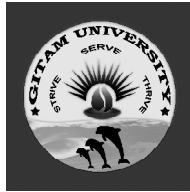


**GANDHI INSTITUTE OF TECHNOLOGY AND
MANAGEMENT
(GITAM)**

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

VISAKHAPATNAM * 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 2016-2017**

Website : **www.gitam.edu**

2016

Bachelor of Arts
Program Code: HPUHS
REGULATIONS
(w.e.f. 2015-16 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

The Program Consists of

- i) Foundation Courses (compulsory) which give general exposure to a Student in communication and subject related area.
- ii) Core Courses (compulsory).
- iii) Discipline centric electives which
 - a) are supportive to the discipline
 - b) give expanded scope of the subject
 - c) give inter disciplinary exposure
 - d) Nurture the student skills

} Intra
Departmental
Electives

} Intra
Departmental
Electives

- iv) Open 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	No. of courses offered	Total Credits offered	Percentage
Foundation Courses	14	38 Credits	26
Core courses	14	40 Credits	27
Elective Courses	24	68 Credits	47
Total.....	52	146 Credits	100

NOTE:

A minimum of 112 Credits out of 146 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

SEMESTER - I

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS-101	Foundation: Skill Based	English	2	40	60	100
2	GSS -103	Foundation	Basics of Economics	3	40	60	100
3	GSS -105	Foundation	Problems of philosophy	3	40	60	100
4	GSS -107	Foundation	Introduction to Political Science	3	40	60	100
5	GSS -109	Foundation	Foundations of Psychology	3	40	60	100
6	GSS -111	Foundation	Introduction to Sociology	3	40	60	100
7	GSS -113	Foundation: Man-making	Environmental Studies	2	40	60	100
		TOTAL...		19			700

SEMESTER - II

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS -102 GSS-104 GSS-106	Foundation Skill Based	Hindi Telugu Sanskrit	2	40	60	100
2	GSS -108	Foundation	Micro- and Macro economics	3	40	60	100
3	GSS -110	Foundation	Outlines of Indian Philosophy	3	40	60	100
4	GSS -112	Foundation	Principles of Public Administration	3	40	60	100
5	GSS -114	Foundation	Outlines of Indian Psychology	3	40	60	100
6	GSS -116	Foundation	Foundations of Social Thought	3	40	60	100
7	GSS -118	Foundation: Man-making	Gandhi: My Life is My Message	2	40	60	100
		TOTAL...		19			700

SEMESTER - III

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS -201	Core	Indian Heritage and Culture	2	40	60	100
2	GSS -203	Core	Indian Economy 1	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	Psychological Measurement of Individual Differences	3	40	60	100
6	GSS -211	Core	Society in India : structure and change	3	40	60	100
7	GSS -213	Core	M.K. Gandhi's thought and practices	2	40	60	100
		TOTAL...		19			700

SEMESTER - IV

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS-242 GSS-244	Open Elective	Geography of India Corporate Social Responsibility and Trusteeship	2	40	60	100
2	GSS -202	Core	Indian Economy 2	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	Social psychology	3	40	60	100
6	GSS -210	Core	Indian Society: Issues & Problems	3	40	60	100
7	GSS -246 GSS-248	Open Elective	Indian National Movement Gender Issues	2	40	60	100
		TOTAL...		19			700

SEMESTER - V

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS-301	Core	Glimpses of World History	3	40	60	100
2	GSS-341	Discipline Centric Elective	Environmental Economics	3	40	60	100
	GSS-343	Rural Development					
3	GSS-345	Discipline Centric Elective	Introduction to Ethics	3	40	60	100
	GSS-347	Theories of Knowledge					
4	GSS-349	Discipline Centric Elective	Comparative Administration	3	40	60	100
	GSS-351	International Relations					
5	GSS-353	Discipline Centric Elective	Developmental Psychology	3	40	60	100
	GSS-355	Mental Health in General Care					
6	GSS-357	Discipline Centric Elective	Rights and Duties	3	40	60	100
		TOTAL...		18			700

SEMESTER - VI

S. No.	Course Code	Course Category	Courses	Credits	Marks		
					CA	TEE	Total
1	GSS-302	Core	Research Methods and Statistics for Social Sciences	3			100
2	GSS-342 GSS-344	Discipline Centric Elective	Welfare Economics Public Finance	3	40	60	100
3	GSS-346 GSS-348	Discipline Centric Elective	Teachings and Practices of World Religions Philosophy of Science	3	40	60	100
4	GSS-350 GSS-352	Discipline Centric Elective	Urban Public Administration Personnel and Industrial Relations	3	40	60	100
5	GSS-354 GSS-356	Discipline Centric Elective	Psychology of Peace and Conflict Resolution Educational Psychology	3	40	60	100
6	GSS-358 GSS-360	Discipline Centric Elective	Sociology of change & Development Urban Sociology	3	40	60	100
			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. 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 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.

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/ raining/Assignments/ mini projects
		60	Semester-end Examination	The semester-end examination in theory subjects: 60 marks.
	Total	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 ten days 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 fifteen days of the announcement of the result.
- 9.3.1 A Student who has secured 'F' Grade in any theory course / Practical of any semester shall have to reappear for the semester end examination of that course.

10.0 SPECIAL EXAMINATION

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.

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:

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

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	≥ 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 classroom 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 Examination

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

INTRODUCTION

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

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

LEARNING OUTCOMES

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

- 1) Employ basic English L,S,R,W skills more effectively in day-to-day life
- 2) Apply various techniques for effective comprehension of varied texts
- 3) 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.

SYLLABUS

UNIT-I:

Poetry

1. Father Returning Home - Dilip Chitre
2. One Day I Wrote Her Name - Edward Spenser
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. After Twenty Years - O'Henry
2. Selvi - R K Narayan
3. Snapshot of a Dog - James Thurber

UNIT-IV:

Literature and Globalization

1. Fighting Indiscriminate Globalization - Vandana Siva
2. Riches - RamachandraGuha
3. In Celebration of being alive - Christian Barnard

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.

TEXT BOOK

1. Material compiled from Standard Books

REFERENCE BOOKS

1. Head, Dominic (Ed.) (2006). The Cambridge Guide to Literature in English. Cambridge University Press
2. Gunter, Gerngross and Herbert Puchta (2013). Playway to English. Cambridge University Press.
3. Carter, Christine Evans (2014). Mindscapes: Critical Reading Skills and Strategies. Wadsworth: Cengage Learning.
4. Oxford Advanced Learner's Dictionary, 8th Edition, 2014.

GSS-103: BASICS OF ECONOMICS

INTRODUCTION

This course provides an exposure to the economic context of business and the manner in which competition, economic policy and financial markets can influence an organization. It also introduces the concept of price determination and its role in profit maximization.

OBJECTIVES

The objectives of the course on Basics of Economics are:

- 1) Introduce the concepts of economics to provide an understanding of economic activity in general.
- 2) Provide an understanding of the relevance of economic activity to an organizations decisions.

LEARNING OUTCOMES

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

- 1) Explain the factors affecting production
- 2) Illustrate the factors influencing national income
- 3) Analyze economic policy and its consequences on a nation's economy.

Unit I

Basic Concepts - The fundamentals of economics and economic organizations; Utility, wealth, production, capital; Central Problems of an Economy; Production Possibility Curve; Theory of Demand; Equilibrium; Theory of Production; Cost of Production.

Unit II

Forms of Market - Monopoly, perfect competition, monopolistic competition, oligopoly, duopoly; Pricing strategies in various markets.

Unit III

National Income - Gross National Product; Net National Product; Measurement of National Income; Economic Growth and Fluctuations; Consumptions, Savings and Investment.

