the world into the developed versus the developing countries.

Learning Outcomes

This Course enables the student to:

- ✓ Identify modern ideologies that were prevalent across the world and the consequences of the spread of these ideologies.
- ✓ Contextualize global socio-political and economic issues of the world as it is today.
- ✓ Understand the geo-political background of the developed versus the developing countries in the world.

Unit I

Modern Ideas and the Origins of Modern Politics – Major ideas of Enlightenment – Kant, Rousseau, Marx; American Revolution and the Constitution; French Revolution and Aftermath 1789-1815; Industrial Revolution – Causes and Impact on Society.

Unit II

Nation State System, Imperialism and Colonialism – State building in Germany and Italy; Disintegration of Empires in the face of the emergence of nationalities across the world.

Unit III

Revolution and Counter Revolutions – 19th century European Revolutions; The Russian Revolution 1917-1921; Fascist Counter Revolution – Italy and Germany; The Chinese Revolution of 1949.

Unit IV

World Wars – I and II World Wars as Societal Wars: Societal Implications; World War I – Causes and Consequences; World War II – Causes and Consequences; Emergence of two power blocs; Emergence of the third world and non-alignment; UNO and the global disputes.

Unit V

Unification of Europe and Disintegration of the Soviet Union – Post War Foundations: NATO and European Community; European Union; Factors leading to the collapse of the Soviet Union 1985-1991; Political changes in Eastern Europe 1989-2001; End of the cold war and the US ascendancy as the superpower.

Current Scenario

Textbook

Jain, K. & Mathur, K.C. (1989). *A History of the Modern World: 1500-2000*. Jaipur: Jain Prakashan Mandir.

Reference Books

Lowe, N. (1997). *Mastering Modern World History*. New Delhi: Macmillan.

Nehru, J. (1934). *Glimpses of World History*. London: Penguin.

Roberts, J.M. & Westad, O. A. (2013). *The Penguin History of the World*. London: Penguin.

Journals

Journal of World History

World History Connected

Journal of Global History

GSS: 303 SERVICE LEARNING

Service Learning is an effort to link academia with societal needs. This course is designed in such a way that the students can interact with the society, understand and analyze the social issues, identify the possible solutions and to contribute to the wellbeing of the society.

Objectives

The major objective of this course is to provide a learning platform for the students to understand theoretical and practical lessons to 'work with' and 'work for' the community.

Learning Outcomes

The course may help the students to grow academically while connecting the knowledge that the acquired from the class room with the real field experiences. It will help them to enhance their analytical skill, communication skill, etc through community service experiments.

Unit I

Definition-Scope-and characteristics of Service Learning

Unit II

The Areas of Service Learning. – Various Experiments in the past.

Unit III

Community Service: Practical Lessons: Areas of Service, NGOs and NGO management-Government agencies

Unit IV

Placement

Unit V

Case Study

References

Matthai, Ravi J (1985). *The Rural University: The Jawaja Experiment in Educational Innovation*. Bombay: Popular Prakashan

GSS-341: ENVIRONMENTAL ECONOMICS

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

Objectives

The objectives of this course are:

- ✓ To familiarize the students with economics of environment.
- ✓ To provide an understanding of the economic approaches to resolve environmental challenges.

Learning Outcomes

This Course enables the student to:

- ✓ Approach environmental concerns from an economic perspective.
- ✓ Illustrate potential economic solutions to resource and environmental concerns.

Unit I

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

Unit II

Environment versus Development – Association between development and environmental stress; Environmental Kuznet's Curve Hypothesis – theory and empirical evidence; Concept of Sustainable development; indicators of sustainability; various approaches to environmental accounting.

Unit III

The Theory of Externality and Public Goods Market Failure - Pigouvian Solution; Buchanan's Theory; Coase's Theorem and its Critique; Pigouvian vs. Coasian solution; Detrimental Externality and Non-Convexities in the Production Set; Property Rights; Collective Action.

Unit IV

Economics of Exhaustible Resources – Hotelling’s Rule; Solow-Hartwick’s Rule; Competitive Market Structures and Optimal Extraction Policy; Exploration and Extraction; Resource Scarcity – Indicators and Evidence.

Unit V

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

Textbook

Hanley, N., Shogren, J.F. & White, B. (2006). *Environmental Economics: In Theory and Practice*. Oxford: Oxford University Press.

Reference Books

Bhattacharya, R.N. (2001). *Environmental Economics – An Indian Perspective*. New Delhi: Oxford University Press.

Conrad, J.M. & Clark, C. (1987). *Natural Resource Economics – Notes and Problems*. Cambridge: Cambridge University Press.

Dasgupta, P.S. & Heal, G.M. (1979). *Economic Theory and Exhaustible Resources*. Cambridge: Cambridge University Press.

Kolstad, C. (2000). *Environmental Economics*. Oxford: Oxford University Press.

Singh, K. & Shishodia, A. (2007). *Environmental Economics: Theory and Applications*. New Delhi: Sage.

Journals

Journal of Environmental Economics and Management

Journal of Environmental Economics and Policy

Environmental and Resource Economics

GSS 343: DEVELOPMENTAL ECONOMICS - GANDHIAN WAY

This course builds student understanding of facts about poverty domestically and internationally and of different policies intended to reduce the incidence and persistence of poverty. Also provides an insight into the Gandhian Philosophy for economic problems of development.

Objectives

The objectives of this course are:

- ✓ To provide a basic knowledge about the issues of development
- ✓ To give an insight into the concept of dualism
- ✓ To enable students to find out the change agents to break the vicious cycles and emerge as growing economies
- ✓ An insight into Gandhian Economic Philosophy.

Learning Outcomes

On completion of this course the students would understand:

- ✓ Various issues pertaining to under development of an economy
- ✓ Various perspectives on dualism
- ✓ Transformation of economies from underdevelopment stage to emerging economies stage
- ✓ Gandhian philosophy as a solution to tackle the rural economic development.

Unit - I

Development Economics - Meaning, Definition and Measurement of Economic Development, Approaches to the Study of Development - Traditional View; Modern Views; From Per Capita Income to Human Welfare; Sen's Capability Approach; Concept of Sustainable Development; Concept of Human Development; Factors and Possible Obstacles to Economic Development; Development Characteristics and Indicators - Economic, Socio Cultural, Political and Interdependence among the indicators; Economic Growth versus Development; Challenges in Development Economics.

