



**Department of Humanities and Social Sciences**  
**Study and Evaluation Scheme**  
 Program: B.A./ B.A. (Hons.) Political Science with Economics/ History/ Sociology/ Psychology  
 Session: 2025-26

Year III/ Semester V

Course code	Course Title	Type of Paper	Period Per hr/week/sem.				Evaluation Scheme				Sub Total	Credit	Total Credits	Attributes								SDGs
			L	T	P	CT	TA	Total	ESE	Employability				Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Value	Professional Ethics	Indian Knowledge System		
A060501T/HP313	Comparative Government and Politics (UK, USA, Switzerland & China)	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
A060502T/HP314	Principles of Public Administration	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	17
A080501T/HE313/ A050501T/HH311/ A090502T/HS322/ A070502T/SS314	Economics/History/ Psychology/ Sociology	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
A080503T/HE315/ A050503T/HH313/ A090502T/HS322/ A070502T/SS314	Economics/History/ Psychology/ Sociology	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
			20	0	0	60	40	100	300	400	20	20										

L- Lecture      T-Tutorial      P-Practical      C-Credit      CT-Class Test      TA-Teacher Assessment  
 CT= Mid1+Mid2 TA= Assignment + Quiz + Attendance  
 Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

Zubair

---

**Department of Humanities & Social Sciences**

**Syllabus**

**BA (Political Science)**

(Double Major)

(Session 2025-26)

**Semester – V**



**INTEGRAL UNIVERSITY**

**LUCKNOW**

**Effective from Session:2025-26**

<b>Course Code</b>	A060501T/HP313	<b>Title of the Course</b>	Comparative Government And Politics (UK, USA, Switzerland & China)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semesters</b>	V	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Politics is the mirror of the society. This paper will help the students in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is widely used method of scientific knowledge .This would help the student to find out why a certain system is appropriate and suitable to a given society.						

**Course Outcomes**

<b>CO1</b>	Students will be able to explain the meaning, nature and evolution of comparative politics.
<b>CO2</b>	Students will be able to evaluate capitalism and the idea of liberal democracy.
<b>CO3</b>	After completing the unit, students will be able to analyze socialism and the working of socialist state.
<b>CO4</b>	Students will be able to evaluate the concept of decolonization and the role of state in the developing world.
<b>CO5</b>	Students will be able to analyze the salient features of the British Constitution by critically examining the interrelationship between the Executive and Legislature, and evaluating the role of Judiciary in the UK.
<b>CO6</b>	Students will be able to evaluate the salient features of the U.S. Constitution by assessing the powers and functions of the Executive, Legislature, and Judiciary, and interpreting how the doctrine of separation of powers operates within the American political system.
<b>CO7</b>	Students will be able to analyze the salient characteristics of the Chinese political system by exploring the structure of governance and role of the Communist Party.
<b>CO8</b>	Students will be able to evaluate the administrative system of Switzerland with a focus on its unique features such as the plural executive, direct democracy mechanisms like referendum and initiative.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction to Comparative Politics	Nature, Scope and Utility of Comparative Study of Politics.	04	01
2	Capitalism and Liberal Democracy	Capitalism and the Idea of Liberal Democracy	04	02
3	Socialism and Socialist State	Socialism and the Working of Socialist State.	06	03
4	Decolonization	Decolonization and the Role of State in the Developing World.	06	04
5	Political System of UK	Salient Features of The British Constitution And Examination of the Relationship Between The Executive and Legislature and Role of Judiciary in UK	12	05
6	Political System of USA	Essential features of the constitution of USA , Composition, Powers and Functions of the Executive , Legislature and Judiciary in USA.	12	06
7	Political System of China	Salient Features of Chinese Political System, Communist Party of China, one Country Two System	08	07
8	Political System of Switzerland	Plural Executive, Direct Democracy, Referendum, Initiative, The Administrative System of Switzerland	08	08

**Reference Books:**


- V.D. Mahajan, Constitution of the world, S.Chand 2001 New Delhi.
- A.C. Kapoor & K. K. Mishra, Select Constituions, S.Chand 2001 New Delhi
- J.C. Johari: New comparative govt. lotus,2008
- VidyaBhushan& Vishnu Bhagwan.World constitution, sterling publications 1998.

**E-Learning Source:**

- <https://fhsu.pressbooks.pub/orientationpolisci/chapter/chapter-9-public-law-and-pre-law-training/>
- <https://study.com/academy/lesson/the-us-constitution-preamble-articles-and-amendments.html>

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2	3	2	2	3	3	2	3	2	3
<b>CO2</b>	3	3	2	2	3	3	2	2	1	2	2
<b>CO3</b>	2	3	2	3	3	2	1	1	3	3	3
<b>CO4</b>	2	2	3	3	3	3	2	3	1	3	2
<b>CO5</b>	3	1	2	1	2	3	3	3	3	3	3
<b>CO6</b>	2	3	3	3	3	3	3	2	2	2	2
<b>CO7</b>	2	2	2	2	2	2	2	3	2	3	2
<b>CO8</b>	3	2	3	2	3	3	2	3	1	2	3

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of HoD
------------------------------------	--

Effective from Session:2025-26

Course Code	A060502T/HP314	Title of the Course	Principles of Public Administration	L	T	P	C
Year	III	Semesters	V	5	0	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	Administration being essential to every organization, this course aims to acquaint a student with fundamentals of public administration. This would provide him an insight regarding the principles of administration in general and help him to bring out the best from existing set up. This would help him to prepare for administrative examinations too.						

**Course Outcomes**

CO1	Students will be able to analyze the meaning, nature, scope and evolution of Public Administration and evaluate the distinctions between Public and Private Administration, with reference to the role of Public Administration in a modern state.
CO2	Students will be able to examine the various principles and theories of organization including Scientific Management, Classical Theory, Max Weber's Bureaucracy, Human Relations Theory, Decision-Making Theory, and Ecological Theory.
CO3	Students will be able to analyze the core concepts of administrative machinery such as Chief Executive (types and functions), Line, Staff and Auxiliary agencies, Departments, Public Corporations, Boards and Commissions, and Independent Regulatory Commissions.
CO4	Students will be able to interpret and evaluate the concepts and processes involved in Budget Formation and Execution, Accounting, and Audit mechanisms in Public Administration.
CO5	Students will be able to assess the principles and applications of Administrative Law, Delegated Legislation, and the functioning of Administrative Tribunals.
CO6	Students will be able to evaluate the concepts of New Public Administration, New Public Management, New Public Service Approach and Good Governance.
CO7	Students will be able to analyze the practices of Development Administration and the concept of Administrative Development, and evaluate the dynamics between Political and Permanent Executives.
CO8	Students will be able to examine the historical evolution of Indian Administration across Ancient, Medieval, and Modern periods.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Public Administration	Meaning, Nature, Scope and Significance of Public Administration. Evolution of Public Administration As a Discipline, Public And Private Administration, Role of Public Administration in Modern State.	10	01
2	Theories of Organization	Types, Bases and Principles of Organization, Theories of Organization : Scientific Management, Classical theory, Max Weber's Theory of Bureaucracy, Human Relations Theory, Decision Making Theory, Ecological Theory.	12	02
3	Basic Concepts and Commissions	Chief Executive: Types and Function, Line, Staff, Auxiliary agencies, Departments, Public Corporation, Boards and commissions Independent Regulatory Commissions.	08	03
4	Financial Administration	Concept of Budget, Formation & Execution of Budget, Account and Audit.	04	04
5	Administrative Law	Administrative Law, Delegated Legislation, Administrative Tribunals.	06	05
6	New Public Administration	New public administration, New Public Management, New Public Service Approach, Good Governance.	08	06
7	Administrative Development	Development administration, Concept of Administrative Development, Relationship Between Political And Permanent Executive.	08	07
8	Evolution of Indian Administration	Evolution of Indian Administration –Ancient, Medieval, Modern.	04	08

**Reference Books:**

Maheshwari & Awasthi, Public Administration, Agra.

W.F. Willoughby, Principles of Public Administration.