Unit IV

Money - Definition and functions of money; Quantity theory of money; Inflation and effect of inflation on production and distribution of wealth; Control of Inflation; Money Supply; Liquidity Preference and Managerial Efficiency; Rate of interest and investment.

Unit V

Banking, Stock market and Insurance - Definitions; Functions and Utility of Banking; Principles of Commercial Banking; Multiple Credit Creation; Functions of Central Bank; Measures of credit control and Money Market; National and International Financial Institutions. Stock Markets - Meaning, functions and importance; Primary and Secondary markets; Concepts of shares and debentures; Insurance - Types.

Textbook

- 1) Stockman, A. (1999). Introduction to Economics. Oak Brook: Dryden Press.

References

1. Frank, R. & Bernanke, B. (2012). Principles of Economics. New York: McGraw-Hill.
2. Lipsey, R.G. & Chrystal, K.A. (2007). Economics. Oxford: Oxford University Press.
3. Mankiw, G. (2007). Economics: Principles and Applications. Boston: Cengage.

Journals

1. Journal of Economics
2. Journal of Economics and Business
3. The Indian Journal of Economics

GSS-105: PROBLEMS OF PHILOSOPHY

INTRODUCTION

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

- 1) 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

1. Harold, H.T. , Marilyn, S.S. & Richard, T.N. (1995). Living Issues in Philosophy. London: Oxford University Press.
2. Patrick, G.T.W. (1935). Introduction to Philosophy. Boston: Houghton Mifflin Co.
3. Durant, W. (1999). The Pleasures of Philosophy. New York: Touchstone.

Reference Books

1. Hospers, J. (1971). An Introduction to Philosophical Analysis. Bombay: Allied Publishers.
2. Ewing, A.C. (1951). The Fundamental Questions of Philosophy. London: Rutledge.
3. Russell, B. (1912). Problems of Philosophy. Oxford: Oxford University Press.

Journals

1. Journal of Indian Philosophy
2. Journal of Indian Council of Philosophical Research
3. Indian Philosophical Quarterly

GSS-107: INTRODUCTION TO POLITICAL SCIENCE

INTRODUCTION

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

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

LEARNING OUTCOMES

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

- 1) Explain the basic ideas and concepts of political science
- 2) 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

- 1) Readings compiled from standard texts to be provided to students.

References

1. Andrew, H. (2013). Politics. 4th Edition. New York: Palgrave Foundation.
2. Bhargava R. & Acharya, A (2008). Political Theory: An Introduction. New Delhi: Pearson Longman.
3. Pylee, M.V. (2011). India's Constitution. New Delhi: S. Chand and Co. Ltd.
4. Johari J.C. (2010). Indian Political System. New Delhi: Anmol Publications.

Journals

1. Economic and Political Weekly
2. Political Science Quarterly
3. Studies in Indian Politics

GSS-109: FOUNDATIONS OF PSYCHOLOGY

INTRODUCTION

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

- 1) After this course, students will be able to understand about the history, origin of psychology, its different branches and their applied aspects.
- 2) Describe the basic theories, principles, and concepts of psychology as they relate to behaviors and mental processes.
- 3) 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; plasticity of 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; Emotional Competence and Related Issues.

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, Recent Trends.

Textbook

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

References

1. Baron, R. & Misra. G. (2013). Psychology. New Delhi : Pearson.
2. Chadha N.K. and Seth S. (eds) (2013) The Psychological Realm. New Delhi : Pinnacle Learning
3. Mishra G. (Ed.). (2011) Psychology in India, vol.1, ICSSR Survey of Advances in Research. New Delhi: Pearson Education.
4. Mishra B.K. (2013) Psychology: The Study of Human Behaviour. New Delhi: PHI learning Pvt. Ltd.

5. Eysenck, M.W. and Keane M.T. (2007) *Cognitive Psychology: A Student's Handbook*. 5th Ed. Hove [u.a.]: Psychology Press.
6. Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill
7. Robinson-Riegler, B. & Robinson-Riegler, L. (2008) *Cognitive Psychology: Applying the Science of the mind*. Pearson Education.
8. Srinivasan, N., Gupta, A. K., & Pandey, J., Vol.1 (2008). *Advances in cognitive science*. New Delhi: Sage Publications.
8. Solso(2009) *Cognitive psychology*. New Delhi: Pearson Publications.
9. Sternberg, R. J. (2010). *Cognitive Psychology*. New York: Cengage Learning

Journals

1. Journal of Applied Behavior Analysis
2. American Journal of Psychology
3. The Journal of Psychology

GSS-111: INTRODUCTION TO SOCIOLOGY

INTRODUCTION

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

- 1) To be able to identify sociological institutions
- 2) To develop an understanding of the relationship between individual and the society
- 3) 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 - Relation between individual and society-social Interaction

Elements of Social structure - Role-Status-Norms-Culture-Values-Power - Social control- Authority

Unit IV

Social Stratification and Mobility - Meaning - Forms-Theories

Unit V

Social change - Evolution-Revolution and Factors for social change

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

Textbook

- 1) Harry, J. (1995). *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
- 2) Bottomore, T.B. (1965). *Sociology: A Guide to Problems and Literature*. New York: Routledge.
- 3) Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice-Hall of India.

References

1. Lazarsfeld, P.F., Sewell, W.H. & Wilensky, H.L. (1967). *Uses of Sociology*. New York: Basic Books.
2. Haralambos, M. & Heald, R.M. (2006). *Sociology: Themes and Perspectives*. London: Harper Collins.
3. Berger, P. (1966). *An Invitation to Sociology - A Humanist Perspective*. Harmondsworth: Penguin.

Journals

1. The SocJournal
2. Journal of Sociology
3. International Journal of Sociology and Anthropology

GSS-113: ENVIRONMENTAL STUDIES

INTRODUCTION

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:

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

Unit I

Natural Resources - Forest Resources, Water Resources, Mineral Resources, Food Resources, Energy Resources and Land Resources; Role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles.

Unit II

Ecosystems - Structure and function; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological Succession; Food Chains, Food Webs and Ecological Pyramids; Characteristic features of Forest Ecosystem, Grassland ecosystem, Desert Ecosystem, Aquatic ecosystems.

Unit III

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; Conservation of biodiversity. Elements of Social structure - Role-Status-Norms-Culture-Values-Power - Social control- Authority

Unit IV

Environmental Pollution - Causes, effects and control measures; Solid Waste Management; Role of an individual in prevention of pollution; Disasters.

Unit V

Social Issues and the Environment - Sustainable Development; Urban Energy Problems, Water Conservation; Resettlement and Rehabilitation; Wasteland Reclamation; Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

Textbook

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

References

1. Moorthy, B.K. (2007). Environmental Management. New Delhi: Prentice-Hall of India.
2. Basak, A. (2009). Environmental Studies. New Delhi: Pearson.

Journals

1. Indian Journal of Environmental Protection
2. Journal of Environmental Research and Development

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.

POETRY :

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	Raghoh Audaryam From Raghuvamsa 5 th Canto 1 – 35 Slokas

PROSE :

Lesson No. 4	Mitrasampratih From Pancatantra – Ist Story (Abridged)
Lesson No. 5	Modern prose Chikrodakatha Andhra Kavya Kathah 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, Vadhuo, 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

I st Conjugations	- Bhoo, Gam, Shtha, DrhsLabh, Mud
II nd Conjugation	- As ()
III rd Conjugation	- Yudh
IV th Conjugation	- Ish
VIII th Conjugation	- Likh, Kri ()
IX th Conjugation	- Kreen ()
X th Conjugation	- Kath, Bhash, Ram, Vand

GSS-108: MICRO AND MACRO ECONOMICS

INTRODUCTION

In the present context of Liberalization, Privatization and Globalization an integrated understanding of economic theories along with macroeconomic variables is indispensable. This course attempts to sensitize the students to an integrated understanding of micro macroeconomic theories and policies.