Unit - II

Dualism - Technical, Economic, Social, Financial and Structural, Measurement of Economic Development, Level of Living, Poverty and Basic Needs: Conceptual Issues and Measurement, Indices of Poverty, Relative Inequality Measures, Determinants of Rural Poverty.

Unit - III

Economic Growth Versus Development - History of Economic Thought; Growth Theories; Theories of Development; Challenges of Underdevelopment in Less Developed Countries; Millennium Development Goals and Sustainable Development Goals; Role of UN in Economic Development.

Unit - IV

Emerging Economies - East Asian Miracle; BRICS; India's and China's Growth Pattern.

Unit - V

Economic views of Gandhi and Gandhian Economics - Gandhian Economic Philosophy; Relevance of Gandhian Views on Economic Development.

Textbook

Todaro, M.P. & Smith, S.C. (2015). *Economic Development*. London: Pearson.

Reference Books

Arouri, M.E.H., Boubaker, S. & Nguyen, D.K. (2014). *Emerging Markets and the Global Economy: A Handbook*. Cambridge: Academic Press.

Banerjee, A. & Duflo, E. (2012). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: McGraw-Hill.

Jones, S. (2012). *BRICS and Beyond: Lessons on Emerging Markets*. Hoboken: Wiley.

Sen, A. & Dreze, J. (2002). *India: Development and Participation*. New Delhi: Oxford University Press.

Journals

The Economist

Journal of Rural development

Journal of Development Economics

GSS-345: INTRODUCTION TO ETHICS

This course introduces the students to the ethical notions and theories on good and right in terms of evaluation of human actions. This course is intended to impart some valid principles of morals to the young students and might help some of the moral dilemmas of people too.

Objectives

The objectives of this course are:

- ✓ To expose the student to classical thought on ethics.
- ✓ To understand the ethical issues from various theoretical perspectives.

Learning Outcomes

This Course enables the student to:

- ✓ Distinguish between right, duty and responsibility.
- ✓ Illustrate classical ethical dilemmas and principles of morality.
- ✓ Apply various theories of ethics to day-to-day living.

Unit I

Introduction: The nature and definition of ethics – Ethics and etiquette – The place of reason in ethics – Religion and morality. The notions of good, right, duty, and responsibility.

Teleological Ethics: Ethical Egoism – Utilitarianism **Deontological Ethics:** Kant's theory of morality. **Virtue Ethics:** Aristotle's theory of self-realization

Unit II

Prima facie Theory (W.D. Ross)

Golden rule Theory: Do unto others as you would have them to do unto you (Immanuel Kant).

Unit III

Dharma: Its meaning, Definition and classification; Dharma and its relation to Varna and ashrama schemes.

Purshardhas: Dharma, Artha, Kama and Moksha and their inter relations.

Bhagavadgita: Nishkamakarma, Stithaprajana

Unit IV

Yamas: Five principles of morality.

Niyamas: Modern Classification-Simple-Compound and General

Buddhist Ethics: The four Noble truths and the eight-fold path.

Carvaka Ethics
 Jaina Ethics: anvrathas and mahavrathas
 Gandhian Ethics: Principle of nonviolence.

Unit V

Crime and Punishment: Theories of punishment – Retributive Theory – Preventive theory – Reformatory theory – Justification of Capital Punishment

Textbook

Rachels, J. (1986). *The Elements of Moral Philosophy*. New York: McGraw-Hill.

Reference Books

Durant, W. (1999). *The Pleasures of Philosophy*. New York: Touchstone.

Frankena, W. (1973). *Ethics*. New Delhi: Prentice Hall of India.

Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. Delhi: Motilal Banarasidas.

Mahadevan, T.M.P. (1961). *Outlines of Hinduism*. Madras: Madras Law Journal Press.

Nadkarni, M. V. (2011). *Ethics of Our Times: Essays in Gandhian Perspective*. New Delhi: Oxford University Press.

Satyanarayana, Y.V. (2010). *Ethics: Theory and Practice*. Delhi: Pearson.

Tiwari, K. (2007). *Classical Indian Ethical Thought*. Delhi: Motilal Banarasidas.

Journals

The Journal of Ethics

Ethics: An International Journal of Social, Political and Legal Philosophy

International Journal of Ethics

GSS-347: THEORIES OF KNOWLEDGE

This course is an introduction to epistemology: the theory of knowledge. The course encourages critical thinking about knowledge and tries to help students make sense of what they encounter.

Objectives

The objectives of this course are:

- ✓ To help students discover and express their views on knowledge issues.
- ✓ To shape the students' understanding of knowledge as a human construction.

Learning Outcomes

This Course enables the student to:

- ✓ Distinguish between different kinds of knowledge.
- ✓ Identify how knowledge is constructed, evaluated and renewed.

Unit I

Sources and Nature of Belief, Justification and Knowledge – Perception, belief and justification; Memory, introspection and self-consciousness; Reason and rational reflection; Testimony; Fallibility.

Unit II

Inference and extension of Knowledge – The process, content and structure of inference; Inference and the growth of knowledge; source conditions and transmission conditions for inferential knowledge and justification; Memorial preservation.

Unit III

The Architecture of Knowledge – Inferential chains and the structure of belief; the epistemic regress problem; Foundationalism and Coherentism; Moderate Foundationalism; Holistic Coherentism; Coherence, reason, experience and second-order justification.

Unit IV

The Analysis of Knowledge – Knowledge and Justified True Belief; Naturalistic accounts of the concept of knowledge; Problems for reliability theories; Internalism and Externalism in Epistemology; Justification and truth.

Unit V

Skepticism – The possibility of pervasive error; Skepticism generalized; The egocentric predicament; Uncertainty; Deductibility, evidential transmission and induction; Refutation and Rebuttal; Skepticism and common sense.

Textbook

Audi, R. (2003). *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. London: Routledge.

Reference Books

Dombrowski, E., Rotenberg, L. & Bick, M. (2013). *Theory of Knowledge*. Oxford: Oxford University Press.

Kisak, P.F. (2015). *Epistemology: The Philosophical Theory of Knowledge*. Washington: CreateSpace.

Popper, K. (2008). *The Two Fundamental Problems of the Theory of Knowledge*. London: Routledge.