F.A Nigro & G.I Nigro, Modern Public Administration, New York, 1980

Chakrabarty Bidyut & Chand Prakash (2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd. Hyderabad

**E-Learning Source:**

<https://studv.com/academy/lesson/henri-fayols-management-principles-managing-departmental-task-organization.html>

[https://onlinecourses.nptel.ac.in/noc24\\_lw05/preview](https://onlinecourses.nptel.ac.in/noc24_lw05/preview)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	3	3	2	3	2	2
CO2	3	2	2	2	3	3	2	2	3	2	1
CO3	2	3	2	3	3	2	1	1	2	3	3
CO4	3	2	3	3	3	3	2	3	1	2	2
CO5	3	2	2	1	2	2	3	3	3	3	3
CO6	2	3	3	3	3	3	3	2	2	2	2
CO7	3	2	1	3	2	2	2	3	2	2	2
CO8	2	2	3	2	3	3	2	3	1	3	3

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of HoD
------------------------------------	---



**Integral University, Lucknow**

Effective from Session: 2025-26

<b>Course Code</b>	A080501T/HE313	<b>Title of the Course</b>	<b>Economic Growth and Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III <sup>rd</sup>	<b>Semester</b>	V <sup>th</sup>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				

**Course Objectives**  
The central purpose of this course is to make students familiar with the principal arguments and results of the theories and models of economic growth that have occupied a prominent place in the economic theorising of the post-war era. The fundamental insights of old and new growth theories will be explained with an emphasis on economics instead of math. However, simple knowledge of calculus is required to accomplish the task. The students will also be made familiar with social cost-benefit analysis, poverty measures and income inequality measures.

**Course Outcomes**

<b>CO1</b>	Given key indicators and definitions, students will be able to comprehend and differentiate between economic growth and economic development, and evaluate development gaps using national income measures.
<b>CO2</b>	With access to poverty and human development indices, students will be able to analyze poverty, inequality, and sustainability using tools such as the Gini Coefficient, HDI, PQLI, and Happiness Index.
<b>CO3</b>	Given classical and modern development models, students will critically evaluate issues of labor surplus, growth traps, and balanced versus unbalanced growth strategies.
<b>CO4</b>	By applying demographic and social indicators, students will examine inclusive growth, assess government and market failures, and evaluate the role of nutrition, education, and gender in development—especially in the Indian context.
<b>CO5</b>	Using theoretical frameworks on underdevelopment, students will compare various models like dualism, circular causation, and dependency theories to understand the persistent structural challenges in developing countries.
<b>CO6</b>	Given models of technical progress, students will analyze the role of technology in economic growth and distinguish among embodied, disembodied, neutral, and learning-by-doing models.
<b>CO7</b>	Using concepts from endogenous growth theory, students will evaluate the impact of intellectual capital, education, and research on cross-country growth differentials, including contributions by theorists like Stiglitz.
<b>CO8</b>	Given trade, FDI, and international aid data, students will critically assess the role of global financial and technological flows in shaping the development trajectories of emerging economies, with special reference to India.

<b>Unit No.</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Meaning and Measurement of Economic Growth and Development; Measuring Development and Development Gap, GDP, GNP, Per Capita Income. Factors affecting Economic growth and Development.	06	CO1
2	Concept of Poverty and Inequality, Vicious cycle of poverty, Lorenz Curve, Gini Coefficient Concept of Human Development, Human Development Index, Physical Quality of Life Index, Quality of Life Indices. Hunger Index, Happiness Index. Development and Sustainability. Concept of Sustainable Development Sustainable Development Goals.	06	CO2
3	Lewis model of labour surplus economy, Rosenstein Rodan's theory of Big Push, Nelson's Level equilibrium trap, balanced vs. Un-balanced growth, Rostow's stages of growth, Harrod and Domar Growth models.	07	CO3
4	Theory of Demographic Transition, Population as Limits to Growth. The Concept of Inclusive Growth- with Reference to India. Market Failure and Government Failure, Food Security, Education, Health and Nutrition, Gender and Development.	06	CO4
5	Development & Underdevelopment: an Overview; The Characteristics and Explanations Of Underdevelopment- Vicious Circle of Poverty- Circular Causation, Dualism-Social, Technological, Financial, Organizational, Model of Dual Economy: Lewis, Ranis-Fei, Jorgenson, and Dependency Theories of Underdevelopment.	06	CO5
6	Models of Technical Progress, Embodied and Disembodied Technical Progress, Neutral Technical Progress- Hicks, Harrod, Solow, Kaldor, Arrow's Learning by Doing Approach to Economic Growth.	06	CO6
7	Accumulation Endogenous growth, Intellectual capital, Role of Learning, Education and Research, Explanations of Cross country Differentials in Economic Growth, Information Paradigm-Stiglitz	06	CO7
8	International Trade. Aid and Finance in the Development of Developing Countries-with special reference to India. FDI & FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries-with Special Reference to India.	07	CO8

**Reference Books:**

- Barro, Robert J and Xavier Sala-i- Martin, Economic Growth, The MIT Press, Cambridge, Latest Edition.
- Mishra, S.K & Puri, V. K. (2012): Economics of Development and Planning, Himalaya Publishers, Mumbai.
- Todaro, Michael. P & Smith, Stephen. C (2011) : Economic Development, Pearson.
- Thirlwall, A.P., Growth and Development with Special Reference to Developing Economies, Macmillan, UK, 1999.
- Somashekar, NT: Developmental Economics, New Age Publication (Latest edition)
- Jones, H.G, An Introduction to the modern theory of Economic Growth, Thomas Nelson and Sons.
- Sen, A.K. (Ed.), Growth Economics, Penguin, Harmondsworth, 1990.
- Ray Debraj, Development Economics, Oxford University Press, New Delhi, 2019
- Jones, H.G, An Introduction to the modern theory of Economic Growth, Thomas Nelson and Sons.
- Lal. S. N. (2012): Vikas, Niyojan Awam Paryavaran, Shiva Publishing House, Allahabad.
- Hendrik Van Den Berg, Economic Growth and Development, McGraw-Hill International Edition, 2005.
- Hayami, Y., Development Economics, Oxford University Press, New York, 2010 (5<sup>th</sup> Impression)
- Dasgupta, Dipankar: Growth Theory, Oxford University Press, 2007.

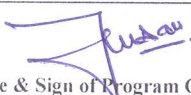
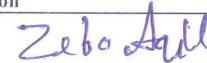
**E-Learning Source:**

<https://swayam.gov.in/> ; <http://www.ignouhelp.in/ignou-study-material/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO1	3	2	2	2	2	2	2	2	3	2	2
CO2	3	3	2	2	2	2	3	2	3	2	3
CO3	3	3	2	2	2	3	3	3	3	3	3
CO4	3	3	2	2	3	3	3	2	3	2	3
CO5	3	3	2	2	2	2	3	2	3	2	3
CO6	3	3	2	2	2	2	3	3	3	2	3
CO7	3	3	2	2	2	2	2	3	3	2	2
CO8	3	3	2	2	3	2	3	3	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



**Integral University, Lucknow**

Effective from Session: 2025-26

<b>Course Code</b>	A080503T/HE315	<b>Title of the Course</b>	International Economics	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III <sup>rd</sup>	<b>Semester</b>	V <sup>th</sup>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	The objectives of the course are - to enable the students to learn the fundamental theories of international economics; and enable them to understand the international trade system and its implications for the national economy in modern days.						

**Course Outcomes**

<b>CO1</b>	Given classical trade theories, students will explain the scope, need, and concepts of international economics and evaluate factors affecting terms of trade.
<b>CO2</b>	Using trade policy models, students will assess the pros and cons of free trade and protectionism, especially in the context of developing economies.
<b>CO3</b>	Given global integration frameworks, students will interpret the economic and political dimensions of customs unions and regional economic cooperation (e.g., BRICS, SAFTA).
<b>CO4</b>	With real-world data and models, students will analyze balance of payments adjustments, the role of exchange rates, and evaluate the elasticity approach to BOP.
<b>CO5</b>	Given modern trade theories, students will compare classical and post-H-O models and assess trade effects on growth and welfare using empirical illustrations.
<b>CO6</b>	Using institutional case studies, students will evaluate the roles of international financial organizations and assess their influence on global trade and finance.
<b>CO7</b>	Given protectionist instruments, students will distinguish among tariffs, quotas, and NTBs and analyze their impact on trade flows and domestic industries.
<b>CO8</b>	With reference to currency markets, students will interpret foreign exchange mechanisms and evaluate theories like PPP and Mint Parity, including exchange rate policies.