Objectives

The objectives of this course are to:

- Introduce micro- and macro-economy in terms of analytical tools
- Create a context for the understanding of the functioning of economies
- Introduces the students to various theoretical issues related to an open economy

Learning Outcomes:

Students who takes course would be able to:

- Understand the causes and consequences of business cycles
- Understand factors that contribute to and detract from long-term economic growth
- Apply economic reasoning to understand the operation of an economy
- Understand employment structure and consequences

Unit I

Nature, Definition and scope of Economics – Methodology in Economics – Micro and Macro, Static and Dynamic, Normative and Positive – Indicatives and Deductive Analysis – Partial and General Equilibrium – Choice as an economic problem.

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, Demand forecasting – Meaning and factors influencing demand forecasting – Consumer surplus – Engel curve. Marshallian and Walrasian Approaches to Price determination.

Unit III

Theories of Employment - Classical theory of employment – Say's law of markets – Keynesian theory of employment – Consumption function – APC, MPC, factors influencing consumption function – Investment function – MEC and Rate and Rate of Interest and the concept of Multiplier – Accelerator – Applicability of the Keynesian theory to the developing countries.

Unit IV

Marginal productivity theory of distribution – Theories of wage determination – Wages and collective bargaining: Minimum Wage – Rent – Scarcity rent, Differential rent – Quasi rent. Interest – Classical, Neo-Classical and Keynesian theories – Profit – Dynamic, Innovations, Risk and Uncertainty theories.

Unit V

Modern Welfare Criteria: Parito Hicks & Scitovsky, Arrow's Impossibility Theorem, A.K. Sen's Social Welfare Function.

Textbook

1. Samuelson, P.A. & Nordhaus, W.D. (2005). Economics. New Delhi: Tata McGraw-Hill.

Reference Books

1. Ackley, G. (1978). Macro Economics: Theory and Practice. London: Collier Macmillan.
2. Levacic, R., & B Mann, A. (1982). Macro Economics-An Introduction to Keynesian-Neoclassical Controversies. London: Macmillan.
3. Shapiro, E. (1999). Macro Economic Analysis. Greater Noida: Galgotia Publications.
4. Dornbusch, F. & Startz, R. (2010). Macroeconomics. Columbus: McGraw Hill.
5. Seth, M.L. (2006). Macro Economics. Jaipur: Lakshmi Narayana Agarwal.
6. Sundaram, K.P.M. (2006). Money, Banking and International Trade. New Delhi: Sultan Chand.
7. Mishra, M.N. & Mishra, S.B. (2007). Insurance Principles and Practice. New Delhi: Sultan Chand.

8. Pathak, B.V. (2008). The Indian Financial System, Market, Institutions and Services. New Delhi: Pearson.

Journals

1. Journal of Macroeconomics
2. Macroeconomic Dynamics
3. The Indian Journal of Economics

GSS-110: OUTLINES OF INDIAN PHILOSOPHY

INTRODUCTION:

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

1. 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 (pratiyasamutpada) – 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

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

Reference Books

1. Chatterjee, S. & Datta, D.M. (1984). An Introduction to Indian Philosophy. Calcutta: University of Calcutta.
2. Dasgupta, S.N. (1922 & 1923). History of Indian Philosophy Vol. I (1922) & Vol. II (1923), London: Cambridge Publications.
3. Sharma, C.D. (1976). A Critical Survey of Indian Philosophy. Delhi: Motilal Banarsidas.

Journals

1. Journal of Indian Philosophy
2. Indian Philosophical Quarterly
3. Journal of Indian Council of Philosophical Research

GS-112: PRINCIPLES OF PUBLIC ADMINISTRATION

INTRODUCTION:

Public Administration is the implementation of government policy. As an academic discipline, Public Administration studies the organization and implementation of government policies and programmes, as well as the behaviour of officials responsible for administering state policies. It thus prepares civil servants for working in the public service. This is an introductory paper trying to expose students to the fundamental concepts and practices in Public Administration. An attempt has also been made to orient students about the Indian Public Administration scenario.

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; Challenges of liberalization, Privatisation, Globalisation; Good Governance: concept and application; New Public Management.

Unit II

Administrative Thought - Scientific Management and Scientific Management movement; Classical Theory; Weber's bureaucratic model – its critique and post-Weberian Developments; 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).

Administrative Behaviour - Process and techniques of decision-making; Communication; Morale; Motivation Theories – content, process and contemporary; Theories of Leadership: Traditional and Modern.

Unit III

Administrative Organisations - Theories – systems, contingency; Structure and forms: 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.

Administrative Law: Meaning, scope and significance; Dacey on Administrative law; Delegated legislation; Administrative Tribunals.

Unit V

Introduction to Public Administration: Evolution of Indian Administration - Kautilya's Arthashastra; Mughal administration; Legacy of British rule in politics and administration - Indianization of public services, revenue administration, district administration, local self-government.

Introduction to Public Administration: Philosophical and Constitutional framework of government - Salient features and value premises; Constitutionalism; Political culture; Bureaucracy and democracy; Bureaucracy and development.

Introduction to Public Administration: Significant issues in Indian Administration - Values in public service; Regulatory Commissions; National Human Rights Commission; Problems of administration in coalition regimes; Citizen-administration interface; Corruption and administration; Disaster management.

Textbook

1. Bhattacharya, M. (2009). New Horizons of Public Administration. New Delhi: Jawahar Publications.
2. Sarkar, S. (2010). Public Administration in India. New Delhi: Prentice Hall of India.

Reference Books

1. Henry, N. (2012). *Public Administration and Public Affairs*. New York: Routledge.
2. Prasad, D.R., Prasad, V.S. & Satyanarayana, P. (2009). *Administrative Thinkers*. New Delhi: Sterling.
3. Robbins, S.P. & Judge, T.A. Campbell, T.T. (2010). *Organizational Behaviour*. Upper Saddle River: Financial Times Prentice Hall.
4. Cane, P. (2011). *Administrative Law*. Oxford: Oxford University Press.
5. Basu, D.D. (2013). *An Introduction to the Constitution of India*. Gurgaon: LexisNexis.

Journals

1. *Indian Journal of Public Administration*
2. *Journal of Public Administration and Policy Research*

GSS-114: OUTLINES OF INDIAN PSYCHOLOGY

INTRODUCTION

This course provides an overview of important philosophical traditions and different systems of psychology in India. Indian Philosophical and psychological concepts are essential to understand the roots of Indian Psychology and their application in contemporary times.

Objectives

- To provide an overview of the Indian philosophical traditions as they apply to psychology.
- To review the major systems and theories of psychology from the Indian perspective.

Learning Outcomes

After this course, students will be able to

- 1) Gain clear idea about application of some important philosophical concepts such as body-mind problem, causality, beliefs, science etc.
- 2) Understand the roots of western and Indian philosophical traditions as applicable to psychological functioning.
- 3) Demonstrate an understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings from an Indian perspective.

Unit I

Introduction to Indian Psychology – Assumptions; Scope and substance; Methods of Study; Psychological thought in Ancient India; Origins of Sruti and Smriti; Models in Indian Thought.

Unit II

Jaina Psychology; The Foundations of Early Buddhist Psychology; Varieties of Cognition in Early Buddhism; Consciousness Evolution of the Buddha; Buddhist theory of unconscious mind; Indian Buddhist theories of persons.