Journals

Episteme

Epistemology and Philosophy of Science

Social Epistemology: A Journal of Knowledge, Culture and Policy

GSS-349: COMPARATIVE ADMINISTRATION

This course helps understand the relationship between law, politics and administration and delves into theory, method and practice of public administration across the globe and provides a comparative perspective to help enhance understanding of Indian administration vis-à-vis other administrative systems.

Objectives

The objectives of this course are:

- ✓ To help students discover various models and traditions of administration.
- ✓ To enable a comparison of theories, methods and types of administration.

Learning Outcomes

This Course enables the student to:

- ✓ Identify drivers and of public administration, development and reform.
- ✓ Compare organization and functions of public administration in different countries.

Unit I

Basic premises – Meaning of Comparative Public Administration; Approaches to the study of Public Administration; Factors promoting administrative effectiveness; Limitations to Comparative Methodology.

Unit II

Evolution of Comparative Public Administration – Wilson Era; Comparative Perspectives; Post-War Development; Era of Scienticism; Robert Dahl; Rationale of Comparison; Comparative Research Movement; Influence of Comparative Politics.

Unit III

Models of Comparative Public Administration – Use of models in public administration; Weber's Bureaucratic Model; Down's Model; Rigg's Ecological Model; Dorsey's Information-Energy Model; Mathur's Model; The Development Model

Unit IV

Comparative Study of Political and Policy Making Bodies - Easton's Political System Model; Comparative Political Systems; Comparative Study of the Executives; Comparison of Policy Making Institutions.

Unit V

Comparative Perspective of Administrative Structure – Purpose; Process; Persons; Place; Line Agency; Staff Agency; Auxiliary Agency; Organizational Structures; Territorial Dimension of Administrative Structures; A Comparative study of civil services.

Textbook

Rathod, P.B. (2007). *Comparative Public Administration*. Jaipur: ABD Publishers.

Reference Books

Arora, R.K. *Comparative Public Administration*. New Delhi: Associated Publishing.

Chandler, J.A. (2014). *Comparative Public Administration*. London: Routledge.

Raadschelders, J.C.N., Vigoda-Gadot, E. & Kisner, M. (2015). *Global Dimensions of Public Administration and Governance: A Comparative Voyage*. New Jersey: Jossey-Bass.

Journals

Comparative Public Administration

International Review of Administrative Sciences

Journal of Comparative Policy Analysis

GSS-351: INTERNATIONAL RELATIONS

This course provides a comprehensive introduction to international relations, its traditions and its changing nature in an era of globalization. This course provides a global perspective on the theories, history, developments and debates that shape contemporary world politics.

Objectives

The objectives of this course are:

- ✓ To impart a multidisciplinary overview of the nature of international relations.
- ✓ To provide an overview of the various theories and practices of international relations in a globalized context.

Learning Outcomes

This Course enables the student to:

- ✓ Critically evaluate theories and approaches to international relations.
- ✓ Identify the key actors in international relations.
- ✓ Demonstrate knowledge of the key dimensions, events and processes of international relations within their historic context.

Unit I

Introduction - Traditions, origins and evolution; Changing agendas; The necessity of theory; Ontology, epistemology and the science question; Mainstream International Relations Theory.

Unit II

Overview of Theories - Realism; Liberalism; Marxism; Feminism; Postmodernism; Constructivism; Functionalism; Theories of Global Justice.

Unit III

State - Origins of the modern state; The idea of the sovereign state; Nationalism - Understanding nations and nationalism; The influence of nationalism on state and international society.

Unit IV

Warfare - War, sovereignty and sociability; Causes of War; The diversity of warfare; War as Violence; War as organized violence; War and politics; the ethics and laws of war.

Unit V

Globalization and Global Governance – The United Nations; Non-State Actors – Multinational Corporations and International Non-Governmental Organizations; Global Economic Institutions; Global Terrorism; Global Warming.

Textbook

Devetak, R., Burke, A. & George, J. (2012). *An Introduction to International Relations*. Melbourne: Cambridge University Press.

Reference Books

Frieden, J.A., Lake, D.A. & Schultz, K.A. (2010). *World Politics: Interests, Interactions, Institutions*. New York: W.W. Norton.

Grieco, J., Ikenberry, G.J. & Mastanduno, M. (2014). *Introduction to International Relations: Enduring Questions and Contemporary Perspectives*. New York: Palgrave Macmillan.

Jackson, R. & Sorensen, G. (2013). *Introduction to International Relations*. Oxford: Oxford University Press.

Journals

International Relations

Journal of International Affairs

Review of International Studies

GSS-353: INDUSTRIAL PSYCHOLOGY

This course introduces concepts and methods in application of psychological principles in organizational and personnel related settings. It introduces the students to the scenarios that exist and the issues that may crop up in the workplace amidst the work force. The course elucidates on how the productivity, efficiency and related issues as wellbeing of the work force can be enhanced in the industrial organisations.

Objectives

The objectives of this course are to:

- ✓ To enable students to understand the employees and the environments in which work related objectives are met with.
- ✓ To enable the students to understand issues related to work, the factors that work behind in accomplishing the organizational objectives.

Learning Outcomes

Upon the completion of the course Industrial Psychology, students should be able to:

- ✓ Understand the history and evolution of the subject and various aspects of job analysis.
- ✓ Understand the nuances of the recruitment, selection, and placement of employees and training needs.
- ✓ Understand the methods that are used for assessment of employees.
- ✓ Understand human engineering/ergonomics.

UNIT - I

Introduction: What is Industrial Psychology? The roots and early history of industrial psychology; The Great Depression Years and World War II; Industrial Psychology today and in the future.

Job Analysis: Job Analysis and its methods and specific techniques.

UNIT - II

Employee Recruitment, Selection and Placement: Human resource planning; steps in the employee selection process, employee recruitment , employee screening, employee selection and placement; Employee placement.

UNIT - III

Methods for Assessing and Selecting Employees: Employee screening and assessment.

UNIT - IV

Evaluating Employee Performance: Job performance and Performance Appraisals; the measurement of job performance; methods of rating performance; problems and pitfalls in performance appraisals; the performance appraisal process.

Employee Training and Development: Areas of employee training; fundamental issues in employee training; Equal employment opportunity issues in employee training.

UNIT - V

Human Engineering: Introduction; Job Methods; Motion Study; Time Study; Hawthorne Study; The nature of Fatigue; Fatigue reduction; Environmental conditions affecting Fatigue; Robotics and AI in the workplace.