Unit No.	Content of Unit	Contact Hrs.	Mapped CO
1	Need, Significance and Scope of International Economics. The Classical Theories of Trade- Adam Smith, David Ricardo; Opportunity Cost Approach; Terms of Trade-Meaning and Concepts, Factors affecting Terms of Trade.	6	CO1
2	Free Trade and Protection-Meaning of Free Trade, Arguments For and Against Free Trade, Meaning of Protection, Arguments for Protection Economic and Non-Economic Arguments; Protection and Less Developed Countries.	6	CO2
3	Theories and Forms of Economics Integration-Meaning & Benefits; Forms of Economic Integration- Custom Union: Production and Consumption Effects of Customs Union; Problems Involved in the Formation of Customs Union; Political Economy of Protection; SAFTA, BRICS.	6	CO3
4	Balance of Payments-Concepts; Adjustment Mechanisms of Balance of Payments- Adjustment Through Variations in Exchange Rates, Devaluation and Balance of Payments Adjustment, The Elasticity Approach, Marshall-Lerner Condition	6	CO4
5	Heckscher-Ohlin Theorem, The Leontief Paradox, Post-Heckscher-Ohlin Theories of Trade, Effects of Growth on International Trade- Production & Consumption Effects, Export Pessimism, Immiserising Growth; Gains from Trade-Meaning and Types, Factors Determining Gains from Trade.	6	CO5
6	International Financial Institutions- IMF, WORLD BANK, ADB; GATT, WTO- TRIPS & TRIMS, WTO and India., UNCTAD, North-South Trade Dialogue, South-South Cooperation; Globalization; FDI	6	CO6
7	Quantitative Restrictions: Quota-Meaning, objectives, Types, and Effects of Import Quotas; Tariffs-Meaning Types and Effects of Tariffs; Non-Tariff Barriers-Meaning, Classification, and Types	7	CO7
8	Foreign Exchange-Meaning and Instruments, Exchange Rate Determination, Mint Par Parity theory, Purchasing Power Parity Theory, Hedging, Foreign Exchange Rate Policy- Fixed, Flexible & Multiple Exchange Rate System; Convertibility of Rupee in Current Account and Capital Account.	7	CO8

**Reference Books:**

- Bhatia, H.L.(2006) :International Economics, Vikash Publishing House
- Field, Alfred. J & Appleyard, Dennis. R(2013) : International Economics, McGraw Hill Education
- Gerber, James(2012) : International Economics, Pearson.
- Krugnan, Paul. R & Obstfeld, Maurice(2008) : International Economics, Pearson.
- Salvatore, Dominick(2012) : International Economics: Trade & Finance, Wiley Publishers.
- Soderston, B.O. (1994), International Economics, The Macmillan Press Ltd., London
- Mannur, H. G. (2001) :International Economics, Vikash Publishing House Pvt Ltd.
- Lal,S.N(2012) :Antarastriya Arthshastra, Shiva Publishing House, Allahabad.
- Sinha, V.C., Sinha, Pushpa & Sinha,Vivek(2011) : Antarastriya Vyapar Avam Vitt, Mayur Publications.

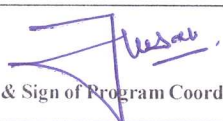
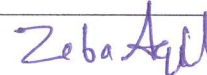
**E-Learning Source:**

<https://swayam.gov.in/>, <http://www.ignouhelp.in/ignou-study-material/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	1	2	2	3	2	2	3	2	2
CO2	3	3	1	2	3	2	2	2	3	2	2
CO3	3	3	2	2	3	2	3	3	3	2	3
CO4	3	3	1	2	2	3	2	3	3	3	2
CO5	3	2	1	2	2	2	2	2	3	2	2
CO6	3	3	2	3	3	3	3	3	3	2	3
CO7	3	2	1	2	2	3	2	2	3	3	2
CO8	3	2	1	3	2	3	2	3	3	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



Effective from Session: 2024-25

Course Code	A050503T/H H313	Title of the Course	Socio-Cultural and Economic History of Medieval India (1200A.D- 1700 A.D)	L	T	P	C
Year	III	Semester	V	5	0	0	5
Pre-Requisite	10+2 (any discipline)	Co-requisite	None				
Course Objectives	The paper aims to provide an understanding of a very formative period of the Indian history which brought about major changes in the socio-cultural and economic history of India.						

### Course Outcomes

CO1	To develop knowledge about social aspects of Medieval India
CO2	To acquire knowledge about the Market Control Policy and Revenue system of Allaudin Khilji.
CO3	To understand the saints of medieval India who had shown the path of Bhakti movement and flourish the Indian culture during Turk and Mughal attacks.
CO4	To describe the condition of women in medieval Indian history
CO5	To acquaint with Land Revenue System during Mughal Period.
CO6	To understand the Trade and Commerce during Mughal Period.
CO7	To develop knowledge about the Development of Banking system during Mughal Period.
CO8	To understand the Development of Industry during Mughal Period

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Society during Sultanate	Social condition during Sultanate Period, composition of rural society, ruling classes, town dwellers, religious classes, caste and slavery under the sultanate.	8	CO1
2	Khilji & his Policies	Market Control Policy and Revenue system of Allaudin Khilji: Impact of these measures on the agrarian society. Price-control and regulation of commerce: Its objectives.	8	CO2
3	Sufism	Sufism: Origin, Development and Organisation of Sufi Orders in India and Bhakti Movement in India, The Saints of the Medieval Period.	7	CO3
4	Women's during Sultanate	Women's Condition during Sultanate Period.	7	CO4
5	Agrarian condition	Land Revenue System during Mughal Period: size; methods of assessment and collection; cash nexus. General implications for structure of economy.	7	CO5
6	Trade & commerce	Trade and Commerce during Mughal Period: State Policies, Internal and External Trade: European Trade, Trade Centres and Ports, Transport and Communication.	8	CO6
7	Banking System	Development of Banking system during Mughal Period: Hundi (Bills of Exchange) and Insurance, State Income and Expenditure, Currency, Mint System.	8	CO7
8	Industries	Development of Industry during Mughal Period: Cotton Textiles, Handicrafts, Agro-Based industries, Organisation, Factories & Technology	7	CO8

**Reference Books:**

- Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.
- Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal
- Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press. Sharma, S.R.: (2005), Crescent in India (English or Hindi Version)
- Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. Singh, Dilbag: Structure of Rural Society in Medieval India
- Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, Raka Prakashan. Sarkar, J.N., Shivaji and his Times

**e-Learning Source:**

- <https://swayam.gov.in/>
- <https://www.ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	1	3	2	3	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO6	2	2	2	3	3	3	3	2	2	3	2	2	2	3
CO7	2	2	2	3	2	2	2	2	3	3	2	2	2	3
CO8	2	2	2	3	3	2	3	2	2	2	2	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p style="font-size: 1.2em; font-family: cursive;">Dr. Tabinda Anjum</p> <p style="font-size: 1.2em; font-family: cursive;">Tabinda Anjum</p> <p>Name &amp; Sign of Program Coordinator</p>	<p style="font-size: 1.5em; font-family: cursive; color: blue;">Zeba Agul</p> <p>Sign &amp; Seal of HoD</p>
---	---



Effective from Session: 2024-25

Course Code	A050501T/ HH311	Title of the Course	Nationalism in India.	L	T	P	C
Year	III	Semester	V	5	0	0	5
Pre-Requisite	10+2 (any discipline)	Co-requisite	None				
Course Objectives	Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student						