Unit III

Transpersonal Psychology in the Bhagvad Gita – Reflections on Consciousness, meditation, work and love; The Model of Anchoring Cognition, Emotion and Behavior in Desire.

Unit IV

Yoga Psychology: Theory and Application – Patanjali Yoga and Siddhis; Yoga Psychology and the Samkhya Metaphysic. Therapeutic Psychology and Indian Yoga.

Unit V

Psychology in the Advaita Vedanta; The Nyaya-Vaisesika Theory of Perceiving the World; Psychological theories and practices in Ayurveda.

Textbook

1. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press.

Reference Books

1. Sinha, J. (1958). Indian Psychology. Vols. I, II & III. Delhi: Motilal Banarasidas.
2. Cornelissen, R.M., Mishra, G. & Varma, S. (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson.
3. Lawson, R.B. , Graham, J.E. & Baker, K.M. (2007). A History of Psychology: Globalization, Ideas and Applications. Upper Saddle River: Pearson Prentice Hall.
4. Leahey, T.H. (2007). A History of Psychology: Main Currents in Psychological Thought. Harlow: Prentice Hall.
5. Radhakrishnan, S. (1973). Bhagavad Gita. Bel Air: Harper & Row.

Journals

1. Consciousness and Cognition
2. Current Opinion in Psychology

GSS-116: FOUNDATIONS OF SOCIAL THOUGHT

INTRODUCTION:

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:

- 1) Trace the origin of sociological thought from philosophical thought.
- 2) Discuss the historical and political influences on sociology.
- 3) 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.

Unit III

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

1. Singh, Y. (1986). Indian Sociology. New Delhi: Vistar Publications.
2. Ritzier, G. (1996). Sociological Theory. New Delhi: Tata-McGraw Hill.
3. Barnes, H.E. (1959). Introduction to the History of Sociology. Chicago: Chicago University Press.
4. Coser, L. (1979). Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.

Reference Books

1. Singh, Y. (2004). Ideology and Theory in Indian Society. Jaipur: Rawat.
2. Zellin, I. (1998). Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat.

Journals

1. Journal of Economic and Social Thought
2. Studies in Social and Political Thought

GSS-118: GANDHI: MY LIFE IS MY MESSAGE

This course involves a study of two books:

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

Fischer, L. (1997). *The Life of Mahatma Gandhi*. London: Harper Collins.

GSS-201: INDIAN HERITAGE AND CULTURE

INTRODUCTION

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

Natural Heritage of India – Mountain Ranges; Plateaus and Plains, Forests, Rivers Systems and other Wetlands; Bio-diversity; Geo-heritage.

Textbook

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

Reference Books

1. Basham, A.L. (1954). The Wonder That Was India. Volume 1. London: Sidgwick & Jackson.
2. Rizvi, S.A.A. (1987). The Wonder That Was India. Volume 2. London: Sidgwick & Jackson.
3. Bose, N.K. (1967). Culture and Society in India. New Delhi: Asia Publishing House.
4. De Barry, T. (1957, 1964) Sources of Indian Tradition. Volumes 1 & 2. New York: Columbia University Press.

Journals

1. Journal of Indian History and Culture
2. Indian Horizons

GSS-203: INDIAN ECONOMY-I

INTRODUCTION

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:

- 1) Identify the structural composition of the Indian economy
- 2) Trace the evolution of the economy through Five Year Plans
- 3) Illustrate economic problems associated with the demographic patterns in the country

Unit I

The structure of Indian Economy – its sectoral composition, rural urban dimension –India's per capita income – relative position relation to developed and underdeveloped economies.

Features and Causes of Underdevelopment of the Indian Economy

Unit II

National Income of India: Trend, Estimation and Distribution.

Unit III

Demography - The trends and pattern of population growth –age distribution – demographic rates and population projection.

The nature of population problem in India and government policies related to population.

Unit IV

Dualism, in the Indian Economy - Poverty Line-Poverty Eradication Programmes in India.

Unit V

Indian Planning - Background for Indian Planning and Planning process and institutions

Objectives, achievements and failures of India's Five-year Plans.

Textbook

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

Reference Books

1. Misra, S.K. & Puri, V.K. (2010). Indian Economy. Mumbai: Himalaya Publishing Co.
2. Agarwal, A.N. (2015). Indian Economy: Problems of Development and Planning. Delhi: New Age International.
3. Gupta, S.B. (1979). Monetary Planning for India. Delhi: Oxford University Press.

Journals

1. The Indian Economic Journal
2. Indian Economic Review
3. The Journal of Social and Economic Development

GSS-205: OUTLINES OF WESTERN PHILOSOPHY

INTRODUCTION

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

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

Reference Books

1. Durant, W. (1991). *The Story of Philosophy*. New York: Pocket Books.
2. Mayer, F. (1966). *A History of Modern Philosophy*. New Delhi: Eurasia Publishing House.
3. Russell, B. (1945). *History of Modern Philosophy*. New York: Simon & Schuster.
4. Stumpf, S.E. (1982). *Socrates to Sartre: A History of Philosophy*. New York: McGraw-Hill.

Journals

1. *Journal of the History of Philosophy*
2. *Philosophy East and West*

GSS-207: INDIAN CONSTITUTION

INTRODUCTION

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:

- 1) Comprehend the Basic Structure of the Constitution
- 2) 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 Rights; Origin of the Fundamental Rights; Review on Right to Property; 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; Due Process of Law; Procedure Established by Law; Rule of Law and Administrative Law; Composition and Functions of the Parliament; 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

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

Reference Books

1. Basu, D.D. (2015). Introduction to the Constitution of India. Delhi: LexisNexis.
2. Bhansali, S. R. (2015). Textbook on the Constitution of India. Delhi: Universal Law Publishing.
3. Sen, S. (2011). The Constitution of India. New Delhi: Oxford University Press.

Journals

1. Indian Journal of Constitutional Law
2. The International Journal of Human Rights and Constitutional Studies

GSS-209: PSYCHOLOGICAL MEASUREMENT OF INDIVIDUAL DIFFERENCES

INTRODUCTION:

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 - Psychological principles underlying effective teaching-learning process ; 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

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

Reference Books

1. Gregory, R.J. (2006). Psychological Testing: History, Principles and Applications. New Delhi: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications and Issues. Perth: Thomson Wadsworth.
3. Murphy, K.R. & Davidshofer, C.O. (2004). Psychological Testing: Principles & Applications. New Jersey: Prentice Hall.

Journals

1. Psychological Assessment
2. The International Journal of Educational and Psychological Assessment

GSS-211: SOCIETY IN INDIA: STRUCTURE AND CHANGE

INTRODUCTION:

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 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: Problem of minorities – Christians – Muslims – Sikhs.

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

Unit V

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

Textbook

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

Reference Books

1. Coser, L. (1979). Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.
2. Dube, S.C. (1998). Indian Villages. London: Routledge.
3. Singh, Y. (1973). Modernization in India. Delhi: Thomson Press.
4. Srinivas, M.N. (1962). Caste in Modern India. Bombay: Asia Publishing House.
5. Srinivas, M.N. (1967). Social Change in Modern India. Berkeley: University of California Press.
6. Lannoy, R. (1971). The Speaking Tress: A Study of Indian Society and Culture. Delhi: Oxford University Press.

Journals

1. Sociological Bulletin
2. Journal of Sociology and Social Anthropology

GSS-213: M.K. GANDHI'S THOUGHT AND PRACTICES

INTRODUCTION:

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:

- 1) Trace the freedom movement of India and the significant role of Gandhi in it.
- 2) 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 untouchability - Partition of India- independence.

Unit IV

Application of basic philosophy of Gandhi in daily life: eleven vows – constructive programme – sarvadharmā samabhava- sarvodaya.