Textbooks

- Riggio, E. R. (2013). *Introduction to Industrial/Organisational Psychology*. New York: Pearson.
- Harrell, W. T. (1949). *Industrial Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books

- Miner, John B (1992) : *Industrial - Organizational Psychology*, McGraw-Hill Inc.
- Muchinsky, Paul M (2000). : *Psychology Applied To Work*, 6th edition, Thomson Asia Pvt. Ltd

Journals

- Journals of Occupational and Organisational Psychology*
Industrial and Organisational Psychology

GSS-355: MENTAL HEALTH IN GENERAL CARE

Health in its broadest sense includes physical and mental health. Health workers in the recent years have become interested in dealing with mental health problems in general health centres. Mental illnesses have been shown to be common, occurring in all societies and in all sections of the population, causing immense suffering and disability.

Objectives

The objectives of this course are:

- ✓ To enable the student to enlist common mental health issues encountered in general health care settings
- ✓ To identify methods to detect psychological ill health in the non-psychiatric context.

Learning Outcomes

The course enables the student to

- ✓ Identify psychological distress states in the general health setting
- ✓ Distinguish between psychotic and non-psychotic disorders
- ✓ Analyze biological versus psychological etiology of distress states

Unit I

Behaviors that cause concern – violent behavior and aggression; confusion and agitation; suicide; seizures; disturbances among the elderly.

Unit II

Symptoms that are medically unexplained – Multiple Physical Complaints; Fear and panic; sleep problems; fatigue; loss of a body function.

Unit III

Problems arising from loss and violence – Trauma; Intimate Partner Abuse; Sexual Assault; Bereavement.

Unit IV

Problems in childhood and adolescence – Learning disturbances; ADHD; Child abuse; Misbehavior; Enuresis; Depression in adolescents.

Unit V

Mental Health in other contexts – Reproductive Health; Health of Prisoners; Refugees; Disasters; Caring for carers.

Textbook

Pilgrim, D. (2014). *Key Concepts in Mental Health*. London: Sage.

Reference Books

Goldberg, D.P. (1992). *Common Mental Disorders: A Bio-Social Model*. London: Routledge.
Helzer, J.E. & Hudziak, J.J. (2002). *Defining Psychopathology in the 21st Century: DSM V and Beyond*. Washington DC: American Psychiatric Publishing Inc.
Patel, V. (2003). *Where There is No Psychiatrist. A Mental Health Care Manual*. Glasgow: Gaskell.

Journals

International Journal of Mental Health
Community Mental Health Journal

GSS-357: RIGHTS AND DUTIES

The basic aim of the course is to introduce to the students, the values and culture of rights and duties, and to make them aware of the benefits we get out of strict adherence to tenets of them.

Objectives

The objectives of this course are:

- ✓ To sensitize the students to the concept of rights and duties.
- ✓ To develop a critical analysis of the issues involved in rights and duties.

Learning Outcomes

The course enables the student to

- ✓ Identify basic concepts of rights.
- ✓ Distinguish between rights and duties.
- ✓ Contextualize rights and duties in a globalized perspective.

Unit I

Basic Concepts - Human Values - Dignity; Liberty; Equality; Justice; Ethics and Morals; Unity in Diversity.

Unit II

Perspective of Rights - Etymology of Right; Meaning of Right; Analysis of Right; Natural Rights; Legal Rights; Claim Rights and Liberty Rights; Positive and Negative Rights; Individual and Group Rights; Universal Rights.

Unit III

Nature and Concept of Duties - Different types of duties; The duties of states; The Responsibilities of Everyone; The Role of National Law; Impact of Duty on Society; Duty as a Value; Relationship between rights and duties.

Unit IV

Terminology of Legal Instruments - Treaty; Bilateral Treaty; Multilateral Treaty; Convention and Covenant; Declaration; Protocol; Conference; Resolutions; Charter and Statute; Executive Orders.

Unit V

United Nations and Human Rights – An Overview of the UN System; Provisions of the UN Charter dealing with Human Rights; Universal Declaration of Human Rights.
Textbook

Sastry, T.S.N. (2011). *Introduction to Human Rights and Duties*. Pune: University of Pune Press.

Reference Books

Dharmadhikari, D.M. (2010). *Human Values and Human Rights*. New Delhi: Universal Publications.

Fishlin, D. & Nandorfy, M. (2007). *The Concise Guide to Global Human Rights*. Oxford: Oxford University Press.

Shaw, M. N. (2008). *International Law*. Cambridge: Cambridge University Press.

Journals

Harvard Law School Human Rights Journal

The International Journal of Human Rights and Constitutional Studies

Journal of Human Rights

GSS-359: TRIBAL STUDIES

This course describes facets of tribal life and tribal institutions with specific reference to India from a post-independence perspective.

Objectives

The objectives of this course are:

- ✓ To provide a familiarity with the nature and characteristics of tribal living in the country.
- ✓ To acquaint the student with the administrative machinery and mechanisms in place for tribal administration.

Learning Outcomes

The course enables the student to

- ✓ Identify problems and issues related to the tribes people in India.
- ✓ Illustrate tribal development programmes and analyze their efficacy.

Unit I

Basic Concepts – Meaning, definition and characteristics of Tribe; Kinship usages – totem and clan; Primitive Family – Polyandrous and Matrilineal Families among Indian tribes; Ways of acquiring mates in tribal societies; preferential and prescriptive marriage; primitive religion.

Unit II

Tribes in India – Population; Composition; Classification – Racial, Linguistic, Geographical, Cultural.

Unit III

Major Problems of Indian Tribes – Illiteracy; Poverty; Indebtedness; Unemployment; Migration; Land Alienation; -; Environmental Degradation and Health.

Unit IV

Tribal Economy – Subsistence Economy; Shifting Cultivation; Deforestation and its impact; women in tribal societies and their contribution to household economy.

Unit V

Tribal Welfare and Development – Tribal Welfare in Post-Independence India; Constitutional Provisions and legal safeguards; Tribal Development Programmes; Tribal Welfare; Tribal Sub Plan Strategy; Role of NGOs.

Textbook

Pandey, A.K. (1997). *Tribal Situation in India*. New Delhi: Manak.

Reference Books

Behera, M.C. & Basar, J. (2010). *Interventions and Tribal Development*. New Delhi: Serial Publications.