Course Outcomes	
CO1	To develop knowledge about First war of Independence
CO2	To acquire knowledge about the growth of Nationalism in India
CO3	To acquire knowledge about the Theories of Nationalism.
CO4	To understand about the Programme and Policy of Moderates.
CO5	To acquire knowledge about the Rise and development of Extremist in India.
CO6	To develop knowledge about Swadeshi Movement
CO7	To acquire knowledge about the Rise of Muslim League
CO8	To acquire knowledge about the National awakening during First World War

Unit No.		Content of Unit	Contact Hrs.	Mapped CO
1	Revolt of 1857	First war of Independence: Causes, Impact and Nature. Major leaders & role of native rulers	8	CO1
2	Emergence of Nationalism	Factor leading to the growth of Nationalism in India: causes & Aftermath	8	CO2
3	Nationalist leaders	Theories of Nationalism: Views of Gandhi and Tagore & others	7	CO3
4	Moderate Phase	Early phase: the Ideology, Programme and Policy of Moderates.	7	CO4
5	Entry of Extremists	Extremist phase: Rise and development of Extremist in India, Major leaders.	7	CO5
6	Swadeshi	Swadeshi Movement and Congress split at Surat; causes & consequences	8	CO6
7	Muslim league	Rise of Muslim League: Demands and Programme.	7	CO7
8	First world War & India	National awakening during First World War: Lucknow Pact and Home rule Movement.	8	CO8

**Reference Books:**

Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House  
 Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press  
 Chandra, Bipan and Others: Freedom Struggle. Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.  
 Desai, A.R. (1984), India's Path of Development, Popular Prakashan. Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication  
 Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication  
 Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint  
 Majumdar, R.C.: Struggle for Freedom. Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.  
 Patel, Vallab Bhai: Correspondence, Writings and Speeches.. Prasad, Bisheswar,: Bandage and freedom, 2 Vols.  
 Rai, Satya M.(ed.): Bharat Mein UpniveshwadAurRashtrawad (Hindi)  
 Sarkar, Sumit: Adhunik Bharat (Hindi), Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983

**e-Learning Source:**

<https://swavam.gov.in/>  
<http://ignou.ac.in/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)																
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
	CO1	2	2	2	2	2	2	2	2		2	2	2	2	2	2
CO2	2	2	2	2	2	2	3	2		2	2	2	2	2	2	
CO3	2	2	2	2	2	2	2	2		2	2	2	2	2	2	
CO4	2	2	2	2	2	2	3	3		2	2	2	2	2	2	
CO5	2	2	2	2	2	2	2	2		2	2	2	2	2	2	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p style="font-size: 1.2em; margin: 0;">Dr. Tabinda Anjum</p> <p style="font-size: 1.2em; margin: 0;">Tabinda Anjum</p> <p style="font-size: 0.8em; margin: 0;">Name &amp; Sign of Program Coordinator</p>	<p style="font-size: 1.5em; margin: 0;">Zeba Agil</p> <p style="font-size: 0.8em; margin: 0;">Sign &amp; Seal of HoD</p>
--	--



Integral University, Lucknow

Effective from Session: 2024-25

Course Code	A070502T/SS313	Title of the Course	Classical Sociological Thought	L	T	P	C
Year	III	Semester	V	4	1	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	The course is intended to introduce the students to a sociological way of thinking. It provides an understanding of the discipline of Sociology and sociological perspective. It also provides foundation for other more detailed about classical thinkers and specialized courses in sociology						

Course Outcomes

CO1	Critically evaluate the emergence of sociology and its intellectual and historical foundations.
CO2	Comprehend Comte’s positivism and Spencer’s theories of social evolution and Social Darwinism.
CO3	Analyze Durkheim’s concepts of social facts, types of solidarity, and his study of suicide.
CO4	Pareto’s distinctions between logical and non-logical actions along with his concepts of residues and derivatives.
CO5	Critically assess Marx’s theories of dialectical historical materialism, class struggle, and alienation.
CO6	Critically evaluate Weber’s perspectives on social action, types of authority, and the Protestant ethic.
CO7	Interpret Mead’s symbolic interactionism and the development of ‘Self’ and ‘Me.’
CO8	Design a comparative framework that integrates Parsons’ social systems and pattern variables with Merton’s middle-range theories and functions.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mappe d CO
1	Emergence of Sociology	Emergence of Sociology, Intellectual Sources: Enlightenment, Philosophy of History, Political History, Social and Political Reform Movements. Revolution: French Revolution and Industrial Revolution.	8	CO 1
2	Comte & Spencer	August Comte: Positivism, The Hierarchy of Sciences, Law of Three Stages. Herbert Spencer: Social Evolution and Social Darwinism.	8	CO 2
3	Emile Durkheim	Emile Durkheim: Social Fact, Mechanical Solidarity and Organic Solidarity, Suicide.	8	CO 3
4	Vilfredo Pareto	Vilfredo Pareto: Action – Logical and Non-Logical Action, Residues and Derivatives.	8	CO 4
5	Karl Marx	Karl Marx: Dialectical Historical Materialism, Class Struggle, Theory of Alienation.	7	CO 5
6	Max Weber	Max Weber: Social Action, Power and Authority, Protestant Ethics and Spirit of Capitalism.	7	CO 6
7	G.H. Mead	G.H. Mead: Symbolic Interaction, Concept of ‘Self’ and ‘Me.’	7	CO 7
8	Parsons & Merton	Talcott Parsons: Action and Behavior; Social System, Pattern Variables. R.K. Merton: Middle Range Theory, Manifest and Latent Function.	7	CO 8

Reference Books:

- Giddens Anthony, 1989: Sociology, Polity Press, Cambridge
- Max Weber: The Protestant Ethic and Spirit of Capitalism, III<sup>rd</sup> edition
- Kamernka Eugene, 1983: The Portable Marx, Penguin.
- Ritzer George, Sociological Theory, McGraw Hill, New York, 2000.
- Morrison Ken, Marx, Durkheim, Weber – formation of Modern Social Thought, Sage Publication, New Delhi, 1995

e-Learning Source:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	2	1	2	3	3	2
CO2	3	3	2	2	2	2	1	2	3	3	3
CO3	3	3	2	3	2	3	1	2	3	2	3
CO4	3	2	2	2	2	2	1	2	2	3	2
CO5	2	3	2	2	2	2	1	2	2	3	2
CO6	2	2	2	2	2	3	1	2	2	3	3
CO7	2	3	2	2	2	2	1	2	2	3	2
CO8	2	3	2	2	2	2	1	3	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p>Dr. Archana Parashar <i>Archana</i></p> <p>Name &amp; Sign of Program Coordinator</p>	<p><i>Zeba Agpl</i></p> <p>Sign &amp; Seal of HoD</p>
--	---



<b>Effective from Session: 2024-25</b>							
<b>Course Code</b>	A070502T/SS314	<b>Title of the Course</b>	Research Methodology in Social Sciences	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	4	1	0	5
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Social Research is a method used by social scientists and researchers to learn about societies so that they can design products/services that cater to various needs of the people. It contains elements of both these methods to analyze a range of social occurrences such as an investigation of historical sites, census of the country, detailed analysis of research.						

Course Outcomes	
<b>CO1</b>	Explain concept, nature, types, and steps of social research.
<b>CO2</b>	Analyze research designs and formulate hypotheses.
<b>CO3</b>	Examine objectivity, value neutrality, and ethical issues.
<b>CO4</b>	Differentiate types of research approaches.
<b>CO5</b>	Apply methods of data collection from various sources.
<b>CO6</b>	Design sampling and data collection tools.
<b>CO7</b>	Present data using tables, charts, and reports.
<b>CO8</b>	Compute and interpret mean, median, and mode.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Social Research	Social Research: Concept, Nature & Types of Social Research, Importance of Social Research. Steps of Scientific Research: Formulation of Research Problem.	8	CO1
2	Research Design	Research Design: Meaning, Types and Importance. Hypothesis: Its Types and Sources.	8	CO2
3	Objectivity	Problems of Objectivity. Objectivity Versus Subjectivity, Value Neutrality. Ethical Issues in Social Research. Plagiarism and Copy Right.	8	CO3
4	Types of Research	Types of Research: Basic and applied: Historical and Comparative; Descriptive, Exploratory, Explanatory and Diagnostic.	8	CO4
5	Data Collection	Data Collection: Primary and Secondary Source; Census: Observation; Case Study; Content Analysis.	7	CO5
6	Techniques of Data Collection	Techniques of Data Collection; Sampling, Questionnaire, Schedule and Interview, Primary and Secondary Data.	7	CO6
7	Classification and Presentation of Data	Classification and Presentation of Data: Coding; Tables; Graphs; Diagrams; Bar, Chart, Pictorial and Histogram and Report Writing.	7	CO7
8	Overview of Statistics in Sociology	Overview of Statistics in Sociology, Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).	7	CO8

**Reference Books:**

- Babbie Earl, 2004: The Practice of Social Research, (10th ed.).
- Bryman Alan, 2001 Social Research Methods.
- Devine and Heath, 1999: Sociological Research Methods in Context, Palgrave.
- Goode and Hatt, Methods in Social Research
- Giddens Anthony, 1976: New Rules of Sociological Research.