Unit V

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

Textbook

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

Reference Books

1. Gandhi, M. K. (1948). The Story of My Experiments with Truth. Ahmadabad: Navjivan Publishing House.
2. Gandhi, M K. (1968). Satyagraha in South Africa. Ahmadabad: Navjivan Publishing House.
3. Gandhi, M K. (1941). Constructive Programme. Ahmadabad: Navjivan Publishing House
4. Chandra, B. (2009). History of Modern India. New Delhi: Orient Blackswan.
5. Pandey, J. (1998). Gandhi and 21st Century. New Delhi: Concept.

Journals

1. Gandhimarg
2. GITAM Journal of Gandhian studies

GSS-242: GEOGRAPHY OF INDIA

INTRODUCTION:

This course introduces the geographical context and function of India with an overview of the physical setting and resources and provides a functional understanding of geographical issues including Transportation and location and evolution of industries.

Objectives

The objectives of this course are:

- To provide a familiarity with the geographical context of India.
- To enable a functional knowledge of resource availability in India.
- To provide an overview of the evolution of agriculture, industry, transport and communication in the country.

Learning Outcomes

Students who take this course would be able to:

- Locate India and its regions with reference to its physical setting.
- Understand the context of evolution of agriculture, industry and communication with reference to its geographical setting.

Unit I

Physical Setting: Structure and relief; Drainage system and watersheds; Physiographic regions; Mechanism of Indian monsoons and rainfall patterns, Tropical cyclones and western disturbances; Floods and droughts; Climatic regions; Natural vegetation; Soil types and their distributions.

Unit II

Resources: Land, surface and ground water, energy, minerals, biotic and marine resources; Forest and wild life resources and their conservation; Energy crisis.

Unit III

Agriculture: Infrastructure: irrigation, seeds, fertilizers, power; Cropping pattern, agricultural productivity, agricultural intensity, crop combination, land capability; Agro and social-forestry; Green revolution and its socio- economic and ecological implications; Significance of dry farming; agro-climatic zones; agroecological regions.

Unit IV

Industry: Evolution of industries; Locational factors; Industrial regionalisation; New industrial policies; Multinationals and liberalization; Special Economic Zones; Tourism including eco - tourism.

Unit V

Transport, Communication and Trade: Road, railway, waterway, airway and pipeline networks; Growing importance of ports on national and foreign trade; Export processing zones.

Textbook

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

Reference Books

1. Singh, S. & Saroha, J. (2014). Geography of India. Delhi: Access Publishing.
2. Ahmad, A. (2012). Social Geography of India. Delhi: Neha Publishers.
3. Arunachalam, P. (2013). Geography of India: Physical, Political and Commercial. Delhi: Neha Publishers.

Journals

1. Indian Journal of Geography and Environment
2. Population Geography
3. Indian Geographical Journal

GSS-244: CORPORATE SOCIAL RESPONSIBILITY AND TRUSTEESHIP

INTRODUCTION

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:

- 1) Define CSR and be familiar with the legal framework of CSR.
- 2) Understand the context of CSR within the Gandhian concept of Trusteeship.
- 3) 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

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

Reference Books

1. Agarwal, S.K. (2008). Corporate Social Responsibility in India. New Delhi: Sage.
2. Henningfeld, J. & Pohl, M. (2006). The ICCA Handbook of Corporate Social Responsibility. New York: John Wiley & Sons.
3. Kapoor, A. (1993). Gandhi's Trusteeship: Concept and Relevance. New Delhi: Deep & Deep.
4. Sundar, P. (2013). Business and Community: The Story of Corporate Social Responsibility in India. New Delhi: Sage.

Journals

1. GITAM Journal of Gandhian Studies
2. International Journal of Corporate Social Responsibility
3. Social Responsibility Journal

GSS-202: INDIAN ECONOMY-2

INTRODUCTION:

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 economic activity
- Trace the evolution of the financial economy of the country
- Identify patterns of India's foreign trade.

Unit I

Characteristics of Indian Agriculture: Causes of Low Productivity; Land Reforms: Meaning, importance; Evaluation of the Programmes; New technology and Green Revolution and its effects; Effects of Economic Reforms on Indian Agriculture.

Unit II

Structure of Indian industry -Role of Cottage, Small-scale and Large scale Industries in India's development; problems and strategies of industrial development Economic Development -Problems and Solutions; Industrial Labour; Industrial Finance; Industrial Policy.

Unit III

Financial Markets and Financial system in India; Banking: Role of Indian Commercial Banks - Credit Control Policy of Reserve Bank of India

Unit IV

Indian Public Finance - Central and state budgets; revenue account and capital account; Sources of Revenue of Union and State Governments; direct and indirect tax; major heads of expenditures – plan vs. non-plan expenditures; Union-State Financial Relation – Role of Finance Commission of India.

Unit V

India's Foreign Trade - Importance of foreign trade for Indian Economy; India's Foreign Trade: Change in volume and direction of trade in the post liberalisation period.

Textbook

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

Reference Books

1. Misra, S.K. & Puri, V.K. (2010). Indian Economy. Mumbai: Himalaya Publishing Co.
2. Agarwal, A.N. (2015). Indian Economy: Problems of Development and Planning. Delhi: New Age International.
3. Gupta, S.B. (1979). Monetary Planning for India. Delhi: Oxford University Press.

Journals

1. The Indian Economic Journal
2. Indian Economic Review
3. The Journal of Social and Economic Development

GSS-204: LOGIC AND SCIENTIFIC METHOD

INTRODUCTION

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:

- 1) Identify the subject matter of logic and its applications.
- 2) 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

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

Reference Books

1. Chakraborti, C. (2006). *Logic*. New Delhi: Prentice-Hall of India.
2. Copi, I.M., Cohen, C. & McMahon, K. (2010). *Introduction to Logic*. London: Routledge.
3. Hospers, J. (1990). *An Introduction to Philosophical Analysis*. London: Routledge.
4. Stebbing, L.S. (1950). *A Modern Introduction to Logic*. London: Methuen & Co.

Journals

1. *Journal of Logic and Analysis*
2. *Journal of Applied Logic*
3. *History and Philosophy of Logic*

GSS-206: INDIAN POLITICAL SYSTEM

INTRODUCTION:

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.

Unit V

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

Textbook

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

Reference Books

1. Chakrabarty, B. & Pandey, R.K. (2008). Indian Government and Politics. New Delhi: Sage.
2. Kothari, R. (1970). Politics in India. New Delhi: Orient Longman.
3. Rathod, P.B. (2004). Indian Constitution Government and Political System. Jaipur: ABD.

Journals

1. Journal of Democracy
2. The Indian Journal of Political Science

GSS-208: SOCIAL PSYCHOLOGY

INTRODUCTION:

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:

- 1) Utilize psychological techniques to understand behavior in a social context.
- 2) 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: Interpersonal attraction: Nature and measurement, Pro social behavior, Changing others behavior; Media influences on pro and antisocial behavior.

Helping 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, cooperation, Conformity, Compliance, Obedience and conflict, 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

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

Reference Books

1. Deaux, K. & Wrightsman, L. (2001). *Social Psychology*. Pacific Grove: Cole Publishing.
2. Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage.
3. Myers, D.G. (1996). *Social Psychology*. New York: McGraw Hill.
4. Taylor, S.E. & Sears, D.O. (2006). *Social Psychology*. New Delhi: Pearson.