Behera, D.K. & Pfeffer, G. (2002). *Contemporary Society: Tribal Studies* (9 volumes). New Delhi: Concept.

Nadim, H. (2001). *Tribal India*. Delhi: Palaka Prakashan.

Vidyarthi, L.P. & Rai, B.K. (1985). *The Tribal Culture of India*. New Delhi: Concept.

Journals

Indian Journal of Dalit and Tribal Studies

Journal of Tribal Studies

Studies of Tribes and Tribals

GSS-302: RESEARCH METHODS AND STATISTICS FOR SOCIAL SCIENCES

Research is the systematic method of reviewing and enhancing scientific knowledge. Beginning with identification of the problem, research continues with sample design, data collection, analysis and reporting. Research is a valuable tool that promotes understanding of socio-economic issues and offers scientific solutions to these concerns.

Objectives

The objectives of this course are:

- ✓ To provide exposure to critical analysis, problem solving and research methods.
- ✓ To enable understanding of the rationale for using a particular method of research.

Learning Outcomes

The course enables the student to

- ✓ Apply a range of research methods to investigate research questions of choice.
- ✓ Use statistical techniques and tools appropriate for such research.

Unit I

Introduction – Importance of Research Methodology; Research Problem; Hypothesis; Variables and their operationalization; Types of research. Methods of Research – Experimental; quasi-experimental; case studies; field studies; cross-cultural studies; ex-post facto research, survey, ethnographic studies.

Unit II

Data Collection and Sampling – Methods of Data Collection – Observation; Interview; Questionnaire; Tests and Scales. Sampling – Probability Sampling; Non-Probability Sampling Methods; Determining and Controlling Extraneous Variables.

Unit III

Research Design – Correlational Design; Factorial Design; Randomized Block Design; Matched Group Design; Quasi-Experimental Design; Time Series Design.

Unit IV

Measurement of Data and Normal Probability – Types of Scales; Graphic Presentation; Measures of Central Tendency and Variability; Normal Probability Curve; Standard Error of Measurement;

Unit V

Statistical Analysis – t Test; ANOVA – Randomized and Repeated; Correlational Analysis – Partial; Multiple.

Textbook

Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods and Practices*. Tampa: Creative Commons.

Reference Books

Gailmard, S. (2014). *Statistical Modeling and Inference for Social Science*. Cambridge: Cambridge University Press.

Hanneman, R., Kposowa, A.J. & Riddle, M.D. (2012). *Basic Statistics for Social Research*. New Jersey: Jossey-Bass.

Ruane, J. M. (2004). *Essentials of Research Methods: A Guide to Social Science Research*. Hoboken: Wiley-Blackwell.

Journals

International Journal of Social Research Methodology

Journal of Research Practice

Social Science Research

GSS-342: INTERNATIONAL ECONOMICS

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

Objectives

The objective of this course is to provide an understanding of:

- ✓ the determinants of international trade, including the implications of imperfect competition in international markets;
- ✓ the cases when a protectionist policy towards international trade may be appropriate; the fundamental determinants of the balance of payments and exchange rates;

Learning Outcomes

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

- ✓ understand the international context within which domestic macroeconomic policy is designed and conducted
- ✓ analyze international macroeconomic linkages
- ✓ appreciate the significance of international macroeconomic policy co-ordination.

Unit - I

Introduction - Importance of International Trade; Important Issues in International Trade; History and Present State of World Trade Flows; Difference between International Trade and International Macro Economics.

Unit - II

Trade Theories - Adam Smith’s Absolute Advantage; Ricardo’s Comparative Advantage; Modern Theories of International Trade - Heckscher-Ohlin Theory, Stolper-Samuelson Effects.

Unit - III

International Factor Movements and Trade Barriers - International Labour Mobility; International Capital Flows and FIIs, MNCs and FDI; Tariffs and Non-Tariff Barriers; Protection and Imperfect Competition; Government Interference in Trade.

Unit - IV

Balance of Payments and Foreign Exchange – Meaning of Balance of Payments (BoP), BOT, Types of Accounts in International Trade; Foreign Exchange – Meaning and Determination of Exchange Rate; Various Approaches; Central Bank Intervention in the Foreign Exchange Rate Determination.

Unit - V

Trade Policies and International Finance – Trade Policies for Import Substitution and Infant Industry Argument; Export Oriented Development Strategies; The East Asian Miracle; Latest Trade Policy; IMF; GATT; WTO; Financial Crisis of 2008; Regional Trade Corridors.

Textbook

Krugman, P., Obstfeld, M., Melitz, M. (2015). *International Economics: Theory and Policy*. London: Pearson.

Reference Books

Feenstra, R.C. & Taylor, A.M. (2008). *International Economics*. New York: Worth Publishers.

Sodersten, B. & Reed, G. (1994). *International Economics*. London: MacMillan.

Journals

The Economist

The Economic Times

The Wall Street Journal

GSS 344: FINANCIAL MARKETS

The course provides an insight into the structure, management and practices of financial markets. It covers the business activities of mergers and acquisitions, financing and investment; and, the creation of value through financial advisory services.

Objectives

The objectives of this course are:

- ✓ To provide an idea about various financial markets
- ✓ To enable an understanding of the role of finance in economic development

Learning Outcomes

At the end of this course the student would be able to:

- ✓ understand the functioning of various financial markets
- ✓ understand the role of international finance in economic development
- ✓ gain knowledge about Insurance and mutual funds

Unit - I

Introduction to Financial Markets - Fundamentals of Financial Markets; Financial Markets and the Economy; Classification of Financial Markets; Types of Trading Mechanisms; NPV and IRR.

Unit - II

Money Markets and Capital Markets - Definition of Money Markets; Instruments of Money Markets, Commercial Banking and Central Banking - Indian Context; Primary and Secondary Markets; Financial Derivatives; Mutual Funds and Different Types of Mutual Funds; SEBI.

Unit - III

Insurance - Types of Insurance; Terminology in Insurance; Principles of Insurance; Fundamental Concepts of Insurance; IRDA; PFRDA

Unit - IV

Investment Banking - Evolution of Investment Banking; Functions of Investment Banking; Trading of Derivatives; Business Mergers and Acquisitions; Corporate Finance.

Unit -V

International Finance – IMF; World Bank; FDIs; FIIs; International Capital Markets.