**e-Learning Source:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	3	3	2	2	2	3	2	2	3	3	2
<b>CO2</b>	3	3	2	3	2	3	3	3	3	3	3
<b>CO3</b>	3	3	2	2	3	2	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	2	2	3	2	3
<b>CO5</b>	3	2	2	2	3	3	1	2	3	3	3
<b>CO6</b>	3	2	2	3	2	3	3	2	3	2	2
<b>CO7</b>	3	3	2	3	3	3	2	2	3	3	3
<b>CO8</b>	3	3	2	2	3	3	2	3	3	2	3

<p><b>Name &amp; Sign of Program Coordinator</b></p>	<p><b>Sign &amp; Seal of HoD</b></p>
--	--------------------------------------

<b>Effective from Session:2024-25</b>							
<b>Course Code</b>	A090501T/ HS321	<b>Title of the Course</b>	Life Span Human Development	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	4	0	0	4
<b>Pre-Requisite</b>	Intermediate (10+2)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To introduce students to develop an ability to identify the milestones in diverse domains of human development across the child, adolescent and adulthood stages, understand the contributions of sociocultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues						

<b>Course Outcomes</b>	
<b>CO1</b>	Understanding about the Principles of Development and Methods of Studying Human Development.
<b>CO2</b>	Enable to Identify Prenatal Development and Stages and hazards.
<b>CO3</b>	Knack to link up theory with Infancy Physical, Social and Language Development.
<b>CO4</b>	Understanding about the Childhood Development of Cognitive, Emotional and Moral Development.
<b>CO5</b>	Gain knowledge of the important stages Adolescence's Physical Changes Development of Identity, Cognitive, Social, Emotional and Moral Development
<b>CO6</b>	Development knowledge about the Sex - Role Adjustment, Diversity of Adult Lifestyles, Developments of Career.
<b>CO7</b>	Understanding the Development of Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationships at Midlife, Vocational Life.
<b>CO8</b>	Understanding the Development of Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Human Development</b>	Introduction; Principles of Development; Methods of Studying Human Development.	7	CO1
2	<b>Prenatal Development</b>	Stages and hazards; Neonatal Development: Sensory and Motor Capacity	8	CO2
3	<b>Infancy:</b>	Physical, Social and Language Development.	7	CO3
4	<b>Childhood Development</b>	Childhood Development: Cognitive, Emotional and Moral Development.	7	CO4
5	<b>Adolescence:</b>	Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development	8	CO5
6	<b>Early Adulthood:</b>	Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.	7	CO6
7	<b>Middle Adulthood:</b>	Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationships at Midlife, Vocational Life.	8	CO7
8	<b>Late Adulthood:</b>	Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure	8	CO8

**Reference Books:**

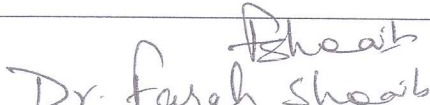
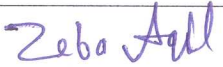
- Berk, L. E. (2010). Child Development (9th ed.). New Delhi: Prentice Hall.
- Berk, L.E. (2017). Development through the Life span (7th ed.). Allyn & Bacon: Pearson.
- Feldman, R.S. & Babu. N. (2011). Discovering the Lifespan. New Delhi: Pearson.
- Misra, G. (2011). Handbook of Psychology in India (Section IV), New Delhi: Oxford University Press.
- Santrock, J. W. (2011). Child Development (13th ed.). New Delhi: McGraw-Hill.

**e-Learning Source:** Suggestedigitalplatformsweblinks-<http://hcccontent.unsdc.gov.in/home.aspx> <http://www.apa.org>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>
<b>CO1</b>	3	2	2	2	2	3	2	3	2	1	2	2	2	3	3
<b>CO2</b>	3	3	1	1	3	2	1	3	1	3	2	3	3	1	3
<b>CO3</b>	1	3	2	2	3	2	3	1	3	1	3	3	1	3	3
<b>CO4</b>	3	3	2	2	3	3	3	2	2	3	2	3	2	2	2
<b>CO5</b>	2	2	2	2	3	3	2	3	3	2	1	3	1	3	2
<b>CO6</b>	3	2	2	2	3	2	3	3	2	3	3	3	2	3	3
<b>CO7</b>	3	3	1	3	2	2	2	3	3	2	3	1	3	1	2
<b>CO8</b>	3	2	3	2	3	3	2	3	2	3	1	3	2	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>Dr. Farah Shoaib</b> Name & Sign of Program Coordinator	 <b>Zebo Aull</b> Sign & Seal of HoD
--	---

Effective from Session: 2024-2025							
Course Code	A090502T/H S322	Title of the Course	Positive Psychology	L	T	P	C
Year	III	Semester	V	4	0	0	4
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains						

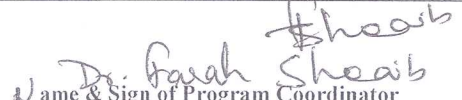
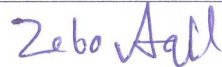
Course Outcomes	
CO1	To understand meaning and perspectives of positive psychology
CO2	To know about the positive emotions and its importance
CO3	To understand concepts like hope and resilience
CO4	To study the concept and measurement of gratitude, empathy, compassion and forgiveness
CO5	To learn the techniques to enhance self-awareness
CO6	To understand the concept of social competence
CO7	To know about the concept of happiness
CO8	To understand psychological and subjective wellbeing

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Positive Psychology	Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology	7	1
2	Positive Emotional State	The Broaden and Build Theory of Positive Emotions; Concept of Mindfulness in Buddhism	8	2
3	Positive Cognitive States	Hope, Optimism, Self-efficacy, Resilience: concept and measurement	8	3
4	Gratitude, Forgiveness, Empathy and Compassion	Concept and Measurement; Cultivation exercises in Positive Psychology	8	4
5	Self-Awareness	Concept, Techniques to enhance Self-Awareness	7	5
6	Social Competence	The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness	8	6
7	Happiness	Eudemonic and Hedonistic View; Authentic Happiness	7	7
8	Psychological and Subjective Wellbeing	Concept and Components	7	8

<b>Reference Books:</b>	
1.	Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2.	Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
3.	Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4.	Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
5.	Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6.	Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
<b>e-Learning Source:</b>	
<a href="https://www.scribd.com/document/374854620/Positive-Psychology">https://www.scribd.com/document/374854620/Positive-Psychology</a>	
<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>	
<a href="https://egyankosh.ac.in/handle/123456789/1">https://egyankosh.ac.in/handle/123456789/1</a>	

Course Articulation Matrix: (Mapping of COs with POs and PSOs)																
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	1	2	4	3	3	4	3	5	2	3	4	3	4	2	3
CO2	3	3	3	2	3	2	3	3	3	3	3	3	2	2	3	2
CO3	5	4	1	5	2	3	2	2	4	3	2	2	3	5	1	3
CO4	3	3	3	3	3	3	3	1	2	1	3	3	3	3	3	3
CO5	4	2	3	1	3	1	2	4	3	5	3	2	1	1	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