Journals

1. *The Journal of Social Psychology*
2. *Journal of Experimental Social Psychology*
3. *Social Psychology Quarterly*

GSS-210: Indian Society: Issues and Problems

INTRODUCTION:

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

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

Reference Books

1. Bardhan, P. (1984). *Land, Labour and Rural Poverty*. New Delhi: Oxford University Press.
2. Beteille, A. (1974). *Social Inequality*. New Delhi: Oxford University Press.
3. Beteille, A. (1992). *Backward Classes in Contemporary India*. New Delhi: Oxford University Press.
4. Mehta, S.R. (1997). *Population, Poverty and Sustainable Development*. Jaipur: Rawat Publications.

Journals

1. *Journal of Indian Law and Society*
2. *Economic and Political Weekly*

GSS-246: Indian National Movement

INTRODUCTION:

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:

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

Unit I

The Revolt of 1857

Unit II

National Movement 1905-1918

Unit III

National Movement 1919-1939

Unit IV

National Movement: Towards Independence

Unit V

Partition and the Indian States

Textbook

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

Reference Books

- 1) Chandra, M., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan, S. (1987). India's Struggle for Independence. New Delhi: Penguin.
- 2) Bandyopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Hyderabad: Orient Longman.
- 3) Vajpeyi, A. (2012). Righteous Republic: The Political Foundations of Modern India. Cambridge: Harvard University Press.

Journals

1. Indian Historical Review
2. Journal of History and Social Sciences

GSS-248: GENDER ISSUES

INTRODUCTION:

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 Samridhi Yojana (MSY); Rashtriya Mahila Kosh (RMK); Velugu; Indira Kranthi Patham (IKP).

Textbook

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

References

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

GSS-301: GLIMPSES OF WORLD HISTORY

INTRODUCTION:

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:

- 1) Identify modern ideologies that were prevalent across the world and the consequences of the spread of these ideologies.
- 2) Contextualize global socio-political and economic issues of the world as it is today.
- 3) 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; Colonialism in South and South-East Asia, Latin America and South Africa; Imperialism and free trade; Rise of neo-imperialism.

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.

Textbook

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

Reference Books

1. Lowe, N. (1997). Mastering Modern World History. New Delhi: Macmillan.
2. Nehru, J. (1934). Glimpses of World History. London: Penguin.
3. Roberts, J.M. & Westad, O. A. (2013). The Penguin History of the World. London: Penguin.

Journals

1. Journal of World History
2. World History Connected
3. Journal of Global History

GSS-341: ENVIRONMENTAL ECONOMICS

INTRODUCTION:

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:

- 1) Approach environmental concerns from an economic perspective.
- 2) 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; 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

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

Reference Books

1. Bhattacharya, R.N. (2001). *Environmental Economics – An Indian Perspective*. New Delhi: Oxford University Press.
2. Conrad, J.M. & Clark, C. (1987). *Natural Resource Economics – Notes and Problems*. Cambridge: Cambridge University Press.
3. Dasgupta, P.S. & Heal, G.M. (1979). *Economic Theory and Exhaustible Resources*. Cambridge: Cambridge University Press.
4. Kolstad, C. (2000). *Environmental Economics*. Oxford: Oxford University Press.
5. Singh, K. & Shishodia, A. (2007). *Environmental Economics: Theory and Applications*. New Delhi: Sage.

Journals

1. *Journal of Environmental Economics and Management*
2. *Journal of Environmental Economics and Policy*
3. *Environmental and Resource Economics*

GSS-343: RURAL DEVELOPMENT

INTRODUCTION:

This course focuses on applications of development principles in the rural context. Recent developments and progress of rural development programmes like equity and growth-oriented programmes and natural resources and infrastructure programmes require focus.

Objectives

The objectives of this course are:

- To familiarize the students with concepts and issues of rural development.
- To provide an understanding of the various approaches to resolve challenges of rural development.

Learning Outcomes

This Course enables the student to:

- 1) Approach rural development concerns from a socio-economic perspective.
- 2) Illustrate potential solutions to issues of concern in rural development.

Unit I

Rural Economy of India – Size and Structure; the Characteristics of the Rural Sector; The Role of the Agricultural Subsector; the Role of Non-agricultural Subsector.

Unit II

Measures of Development – Measures of Level of Rural Development; Measures of Income Distribution; Measures of Development Simplified; Concepts and Measures of Rural Poverty.

Unit III

Poverty and Unemployment Eradication Programmes – Current Poverty Scenario and Trends; Rural Employment Scenario; Poverty and Unemployment Alleviation Programmes.

Unit IV

Natural Resources and Infrastructure – Natural Resources Based Programmes; National Agriculture Insurance Scheme; Weather Based Crop Insurance Schemes; Infrastructure Development Programmes.

Unit V

Planning and Financing – Levels and Functions of Planning; Decentralization of Planning; Methodology of Micro-Level Planning; Methodology for Block-and District-Level Planning; Domestic Institutional Sources; The Role of Non-Institutional Agencies; Deficit Financing or Controlled Inflation.

Textbook

1. Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi: Sage.

Reference Books

1. Chaudhary, C.M. (2009). Rural Economics. Jaipur: Sublime Publications.
2. Karla, H., Braverman, S. & Joseph, E. (1993). The Economics of Rural Organization: Theory, Practice and Policy. New York: Oxford University Press.
3. Longkumer, R.S. (2009). Socio Economic Development of Rural India. Delhi: Adhyayan Publishers.

GSS-345: INTRODUCTION TO ETHICS

INTRODUCTION:

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:

- 1) Distinguish between right, duty and responsibility.
- 2) Illustrate classical ethical dilemmas and principles of morality.
- 3) 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

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

Reference Books

1. Durant, W. (1999). *The Pleasures of Philosophy*. New York: Touchstone.
2. Frankena, W. (1973). *Ethics*. New Delhi: Prentice Hall of India.
3. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. Delhi: Motilal Banarasidas.
4. Mahadevan, T.M.P. (1961). *Outlines of Hinduism*. Madras: Madras Law Journal Press.
5. Nadkarni, M. V. (2011). *Ethics of Our Times: Essays in Gandhian Perspective*. New Delhi: Oxford University Press.
6. Satyanarayana, Y.V. (2010). *Ethics: Theory and Practice*. Delhi: Pearson.
7. Tiwari, K. (2007). *Classical Indian Ethical Thought*. Delhi: Motilal Banarasidas.

Journals

1. *The Journal of Ethics*
2. *Ethics: An International Journal of Social, Political and Legal Philosophy*
3. *International Journal of Ethics*

GSS-347: THEORIES OF KNOWLEDGE

INTRODUCTION:

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:

1. Distinguish between different kinds of knowledge.
2. 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

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

Reference Books

1. Dombrowski, E., Rotenberg, L. & Bick, M. (2013). *Theory of Knowledge*. Oxford: Oxford University Press.
2. Kisak, P.F. (2015). *Epistemology: The Philosophical Theory of Knowledge*. Washington: CreateSpace.
3. Popper, K. (2008). *The Two Fundamental Problems of the Theory of Knowledge*. London: Routledge.

Journals

1. *Episteme*
2. *Epistemology and Philosophy of Science*
3. *Social Epistemology: A Journal of Knowledge, Culture and Policy*

GSS-349: COMPARATIVE ADMINISTRATION

INTRODUCTION:

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:

- 1) Identify drivers and of public administration, development and reform.
- 2) 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; Factor Analysis.

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

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

Reference Books

1. Arora, R.K. Comparative Public Administration. New Delhi: Associated Publishing.
2. Chandler, J.A. (2014). Comparative Public Administration. London: Routledge.
3. 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

1. Comparative Public Administration
2. International Review of Administrative Sciences
3. Journal of Comparative Policy Analysis

GSS-351: INTERNATIONAL RELATIONS

INTRODUCTION:

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:

- 1) Critically evaluate theories and approaches to international relations.
- 2) Identify the key actors in international relations.
- 3) 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; 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.