Textbook

Muller, H. & Le Roy, S.F. (2010). *Principles of Financial Economics*. Cambridge: Cambridge University Press.

Reference Books

Arnold, G. (2011). *Modern Financial Markets and Institutions: A Practical Perspective*. London: Pearson.

Mishkin, F. & Eakins, S. (2015). *Financial Markets and Institutions*. London: Pearson.

Neave, E.H., Fabozzi, F.J. & Zhou, G. (2011). *Financial Economics*. Hoboken: John Wiley & Sons.

Journals

Journal of Financial Markets

Forbes magazine

Journal of Emerging Market Finance

GSS-346: TEACHINGS AND PRACTICES OF WORLD RELIGIONS

The historical origins, central teachings, and devotional practices of the major religious traditions—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam – are considered in relation to common themes of human experience: the holy or sacred, evil and suffering, love and compassion, wisdom and justice, death and deliverance.

Objectives

The objectives of this course are:

- ✓ To impart understanding of the essential doctrines and institutions of the world's religions.
- ✓ To identify similarities and differences of thought and practice among the traditions.

Learning Outcomes

The course enables the student to

- ✓ Clarify and articulate one's own religious attitudes and orientations in the context of comparative study.
- ✓ Explain basic ways through which religions and cultures interact.

Unit I

Myth and Ritual in the Primal Religions; Hinduism and Yoga; Hinduism-Paths of Action; Knowledge and Devotion; Early Buddhism; Mahayana Buddhism.

Unit II

Confucian Civic Virtue; Taoist Natural Piety; Religion and Secularity in China. Hebrew Religion: Covenant and Presence; Patriarchs, Prophets and Sages of Ancient Israel. Judaism and the Holocaust.

Unit III

Christian Origins – Jesus' Life and Teachings through the eyes of the early Church; Medieval Christendom and the Protestant Reformation; Trends in Christianity.

Unit IV

Islam – Prophet Mohammed-Life and Mission; Sufi Mysticism and Shi'ite Fundamentalism

Unit V

Modernity, Post-Modernity and Pluralism. Convergence or Clash of Religious Cultures Today.

Textbook

Fisher, M. P. (2013). *Living Religions*.

Reference Books

Fisher, M. P. & Bailey, L.W. (2011). *Anthology of Living Religions*. New York: Pearson.

Christopher-Smith, D.L. (2007). *Subverting Hatred: Nonviolence in Religious Traditions*.
New York: Orbis.

Smith, H. (2009). *The World's Religions*. New York: HarperOne.

Journals

Culture and Religion

History of Religions

Journal of Religion and Society

GSS-348: PHILOSOPHY OF SCIENCE

This course introduces to the student the epistemological and metaphysical issues at stake in modern science through connections to the philosophy of language and discussions of probability, the semantic view of theories and science studies.

Objectives

The objectives of this course are:

- ✓ To introduce the student to the relationship between science and philosophy.
- ✓ To provide an exposure to the epistemology of science and its dilemmas.

Learning Outcomes

The course enables the student to

- ✓ Reflect on the way contemporary scientific theories influence philosophy.
- ✓ Appreciate philosophy as a fundamental prerequisite for understanding the other studies of science.

Unit I

The relationship between science and philosophy – modern science as philosophy; science and western civilization; logical positivism; Defining Scientific Explanation; Why do laws explain? The Pragmatics of Explanation.

Unit II

Scientific Theories – Inexact laws and probabilities; Causation and Teleology; Reduction, replacement and the progress of science; The problem of theoretical terms; Theories and Models.

Unit III

Epistemology of Scientific Theorizing – A brief history of empiricism; Epistemology of Scientific Testing; Induction-Popper's gambit; Falsification; Statistics and Probability – Bayesianism; Frequentism; Realism; Underdetermination.

Unit IV

The challenge of history and post-positivism – Overview; The place for history; The place for philosophy; Logical Empiricism and Scientific Theories; Rationality of scientific programs.

Unit V

Contested character of Science and Fundamental Questions of Philosophy – From philosophy through history to post-modernism; Scientism, sexism and significant truths; Dealing with Relativism.

Textbook

Rosenberg, A. (2000). *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

Reference Books

Okasha, S. (2008). *Philosophy of Science: A Very Short Introduction*. Oxford: Oxford University Press.

Staley, K.W. (2014). *An Introduction to the Philosophy of Science*. Cambridge: Cambridge University Press.

Toulmin, S. (1952). *The Philosophy of Science: An Introduction*. London: Hutchinson University Library.

Journals

British Journal for the Philosophy of Science

Journal for General Philosophy of Science

Studies in History and Philosophy of Science

GSS-350: URBAN PUBLIC ADMINISTRATION

This course is an introduction to basic issues in urban policy and administration. This course seeks to provide students with the knowledge necessary to analyze and understand urban problems and politics. The course is fast paced and emphasis is placed on understanding frameworks that describe the dynamics in urban areas and what has been learned through research about the challenges our urban areas face.

Objectives

The objectives of this course are:

- ✓ To provide an overview of the evolution of urban administration in India.
- ✓ To develop an administrative perspective to urban challenges in the country.

Learning Outcomes

The course enables the student to

- ✓ Trace the evolution of urban administration from the Harrappan Civilization to the modern era of Metropolis Administration.
- ✓ Identify urban policy procedures and administrative mechanisms.

Unit I

Historical Perspective – Urban Local Government in Ancient Times; Urban Local Government in Medieval Times; Urban Local Government under the British. Municipal Government in Post-Independence Period; 74th Constitution Amendment Act.

Unit II

Composition, Powers and Functions of Urban Local Bodies – Municipal Corporation; Municipal Council; Nagar Palika; Local Governance Personnel; Local Governance Finance; Committee System in Local Governance.

Unit III

The Metropolis – The concept of Metropolis; Metropolitan and Urban Development Authorities in India.

Unit IV

Problems of Urbanization in India; Growth of Cities - Causes and Consequences; Slums – Causes and Effects; Urban Development Strategies; Administration of Urban Services – Water Supply; Health and Sanitation; Housing; Transport.

Unit V

Local Government Politics and Elections to Local Bodies - State-Local Government Relations; Modern Trends and Problems in Local Government in India.

Textbook

Singh, H. (1997). *Urban Local Government and Administration in India*. New Delhi: Kitab Mahal.