**Department of Humanities and Social Sciences  
Study and Evaluation Scheme**

Program: B.A./ B.A. (Hons.) Political Science with Economics/ History/ Sociology/ Psychology  
Session: 2025-26

Year III/ Semester VI

Course code	Course Title	Type of Paper	Period Per hr/week/sem.				Evaluation Scheme				Sub Total	Credit	Total Credits	Attributes								SDGs			
			L	T	P	CT	TA	Total	ESE	Employability				Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Value	Professional Ethics	Indian Knowledge System					
																					Degree				
A060601T/HP319	Indian Political Thought	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13	
A060602T/HP320	International Relations and Politics	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
A080601T/HE319/ A050601T/HH319/ A090601T/HS329/ A070601T/SS318	Economics/History/ Psychology/ Sociology	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
A080602T/HE320 A050606T/HH323 A090602T/HS330/ A070602T/SS319	Economics/History/ Psychology/ Sociology	Major (Own Faculty)	5	0	0	15	10	25	75	100	5:0:0	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
			20	0	0	60	40	100	300	400	20	20													

TA-Teacher Assessment

CT-Class Test

C-Credit

P-Practical

T-Tutorial

L- Lecture

CT= Mid1+Mid2 TA= Assignment + Quiz + Attendance

Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

*Zeba Adil*

---

**Department of Humanities & Social Sciences**

**Syllabus**

**BA (Political Science)**

(Double Major)

**(Session 2025-26)**

**Semester – VI**



**INTEGRAL UNIVERSITY**

**LUCKNOW**



Effective from Session:2025-26

Course Code	A060601T/HP319	Title of the Course	Indian Political Thought	L	T	P	C
Year	III	Semesters	VI	5	0	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, Medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shaped the normative thinking on India.						

## Course Outcomes

CO1	After studying the ancient Indian political thought, the students will be able to evaluate the political and ethical philosophies of ancient India by examining Kautilya's Arthashastra, the socio-political ideas in the Agganna Sutta, and the doctrines of Jaina traditions, and assess their relevance and influence on contemporary political thought.
CO2	After completing the unit, the students will be able to examine the pioneering roles of early social reformers and activists such as Ahilya Bai Holkar, Pandita Ramabai, and Tarabai Shinde in challenging social hierarchies and advocating for women's rights.
CO3	After studying the reformist ideas and nationalist contributions of Indian Renaissance thinkers like Raja Ram Mohan Roy, Dadabhai Naoroji, and Maulana Azad the students will be able to evaluate their role in shaping modern Indian socio-political consciousness.
CO4	After completing the unit, the students will analyze the ideological foundations and political philosophies of M.K. Gandhi, Jawaharlal Nehru, and B.G. Tilak.
CO5	After learning the modern social reformers, the students will be able to evaluate the contributions of Jyotiba Phule, Dr. B. R. Ambedkar, and Periyar in the struggle against caste oppression, patriarchy, and social inequality, and to create informed arguments and frameworks for understanding their relevance in contemporary social reform and policy discourse.
CO6	After completing the unit, the students will be able to analyze the socio-political philosophies of Jayaprakash Narayan, Dr. Ram Manohar Lohia, and Charan Singh; to evaluate their contributions to socialist thought, rural upliftment, and democratic movements in India.
CO7	Students will be able to evaluate the nationalist ideologies of V.D. Savarkar, Deendayal Upadhyay, and Mohammad Iqbal and assess their distinct visions of nationhood, identity, and socio-political integration.
CO8	After completing the unit, the students will be able to analyze the philosophical and socio-political ideas of Swami Vivekananda, Rabindranath Tagore, and M.N. Roy.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Ancient Indian Political Thought	Kautilya, Agganna Sutta, Jaina Traditions	10	01
2	Early Socialists & Activists	Ahilya Bai, Holkar, Pandita Ramabai, Tara Bai Shinde	13	02
3	Thinkers of Indian Renaissance	Raja Ram Mohan Roy Dadabhai Naoroji, Maulana Azad	10	03
4	Thoughts of Freedom Fighters	M.K. Gandhi, Jawaharlal Nehru, B.G Tilak.	10	04
5	Modern Social Reformers	Jyotiba Phule, Dr. B. R Ambedkar and Periyar	08	05
6	Socialist Thinkers	Jayaprakash Narayan, Dr. Ram Manohar Lohia, Charan Singh	08	06
7	Thoughts on Culture and Nationalism	VD Savarakar,, Deen Dayal Upadhyay, Mohmmed Iqbal	08	07
8	Indian Philosophers	Vivekanand, Rabindranath Tagore, M N Roy	08	08

## Reference Books:

S. Collins, (ed), AggannaSutta: An Annotated Translation, New Delhi: Sahitya Academy, 2001.

Guha, Ramachandra, Makers of Modern India, Penguin Viking, 2010.

Bidyutchakarabarty and RK Pandey, Modern Indian Political Thought.

H.R. Mukhi: History of Modern Indian Political Thought

## E-Learning Source:

<https://archive.nptel.ac.in/courses/109/103/109103135/><https://homework.study.com/explanation/what-is-indian-political-thought.html>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	3	3	2	3	2	3
CO2	3	3	3	2	3	3	2	2	2	2	2
CO3	2	3	2	3	2	2	3	2	3	3	3
CO4	2	2	3	3	3	3	2	1	2	3	2
CO5	3	1	2	1	2	3	3	2	3	2	3
CO6	2	3	3	3	3	3	3	2	2	2	2
CO7	2	2	2	2	2	2	2	1	2	3	3
CO8	3	2	3	2	3	3	2	1	2	2	2

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of HoD
------------------------------------	--

Effective from Session:2025-26

Course Code	A060602T/HP320	Title of the Course	International Relations and Politics	L	T	P	C
Year	III	Semesters	VI	5	0	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	This course seeks to equip students the basic tools for understanding International Relations. It also introduces major events and developments that have shaped the contemporary international system. It aims to capture the changing dynamics of the international politics by taking up burning and relevant issues which have potential to alter its contours.						

## Course Outcomes

CO1	Students will be able to analyze the definition, nature, and scope of international politics and major theoretical approaches including Idealism, Realism, Neo-Realism, Decision-Making Theory, System Theory, and Game Theory; to evaluate their explanatory power in global affairs.
CO2	Students will be able to evaluate the structure and evolution of the Nation-State system and key concepts like National Power, National Interest, Collective Security, and Balance of Power; to analyze their role in shaping international relations
CO3	Students will be able to analyze the role of diplomacy, disarmament, arms control, and nuclear proliferation in global politics; to evaluate the effectiveness of the United Nations and the implications of the emerging New World Order.
CO4	Students will be able to examine the causes and consequences of World War I & II, the ideological and strategic dimensions of the Cold War, and the transformations in post-Cold War international relations.
CO5	Students will be able to critically evaluate India's foreign policy and strategies since Independence, and assess the political developments and India's diplomatic engagements in South Asia, Southeast Asia, West Asia, and the Indo-Pacific region.
CO6	Students will be able to analyze the evolution of International Economic System and Strategic Partnership: EU, QUAD, IORA, ASEAN, BRICS, BIMSTEC, SAARC etc.
CO7	Students will be able to critically evaluate the concept, features, and effects of globalization, including its impact on the sovereignty of nation-states; to assess alternative perspectives on globalization and the global rise of China; and multipolar world order.
CO8	Students will be able to analyze the great debates in International Relations.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Theories and Approaches to International Politics	Definition, Nature & Scope of International politics, Approaches & Theories: Idealism, Realism, Neo Realism, Decision-Making, System Theory & Game Theory	10	01
2	The Nation State System	The Nation State System: National Power, National Interest, Collective Security, Balance of Power	13	02
3	Major Concepts in International Relations	Diplomacy, Disarmament & Arms Control & Nuclear Proliferation , United Nations, New World Order	10	03
4	War and International Relations	20 <sup>th</sup> Century of International relation: World War I & II, Cold War & Post-Cold War International Relations.	10	04
5	Post-Independence Foreign Policy	A Critical Appraisal of India's Foreign Policy Post Independence, Evaluation of Politics in South Asia, South East Asia, West Asia, Indo-Pacific Region	08	05
6	Evolution of International Economic System	Evolution of International Economic System from Bretton Woods to W.T.O, The North-South and the South-South Dialogue, Regional Trade Development, Cooperation, Strategic Partnership: EU, QUAD, IORA, ASEAN, BRICS, BIMSTEC, SAARC, SCO, & Mekong Ganga Cooperation	08	06
7	Concept of Globalization	Globalization: concept, feature, effects and its impact on sovereignty of states. Alternative perspective on globalization, Ascendency of China, Multipolar World	08	07
8	Great Debates in International Relations	Great Debates in International Relations: End of Ideology, Clash of Civilization, Cross border Terrorism & Non State Actors, Human Rights, Politics of Environment, Traditional & Non Traditional Security Threats	08	08

## Reference Books:

Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', NewDelhi.