Textbook

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

Reference Books

1. Frieden, J.A., Lake, D.A. & Schultz, K.A. (2010). *World Politics: Interests, Interactions, Institutions*. New York: W.W. Norton.
2. Grieco, J., Ikenberry, G.J. & Mastanduno, M. (2014). *Introduction to International Relations: Enduring Questions and Contemporary Perspectives*. New York: Palgrave Macmillan.
3. Jackson, R. & Sorensen, G (2013). *Introduction to International Relations*. Oxford: Oxford University Press.

Journals

1. *International Relations*
2. *Journal of International Affairs*
3. *Review of International Studies*

GSS-353: DEVELOPMENTAL PSYCHOLOGY

INTRODUCTION:

Developmental psychology is the study of how we change over our lifespan. Physical, intellectual, and emotional growth all contribute to psychological development. People change over their lifetimes, and developmental psychology helps us explore what changes and what stays the same.

Objectives

The objectives of this course are:

- To provide a conceptual foundation of human development through the life span.
- To educate the students about Human development through different perspectives.

Learning Outcomes

This Course enables the student to:

- 1) Illustrate stages in life span development.
- 2) Identify the contexts of development.
- 3) Analyze determinants of development across the various stages.

Unit I

Understanding Life-Span Human Development - How should we think of development; science of life-span development; Human Development: meaning, problems of development, importance of development.

Principles of growth, maturation and development; Developmental stages.

Methods of developmental psychology, longitudinal, cross-sectional, mixed, observation, experimental.

Unit II

Theories of Human Development - Psychoanalytic theory; Erikson's Psychosocial Stages of Development; Learning Theories; Piaget's Cognitive Theories; Attachment theory of Bowlby and Ainsworth, Systems theories of development.

Unit III

Determinants of Development - Physical, Psychological & Social-Cultural; Genetics, Heredity and Environment influences, Individual Differences; Prenatal development: Stages and factors affecting it ; Prenatal development; Prenatal Environment; Perinatal Environment; The neonate: Physical characteristics, reflexes, sensory and motor capacities.

Unit IV

Development in Infancy, Childhood; Adolescence & Adulthood - Physical development & psychomotor development: different stages; Sensory & Perceptual development; Cognitive development; Language and Speech Development; Social and Emotional development; Moral Development and values; Emergence of Self and Personality.

Unit V

Contexts for Development - Gender roles and sexuality development; Family and parenting; Peers; Media; Schooling; Socio-cultural context; Concept of aging, problems of aging; Effects of aging on mental health & well being; Death and dying.

Textbook

1. Papalia, D.E., Olds, S.W. & Feldman, R.D. (2006). Human Development. New Delhi: McGraw Hill.

Reference Books

1. Santrock, J.W. (1999). Lifespan Development. New York: McGraw Hill.
2. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage.
3. Shafer, D. (2009). Developmental Psychology. Belmont: Cengage.
4. Sigelman, C.K. (2008). Human Development. Belmont: Cengage.

Journals

1. Developmental Psychology
2. Journal of Applied Developmental Psychology
3. Journal of Educational and Developmental Psychology

GSS-355: MENTAL HEALTH IN GENERAL CARE

INTRODUCTION:

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

- 1) Identify psychological distress states in the general health setting
- 2) Distinguish between psychotic and non-psychotic disorders
- 3) 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

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

Reference Books

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

Journals

1. International Journal of Mental Health
2. Community Mental Health Journal

GSS-357: RIGHTS AND DUTIES

INTRODUCTION:

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

- 1) Identify basic concepts of rights.
- 2) Distinguish between rights and duties.
- 3) 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

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

Reference Books

1. Dharmadhikari, D.M. (2010). Human Values and Human Rights. New Delhi: Universal Publications.
2. Fishlin, D. & Nandorfy, M. (2007). The Concise Guide to Global Human Rights. Oxford: Oxford University Press.
3. Shaw, M. N. (2008). International Law. Cambridge: Cambridge University Press.

Journals

1. Harvard Law School Human Rights Journal
2. The International Journal of Human Rights and Constitutional Studies
3. Journal of Human Rights

GSS-359: TRIBAL STUDIES

INTRODUCTION:

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

- 1) Identify problems and issues related to the tribes people in India.
- 2) 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; Exploitation; Environmental Degradation; Health and Sanitation.

Unit IV

Tribal Economy – Shifting Cultivation; Deforestation and its impact; tribal craft; 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 Administration; Tribal Sub Plan Strategy; Role of NGOs.

Textbook

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

Reference Books

1. Behera, M.C. & Basar, J. (2010). Interventions and Tribal Development. New Delhi: Serial Publications.
2. Behera, D.K. & Pfeffer, G. (2002). Contemporary Society: Tribal Studies (9 volumes). New Delhi: Concept.
3. Nadim, H. (2001). Tribal India. Delhi: Palaka Prakashan.
4. Vidyarthi, L.P. & Rai, B.K. (1985). The Tribal Culture of India. New Delhi: Concept.

Journals

1. Indian Journal of Dalit and Tribal Studies
2. Journal of Tribal Studies
3. Studies of Tribes and Tribals

GSS-302: RESEARCH METHODS AND STATISTICS FOR SOCIAL SCIENCES

INTRODUCTION:

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

- 1) Apply a range of research methods to investigate research questions of choice.
- 2) 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; Significance – One- and Two- Tailed Tests; Type 1 and Type 2 Errors.

Unit V

Statistical Analysis – ANOVA – Randomized and Repeated; Correlational Analysis – Partial; Multiple; Regression Analysis; Factor Analysis – Assumption; Methods; Rotation and Interpretation; Non Parametric Tests.

Textbook

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

Reference Books

1. Gailmard, S. (2014). *Statistical Modeling and Inference for Social Science*. Cambridge: Cambridge University Press.
2. Hanneman, R., Kposowa, A.J. & Riddle, M.D. (2012). *Basic Statistics for Social Research*. New Jersey: Jossey-Bass.
3. Ruane, J. M. (2004). *Essentials of Research Methods: A Guide to Social Science Research*. Hoboken: Wiley-Blackwell.

Journals

1. *International Journal of Social Research Methodology*
2. *Journal of Research Practice*
3. *Social Science Research*

GSS-342: WELFARE ECONOMICS

INTRODUCTION:

With a focus on the optimal allocation of resources and goods and an integrated discussion relating economic theories to different notions of social justice and historical developments of welfare state this course discusses welfare state theories in terms of equity and efficiency with a special emphasis on Gandhian economics.

Objectives

The objectives of this course are:

- To familiarize the student with the design and efficiency of welfare economic policy instruments.
- To provide an overview of redistribution and efficiency effects of government activities.

Learning Outcomes

The course enables the student to

- 1) Use economic theory to explain economic policy.
- 2) Apply relevant welfare economic analytical methods to empirical cases.

Unit I

Benthamite Approach to Aggregate Welfare; Optimum Resource Allocation and Welfare Maximization; Marshallian Welfare Economics; Consumer's Surplus; Measurement of Consumer's Surplus – Difficulties involved, Criticism.

Unit II

Pareto optimality – Optimum exchange conditions, the production optimum, the consumption optimum; Concept of contract curve; Top level optimum.

Unit III

Divergence between private and social costs; Problems of non-market interdependence; Externalities of production and consumption; External economies and diseconomies; Problem of public goods; Pigovian welfare economics; Second-best optima; Marginal cost pricing; Cost-benefit analysis; Interdependent utilities; Attempts to develop dynamic welfare analysis.

Unit IV

Economic Views of Gandhi - Gandhi's views on Labour and Wealth; Gandhi and concept of Swadeshi.