Reference Books

Muttalib, M.A. (1983). *Theory of Local Government*. New Delhi: Sterling Publishers.
Maheshwari, S.R. (1974). *Local Government in India*. New Delhi: Orient Longman.
Avasthi, A. (1972). *Municipal Administration in India*. Agra: Lakshminarain Aggarwal.
Bose, A. (1974). *Studies in India's Urbanization*. New Delhi: Tata McGraw Hill.
Ramachandran, R. (1997). *Urbanization and Urban System in India*. Delhi: Oxford University Press.

Journals

Urban Affairs Review
Urban Policy and Research
Urban Studies

GSS-352: PERSONNEL AND INDUSTRIAL RELATIONS

The major causes for industrial relationship conflicts are terms of employment, working conditions, non employment, personal issues and recognition of trade unions. The means adopted by the parties to achieve their objectives vary from simple negotiation to economic warfare which may sometimes adversely affect the community interest, in which case the state needs to intervene within the framework of law.

Objectives

The objectives of this course are:

- ✓ To provide an overview of the basic concepts in personnel management in the industrial setting.
- ✓ To develop a familiarity with the key actors in Industrial Relations and their roles.

Learning Outcomes

The course enables the student to

- ✓ Identify basic aspects of legislations relating to trade unions, standing orders and industrial disputes.
- ✓ Interpret and apply these laws in the industrial setting.

Unit I

Industrial Relations Concept and Scope – Importance, Key actors in Industrial Relations; Approaches to Industrial Relations; Factors Affecting Industrial Relations; Prerequisites for successful Industrial Relations.

Unit II

Trade Union – Functions in India; Problems of Trade Unions and their role in Industrial Relations; Employers Organizations – Functions and their role in Industrial Relations; the role of State and different types of interventions; code of discipline and its objectives; unfair labour practices.

Unit III

Grievances – Causes, Managing grievances and grievance redress procedure; Industrial disputes – classification, causes, consequences and methods of resolution; conciliation, arbitration; dispute settlement machinery; managing discipline; process of domestic enquiry.

Unit IV

Collective Bargaining – Concept; pre-requisites; collective bargaining at different levels; workers participation in management and its objectives, levels and forms of participation, joint management committees and their functions; Tripartism – ILC and SLC.

Unit V

Industrial Relations Strategy: Globalization and Industrial Relations; Technology and Industrial Relations; Emerging Trends in Industrial Relations.

Textbook

Venkataratnam, C.S. (2014). *Industrial Relations*. New Delhi: Oxford University Press.

Reference Books

Ravindranath, E.I. (2013). *Industrial Relations in India: A Practitioner's Handbook*. New Delhi: McGraw-Hill.

Singh, B.D. (2013). *Industrial Relations – Emerging Paradigms*. New Delhi: Excel Books.

Srivastava, S.C. (2014). *Industrial Relations and Labour Laws*. Delhi: Vikas Publishing House.

Journals

Indian Journal of Industrial Relations

Industrial Relations Journal

Journal of Industrial Relations

GSS-354 PSYCHOLOGY OF PEACE AND CONFLICT RESOLUTION

The threats and opportunities presented to a psychology of peace, conflict, and violence are so radically different in the twenty-first century than they were until the very last decade of the bloody twentieth century. This course provides a reconceptualization of peace psychology as a field of research and practical intervention

Course Objectives

The objectives of this course are:

- ✓ To discuss core concepts and issues involved in peace psychology
- ✓ To provide an overview of various strategies involved in understanding aspects of conflicts.
- ✓ To examine the nature of conflict resolution with reference to the psychological dimensions associated with peacekeeping and peacemaking.

Learning Outcomes

This course would enable the student to:

- ✓ Identify various forms of violence.
- ✓ Analyze a conflict and articulate the issue from a psychological perspective.
- ✓ Discuss and evaluate psychological aspects of peacekeeping and peacemaking.

Unit I

Introduction to Peace Psychology – The role of psychology in World War I and II; Role of Psychology in the Cold War; The Post Cold War Era; Scope of Peace Psychology; Systems of Violence and Peace.

Unit II

Direct Violence – Intimate Violence; Intrastate Violence; Nationalism and War; Genocide and Mass Killing; Weapons of Mass Destruction.

Unit III

Structural Violence – Social Injustice; Children and Structural Violence; Women, Girls and Structural Violence; Understanding Militarism; Globalism and Structural Violence; Human Rights Violations as Structural Violence.

Unit IV

Peacemaking – U.N. Peacekeeping; The Cultural Context of Peacemaking; Conflict Resolution – Theoretical and Practical Issues; Crafting Peace; Introducing Cooperation and Conflict Resolution into schools; Reducing Trauma during ethno-political conflict; Reconciliation in Divided Societies;

Unit V

Peacebuilding – Psychology of Structural Peacebuilding; Psychologies for Liberation; The Social Psychology of Satyagraha; Peacebuilding and Nonviolence-Gandhi's perspective on power; Peace Psychology for the Twenty-First Century.

Textbook

Christie, D.J., Wagner, R.V. & Winter, D.A. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs: Prentice-Hall.

Reference Books

Blumberg, H. H. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge: Cambridge University Press.

MacNair, R. M. (2011). *Psychology of Peace*. Santa Barbara: ABC-CLIO.

Mayton II, D. (2009). *Nonviolence and Peace Psychology*. New York: Springer.

Weber, T. (1991). *Conflict Resolution and Gandhian Ethics*. New Delhi: Gandhi Peace Foundation.

Journals

Peace and Conflict: Journal of Peace Psychology

GSS-356: EDUCATIONAL PSYCHOLOGY

Historically, the field of educational psychology gained form from a series of learning theories, including behaviorism, social cognitive theory, information processing, cognitive learning processes, theories of motivation, and social and cognitive constructivism. This course provides an overview of learning, motivational, and developmental theories with a focus on their application to the field of education.

Objectives

The objectives of this course are:

- ✓ To compare and contrast the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
- ✓ To facilitate application of theories of learning and concepts in interpreting instruction.

Learning Outcomes

The course enables the student to

- ✓ Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education.
- ✓ Discuss the role of the educator in student motivation and learning.

Unit I

Current Perspectives in Educational Psychology – Cognitive Contributions to Learning, Development and Instruction; Instructional, Interpersonal and Relational Processes; Curriculum Applications; Exceptional Learner Programs and Students.