Baylis &amp; S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University.

Khanna, V. N (2014) 'International Relations' Vikas Publishing House Noida, U.P.

Heywood, Andrew (2014) 'Global Politics' Palgrave Macmillan New York.

## E-Learning Source:

<https://www.internationalrelationsedu.org/><https://www.e-ir.info/>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	3	3	2	3	1	3
CO2	3	3	3	2	3	3	2	3	1	2	2
CO3	2	3	2	3	2	2	3	2	3	3	3
CO4	2	2	3	3	3	3	2	3	1	3	2
CO5	3	2	2	1	2	3	3	1	3	2	3
CO6	2	3	3	3	3	3	3	2	2	2	2
CO7	2	2	2	2	2	2	2	3	2	3	3
CO8	3	2	3	2	3	3	2	3	1	2	2

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name &amp; Sign of Program Coordinator

Sign &amp; Seal of HoD

Zeba Adil



Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A080601T/HE319	Title of the Course	Indian Economy & Economy of Uttar Pradesh	L	T	P	C
Year	III <sup>rd</sup>	Semester	VI <sup>th</sup>	5	0	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	This course exposes students to understanding of the Indian Economy & Economy of Uttar Pradesh. It highlights the organization, structure and role of studying Indian Economy.						

Course Outcomes	
CO1	Given macroeconomic indicators, students will be able to analyze the structure of the Indian economy and compare developmental patterns across states.
CO2	Using policy and institutional frameworks, students will evaluate problems and reforms in Indian agriculture, including sustainability and agrarian crisis.
CO3	Given industrial data and policy debates, students will critically assess the evolution of industrial policies, privatization, and the role of MSMEs and labour movements.
CO4	Using planning models and strategies, students will evaluate the shift from centralized to decentralized planning and assess inclusive growth initiatives via NITI Aayog.
CO5	Given socio-economic and demographic indicators, students will analyze the resource base and demographic features influencing UP's economic development.
CO6	Using comparative data, students will assess sectoral growth patterns and infrastructural developments in Uttar Pradesh vis-à-vis the Indian economy.
CO7	Given agricultural trends and rural data, students will examine farm structure, irrigation, credit access, and development policies shaping UP's rural economy.
CO8	Using industrial data and case studies, students will analyze the industrial landscape of Uttar Pradesh and evaluate policy measures like OPOD for balanced growth.

Unit No.	Content of Unit	Contact Hrs.	Mapped CO
1	Concept, Nature and structure of Indian Economy: Indian economy as a Developing Economy. Comparative Development of Indian States.	05	CO1
2	Agricultural Sector: Features of Agriculture sector in India, Problems and Remedies. Institutional Reforms, Technological change in Agriculture, Terms of Trade between Agriculture and Industry; Agricultural Policy, Policies for Sustainable Agriculture. Agrarian Crisis and Agricultural Labour.	06	CO2
3	The Industrial Sector: Industrial Policy; Public Sector Enterprises and their Performance, Privatization and Disinvestment debate, Small, Medium and Large-scale Sector, Industrial Labour, trade Union Movement. MSMEs.	06	CO3
4	Planning in India: Objectives and Strategy of Planning; Success story of Indian Plans; Strategy of Inclusive Growth. Resource mobilization for Development. NITI Aayog.	06	CO4
5	Nature, Features, Demographic Profile and Status of Natural Resources. Major Factors affecting growth and development in Uttar Pradesh. Role of Economic and non-economic factors in economic development of Uttar Pradesh	06	CO5
6	Sectoral growth pattern in Uttar Pradesh: Economic growth in Uttar Pradesh and Indian economy: A comparison. Infrastructural development of Uttar Pradesh	07	CO6
7	Pattern of land-holding and irrigation; production and productivity in agriculture, Farm mechanization, Crop diversification, agricultural credit, Agricultural policy and strategies in Uttar Pradesh, Rural Development in Uttar Pradesh.	07	CO7
8	Problems and Policies. Major industries in Uttar Pradesh, Pattern of Industrial Development in Uttar Pradesh, Industrial Policy in Uttar Pradesh, Growth pattern of Services sector and Its linkages of other sectors of UP Economy. Micro, Small, Medium Enterprises (MSMEs) in Uttar Pradesh. One Product One District (OPOD).	07	CO8

Reference Books:

1. Agarwal, M K (2009): Uttar Pradesh ka Arthik Vikas. New Royal Book Company
2. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years & the latest.
3. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years & the latest
4. Annual Financial Statement (Budget) various years & Latest published by the Government of India
5. Indian Economy by Mishra & Puri. Himalaya Publishing House (Hindi/English)
6. Indian Economy. Rudra Dutt & Sunderam. S. Chand & Company (Hindi/English)
7. Mishra, Arvind Narayan & Atul Chandra (2018): The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224
8. Publications of the Government of Uttar Pradesh.
9. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission

E-Learning Source:

<https://swayam.gov.in/> ; <http://www.ignouhelp.in/ignou-study-material/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)											
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	2	3	3	3	2	3
CO2	3	3	2	2	3	2	3	3	3	2	3
CO3	3	3	3	2	2	2	2	3	3	2	3
CO4	3	3	2	3	3	2	2	3	3	2	3
CO5	3	3	2	2	3	2	3	3	3	2	2
CO6	3	3	2	2	3	2	3	3	3	2	3
CO7	3	3	2	3	3	2	3	3	3	2	3
CO8	3	3	2	3	3	2	3	3	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



**Integral University, Lucknow**

Effective from Session: 2025-26

<b>Course Code</b>	A0806021/HE320	<b>Title of the Course</b>	Agriculture Economics	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III <sup>rd</sup>	<b>Semester</b>	VI <sup>th</sup>	5	0	0	5
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				

**Course Objectives** This course exposes students to the basics of agriculture economics and the labour issues in agriculture sector. It explains the significance of agriculture in the economic growth and economic development of an economy.

**Course Outcomes**

CO1	Given classical models, students will analyze the interrelationship between agriculture and industry and identify challenges related to productivity and area expansion in Indian agriculture.
CO2	Using production theories and historical policy frameworks, students will evaluate supply responses, returns to scale, and the impact of price policy and institutional changes on Indian agriculture.
CO3	Given poverty data and rural labor structures, students will analyze the challenges of agricultural labor, assess employment conditions, and evaluate the effectiveness of poverty alleviation programs.
CO4	Using recent agricultural developments, students will assess the implications of food security, subsidies, biotech innovations, and international trade agreements on Indian agriculture.
CO5	Given economic planning frameworks, students will evaluate agriculture's contribution to national development through backward-forward linkages and its role in employment generation.
CO6	Students will assess the impact of land reforms and analyze the infrastructural and technological factors contributing to the success and need for a second Green Revolution.
CO7	Given agricultural credit mechanisms, students will examine the role of financial institutions and insurance schemes in addressing risk and promoting agricultural development.
CO8	Using marketing frameworks, students will evaluate the structure and challenges of agricultural markets and interpret trends and policies in agricultural and crop diversification in India.