Unit V

Gandhian Economics - Gandhi on Village Economy; Gandhi and Trusteeship.

Textbook

1. Broadway, R.W. & Bruce, N. (1984). Welfare Economics. Oxford: Basil Blackwell.

Reference Books

1. Baumol, W.J. (1965). Welfare Economics and the Theory of the State. London: Longman.
2. Baumol, W.J. (2001). Welfare Economics. Camberley: Edward Elgar Publishing.
3. Pigou, A.C. (1962). The Economics of Welfare. London: Macmillan.
4. Prasad, N.N.K. (2010). Economic Vision of Mahatma Gandhi. New Delhi: ABD.

Journals

1. European Journal of the History of Economic Thought
2. Journal of Public Economics
3. The Quarterly Journal of Economics

GSS-344: PUBLIC FINANCE

INTRODUCTION:

Public finance issues are central to economic and political discourse worldwide, as one of the primary functions of government is to generate resources from its people to spend money improving the lives of its people. The course will also explore public finance challenges for national governments in coping with the impact of the recent global economic crisis.

Objectives

The objectives of this course are:

- To provide an understanding of the concepts in public finance.
- To engage the students in the formulation, implementation and assessment of public finance policies.

Learning Outcomes

The course enables the student to

- 1) Become informed consumers of public finance data.
- 2) Examine policy options for design and implementation of public finance.

Unit I

The Economic Basis for Government Activity – Individuals and Government; Efficiency, Markets and Government; Externalities and Government Policy; Public Goods; Public Choice and the Political Process.

Unit II

Government Expenditures and Policy – The Budget Process; Cost-Benefit Analysis; Government Subsidies and Income Support for the Poor; Social Security and Social Insurance; Government and Health Care.

Unit III

Financing Government Expenditures – Principles of Taxation; Alternatives to Taxation; Government Enterprise; Government Borrowings.

Unit IV

The New National Public Finance – Blending external and domestic policy demands; Globalization, public spending and social welfare; policy options for addressing long-term fiscal challenges; the role of macro markets.

Unit V

The New International Public Finance – Global Public-Private Partnerships; The growing diversification of financing mechanisms; New Financing Technologies; Grants, Loans and multilateral lending; Special Drawing Rights.

Textbook

1. Hyman, D. N. (2011). Public Finance: A Contemporary Application of Theory to Policy. Mason: Cengage.

Reference Books

1. Chand, S.N. (2008). Public Finance. Mumbai: Atlantic Publishers.
2. Dalton, H. (1997). Principles of Public Finance. Delhi: Allied Publishers.
3. Kaul, I. & Conceicao, P. The New Public Finance: Responding to Global Challenges. New York: Oxford University Press.

Journals

1. International Tax and Public Finance
2. Public Budgeting and Finance
3. Public Finance Review

GSS-346: TEACHINGS AND PRACTICES OF WORLD RELIGIONS

INTRODUCTION:

The historical origins, central teachings, and devotional practices of the major religious traditions^{3/4} 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

- 1) Clarify and articulate one's own religious attitudes and orientations in the context of comparative study.
- 2) 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

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

Reference Books

1. Fisher, M. P. & Bailey, L.W. (2011). Anthology of Living Religions. New York: Pearson.
2. Christopher-Smith, D.L. (2007). Subverting Hatred: Nonviolence in Religious Traditions. New York: Orbis.
3. Smith, H. (2009). The World's Religions. New York: HarperOne.

Journals

1. Culture and Religion
2. History of Religions
3. Journal of Religion and Society

GSS-348: PHILOSOPHY OF SCIENCE

INTRODUCTION:

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

- 1) Reflect on the way contemporary scientific theories influence philosophy.
- 2) 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

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

Reference Books

1. Okasha, S. (2008). *Philosophy of Science: A Very Short Introduction*. Oxford: Oxford University Press.
2. Staley, K.W. (2014). *An Introduction to the Philosophy of Science*. Cambridge: Cambridge University Press.
3. Toulmin, S. (1952). *The Philosophy of Science: An Introduction*. London: Hutchinson University Library.

Journals

1. *British Journal for the Philosophy of Science*
2. *Journal for General Philosophy of Science*
3. *Studies in History and Philosophy of Science*

GSS-350: URBAN PUBLIC ADMINISTRATION

INTRODUCTION:

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

- 1) Trace the evolution of urban administration from the Harrappan Civilization to the modern era of Metropolis Administration.
- 2) 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

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 III

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 IV

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

Unit V

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

Textbook

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

Reference Books

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

Journals

1. *Urban Affairs Review*
2. *Urban Policy and Research*
3. *Urban Studies*

GSS-352: PERSONNEL AND INDUSTRIAL RELATIONS

INTRODUCTION:

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

- 1) Identify basic aspects of legislations relating to trade unions, standing orders and industrial disputes.
- 2) 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

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

Reference Books

1. Ravindranath, E.I. (2013). Industrial Relations in India: A Practitioner's Handbook. New Delhi: McGraw-Hill.
2. Singh, B.D. (2013). Industrial Relations – Emerging Paradigms. New Delhi: Excel Books.
3. Srivastava, S.C. (2014). Industrial Relations and Labour Laws. Delhi: Vikas Publishing House.

Journals

1. Indian Journal of Industrial Relations
2. Industrial Relations Journal
3. Journal of Industrial Relations

GSS-354 PSYCHOLOGY OF PEACE AND CONFLICT RESOLUTION

INTRODUCTION:

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:

- 1) Identify various forms of violence.
- 2) Analyze a conflict and articulate the issue from a psychological perspective.
- 3) 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

1. 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

1. Blumberg, H. H. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge: Cambridge University Press.
2. MacNair, R. M. (2011). *Psychology of Peace*. Santa Barbara: ABC-CLIO.
3. Mayton II, D. (2009). *Nonviolence and Peace Psychology*. New York: Springer.

Journals

1. *Peace and Conflict: Journal of Peace Psychology*

GSS-356: EDUCATIONAL PSYCHOLOGY

INTRODUCTION:

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

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

Reference Books

1. Ormrod, J.E. (2015). Essentials of Educational Psychology. New Jersey: Pearson.
2. Pathak, R.P. (2012). Educational Psychology. New Delhi: Pearson.
3. Woolfolk, A.E. Winne, P.H. & Perry, N.E. (2006). Educational Psychology. Toronto: Pearson.

Journals

1. Contemporary Educational Psychology
2. International Journal of Educational Psychology
3. Journal of Educational Psychology

GSS-358: SOCIOLOGY OF CHANGE AND DEVELOPMENT

INTRODUCTION:

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

- 1) Identify factors of social change and development.
- 2) 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 – 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

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

Reference Books

1. Dreze, J. & Sen, A. (1996). *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
2. Haq, M. (1991). *Reflections on Human Development*. New Delhi: Oxford University Press.
3. Srinivas, M.N. (1966). *Social Change in Modern India*. Berkley: University of Berkley.
4. Webster, A. (1984). *Introduction to the Sociology of Development*. London: McMillan.

GSS-360: URBAN SOCIOLOGY

INTRODUCTION:

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

- 1) Define urban spaces and identify factors in the growth of urbanization.
- 2) 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 – 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.

Textbook

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

Reference Books

1. Abrahamson, M. (2013). Urban Sociology: A Global Introduction. Cambridge: Cambridge University Press.
2. Patnaik, S.K. (2009). Globalization and Urban Sociology. Neha Publishers.
3. Rao, M.S.A. (1992). Urban Sociology in India. New Delhi: Orient Blackswan.

Journals

1. International Journal of Urban and Regional Research
2. Journal of Urban Affairs
3. Urban Studies