Unit II

Relationships between teachers and children – Developmental Systems Theory; Conceptual Model of Child-Teacher relationships; Dimensions, typologies and developmental change in child-teacher relationships; Issues in Prevention-oriented applications involving child-teacher relationships.

Unit III

Computers, the Internet and New Media for Learning – Beginnings of Computer Aided Instruction; Cognitive Science and Research on Artificial Intelligence; The Role of Technology in Learning; Exemplary Learning Systems; Learning, thinking, attitudes and Distributed Cognition.

Unit IV

Learning Disabilities – IQ-Achievement Discrepancy; Specificity; Subtyping Models; Types of Learning Disabilities; Assessment of Learning Disabilities; Remediation and Accommodation.

Unit V

Future Perspectives in Educational Psychology – Theoretical Advances; Research Implications; Practice Initiatives; the future of educational psychology.

Textbook

Reynolds, W.M. & Miller, G.E. (Eds.). (2003). *Handbook of Psychology Volume 7: Educational Psychology*. New Jersey: John Wiley & Sons.

Reference Books

Ormrod, J.E. (2015). *Essentials of Educational Psychology*. New Jersey: Pearson.

Pathak, R.P. (2012). *Educational Psychology*. New Delhi: Pearson.

Woolfolk, A.E. Winne, P.H. & Perry, N.E. (2006). *Educational Psychology*. Toronto: Pearson.

Raghunathan, V. (2010), *Don't Sprint the Marathon*. New Delhi: Harper Collins

Journals

Contemporary Educational Psychology

International Journal of Educational Psychology

Journal of Educational Psychology

GSS-358: SOCIOLOGY OF CHANGE AND DEVELOPMENT

This course discusses theories, dimensions, sources and impact of social change and development, with specific reference to the Indian experience and explores the concerns and challenges of developmental changes occurring in the present context.

Objectives

The objectives of this course are:

- ✓ To facilitate familiarity with the concepts of change and development with specific reference to social change in India.
- ✓ To enable an understanding of the various theoretical approaches of development.

Learning Outcomes

The course enables the student to

- ✓ Identify factors of social change and development.
- ✓ Analyze the various processes and strategies of development.

Unit I

Understanding Change and Development - Concepts of Change, Progress, Growth, Modernization and Development; Development Indices. Historical location of the idea of development: End of colonialism; rise of nationalism in the Third World societies and the desire for development.

Unit II

Factors of Social Change - Cultural, Demographic, Economic, Political, Religious, Technological; Theories of Social Change - Evolutionary, Functional, Linear, Cyclic, Bio-tech and Info-tech; Paths of Development - Capitalist, Socialist, Mixed Economy.

Unit III

Theoretical Approaches - Modernization Theory - Walt Whitman Rostow, Daniel Lerner; Dependency Theory - A.G. Frank, Samir Amin; Mahatma Gandhi and Schumacher on Alternative Development Model; Frankfurt School - Jurgen Habermans; Epistemological Critiques of Development.

Unit IV

Process and Strategies of change and development – Agencies of development – state, market, NGOs; Planning and Development – changing development initiatives and state policies of protective discrimination and inclusive growth; Liberalization, privatization and globalization – the information and biotechnology revolutions; Social movements – types, components and dynamics; grass roots initiatives for planning and development.

Unit V

Development in India: Concerns and Challenges – Failure of Modernization Model- food crisis, environmental crisis, economic and debt crisis; Issues of Displacement, development and upsurge of ethnicity; Disparities in development – regional and religious; development and the marginalized – Class, Caste, Tribe and Gender; the need for social auditing.

Textbook

Harrison, D. (1989). *The Sociology of Modernization and Development*. New Delhi: Sage.

Reference Books

Dreze, J. & Sen, A. (1996). *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.

Haq, M. (1991). *Reflections on Human Development*. New Delhi: Oxford University Press.

Srinivas, M.N. (1966). *Social Change in Modern India*. Berkley: University of Berkley.

Webster, A. (1984). *Introduction to the Sociology of Development*. London: McMillan.

GSS-360: URBAN SOCIOLOGY

Towns and cities are social laboratories in which a number of features of society can be studied more closely. Urbanization can serve as an illustration of change in any society. A study of the social organization in urban living can help understand the social structure of a society.

Objectives

The objectives of this course are:

- ✓ To provide an overview of urban sociological theories and their application with reference to modern trends in urbanization.
- ✓ To facilitate an insight into urban ecology and its impact on urban social issues.

Learning Outcomes

The course enables the student to

- ✓ Define urban spaces and identify factors in the growth of urbanization.
- ✓ Apply urban sociological theories to conceptualize urban issues and problems.

Unit I

Cities – Definition of a city, urban locality, urban place and urban agglomeration; Trends of Urbanization; Growth of Urban Population in India; Location of Cities; Causes of Growth of Cities; the process of urban development.

Unit II

Urban Sociological Theories – Marx and Engels; Tonnies; George Simmel; Max Weber; Redfield; Louis Wirth; Central Place Location Theory; Sector Theory of Urban Growth; Rural-Urban Differences; Urban Renewal.

Unit III

Urban Ecology – Elements of Ecological System; The socio-psychological elements; Problems of rapid urban growth; Features of Urbanism; Demographic features of an urban community; Human ecology; Ecological elements in cities.

Unit IV

The Urban Family – Functions; Problems of modern family; Factors responsible for the Instability of Urban family; Parents and children; Care of the aged; marital status.

Unit V

Urban Social Problems – Conspicuous Consumption and Health Issues; Causes of Urban Problems; Degeneration; Mal-adjustments; Corruption; Over urbanization; Push back factors in migration; Urban unemployment; Crime; Poverty; Transport and traffic; housing and slums; Urban exploitation.

Textbook

Jayapalan, N. (2002). *Urban Sociology*. New Delhi: Atlantic Publishers.

Reference Books

Abrahamson, M. (2013). *Urban Sociology: A Global Introduction*. Cambridge: Cambridge University Press.

Patnaik, S.K. (2009). *Globalization and Urban Sociology*. Neha Publishers.

Rao, M.S.A. (1992). *Urban Sociology in India*. New Delhi: Orient Blackswan.

Graph, J. D. & Wann, D. (2014) *Affluenza*. Oakland: Berrett-Koehler.

Journals

International Journal of Urban and Regional Research

Journal of Urban Affairs

Urban Studies