Unit No.	Content of Unit	Contact Hrs.	Mapped CO
1	Models of Agricultural Development: W. A. Lewis model, Fei & Ranis Model, Inter relationship between agriculture and industry. Challenges & Issues Regarding Agricultural Area Expansion, Production and Productivity in India.	06	CO1
2	Agricultural Production Function, Supply Response, Farm Size, Returns to Scale and Productivity; Agricultural Price Policy in India, Agricultural policy in India since 1947 – institutional and technological changes; impact on production, productivity and environment.	06	CO2
3	Labour in Agriculture, Labour and Work Force in Rural Farm and Non-Farm Sectors. Agricultural Labour- Problem and Policy. Concept and Measurement of Rural Poverty & Employment, Poverty Alleviation Programmes (in brief- the Objectives, Achievements & the Shortcomings).	06	CO3
4	Current Issues in Indian Agriculture- Poverty & Food Security in India, Agro- Subsidies in India. Export and Imports of Agricultural Commodities, WTO and Indian Agriculture-Bali Negotiations, Bio – technological practices and growth potential.	06	CO4
5	Role Of Agriculture in Economic Growth and Development in India. Backward, Forward Linkage between Agriculture and Industry Approaches towards Agriculture and Allocation of Resources under Different Plans in India. Employment Elasticity in Indian Agriculture	06	CO5
6	Land Reforms in India & Its Contemporary Relevance, Green Revolution and the Need for Second Generation; Green Revolution. Role of Infrastructural Support-Irrigation, Power, Seeds Fertilizers, Marketing Support System and Roads in Agricultural Development in India.	07	CO6
7	Role of Credit in Agricultural Development, Institutional & Non-Institutional Sources of Credit in India, Cooperative Movement in India (In Brief). Role of Schedule Commercial Banks, Lead Banks, Regional Rural Banks and NARBAD to Promote Agricultural Development, Risk and uncertainty in agriculture – crop insurance.	06	CO7
8	Agricultural Marketing: Meaning and Concept. Structure of Agricultural Markets in India, Issues and Challenges in the Marketing of Agricultural Products in India. Agricultural Diversification: Meaning, Concept & Issues. Crop Diversification: Meaning, Concept and Issues.	07	CO8

**Reference Books:**

- Bardhan, P. (1984) Land, Labour and Poverty; Essays in Economic Development, OUP, New Delhi.
- Bhaduri, A. (1984), The Economic Structure of Backward Agriculture; Macmillan, Delhi.
- Bhalla, G.S. (2007) Indian Agriculture since Independence, National Book Trust, India.
- Bharadwaj, K. (1974). Production Condition in India Agriculture; OUP, Cambridge.
- Black, J.D. (1953) Introduction to Economics for Agriculture, Macmillan.
- Dash, Mrutyunjay (2013); Agricultural Economics, Anmol Publications.



**E-Learning Source:**

<https://swavam.gov.in/>  
<http://www.ignouhelp.in/ignou-study-material/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	3	3	2	3
CO2	3	3	2	2	2	3	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	3	3	3	2	3
CO5	3	3	2	2	3	3	3	3	3	2	2
CO6	3	3	2	2	3	3	3	3	3	2	3
CO7	3	3	3	3	3	3	3	3	3	3	3
CO8	3	3	2	3	3	3	3	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



**Effective from Session: 2024-25**

<b>Course Code</b>	A050602T/H H319	<b>Title of the Course</b>	History of Modern world (1815A.D- 1945A.D)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	VI	5	0	0	5
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To develop critical understanding about the rapid changes which occurred in Europe and rise of new order defying the traditional theory of kingship. Acquaintance to History of Modern world is indispensable for a student to make a sense of Modern world.						

**Course Outcomes**

<b>CO1</b>	To introduce the student regarding rapid changes which occurred in Europe.
<b>CO2</b>	To lay special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship.
<b>CO3</b>	This is era of new ideologies leading to the First World War to which a student of history must be introduced.
<b>CO4</b>	To develop understanding of shift from Euro-centric history of world history.
<b>CO5</b>	To develop understanding of turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal .
<b>CO6</b>	To develop understanding of Second World War Imperialistic clash and more a clash of two ideologies
<b>CO7</b>	To develop understanding of Imperialistic clash and more a clash of two ideologies.
<b>CO8</b>	To develop understanding of formation of International Agencies and Colonist and Imperialist structure.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Unification</b>	Germany and Italy; implications and causes.	8	CO1
2	<b>World war</b>	First world war: Causes & Implications	7	CO2
3	<b>Peace Convention</b>	Paris Peace Convention, Treaty of Versailles. objective and implication	7	CO3
4	<b>League of Nations</b>	League of Nations, Organization, Achievements and Failure.	8	CO4
5	<b>Communism</b>	Rise of Communism in Russia, The Bolshevik Revolution; inception & development	8	CO5
6	<b>Dictatorship</b>	Rise of Dictatorship; Mussolini and Hitler	7	CO6
7	<b>United states in world affairs</b>	Economic Depression and New Deal policy of F.D. Roosevelt.	8	CO7
8	<b>U.N.O.</b>	Factor leading for Second World War	7	CO8

**Reference Books:**

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System

**e-Learning Source:**

- <https://swayam.gov.in>
- <http://ignou.ac.in/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO- PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PS3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO6	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO7	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO8	2	2	2	2	2	2	2	2	2	2	2	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
--	------------------------



Effective from Session: 2024-25

Course Code	A05U06061/H H323	Title of the Course	Economic History of Ancient India (600-1200 A.D.)	L	T	P	C
Year	III	Semester	VI	5	1	0	6
Pre-Requisite	10+2	Co-requisite	None				
Course Objectives	The course aims to provide students with a comprehensive understanding of the Economic History of Ancient India (600-1200 A.D.). By exploring the historical and geographical context that led to the foundations of Ancient Indian Economy, students will gain insights into the subsequent development related to economy during Ancient India.						

Course Outcomes	
CO1	To know about the Historical and geographical context that led to the foundations of Ancient Indian Economy
CO2	To develop knowledge about the Economic Structures of Ancient Indian Kingdoms.
CO3	To develop knowledge about the Trade and Commerce in Ancient India.
CO4	To know about the Economic Policies of Medieval Indian Dynasties.
CO5	To acquire knowledge about the Agriculture and Rural Economy.
CO6	To acquire knowledge about the Crafts, Industries, and Artisans.
CO7	To acquire knowledge about the Economic Thought and Literature of Ancient India.
CO8	To develop knowledge about the Decline and Transition.

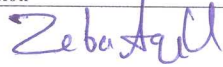
Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Foundations of Ancient Indian Economy	Geographical and Environmental Influences, Utilization of natural resources, major trade routes, major trade routes, Agriculture and Land Usage; Farming techniques, Agrarian practices.	8	CO1
2	Economic Structures of Ancient Indian Kingdoms	Gupta Empire Economy, Harsha's Kingdom Economy; Role of trade and commerce during Harsha's reign, Regional Economic Models; economic structures across regions, Trade & Commerce in regions.	8	CO2
3	Trade and Commerce in Ancient India	Indian Ocean Trade, Inland Trade Routes, Trade with Foreign Civilizations; Economic relations with Rome, China, and Southeast Asia, Guilds and Merchants.	7	CO3
4	Economic Policies of Medieval Indian Dynasties	Chola Dynasty; Economic policies of the Chola rulers, Development of maritime trade. Rashtrakuta and Palas; Economic structures of the Rashtrakuta and Pala empires. Agrarian policies and revenue systems. Delhi Sultanate; Economic impact of the Delhi Sultanate, Trade and taxation policies. Vijayanagara Empire; Economic prosperity during the Vijayanagara period. Cultural and economic exchanges.	8	CO4
5	Agriculture and Rural Economy	Technological Advances; Innovations in agricultural technology. Impact on productivity. Land Revenue Systems; Different models of land revenue systems. Feudalism and its influence on agriculture. Water Management; Irrigation systems and their significance, impact on crop patterns. Village Communities; Social and economic structures of ancient Indian villages, Cooperative farming.	8	CO5
6	Crafts, Industries, and Artisans	Craftsmanship and Artisan Guilds; Formation and functions of artisan guilds. Textile and Metal Industries; development of textile and metal industries, Technological advancements. Cottage Industries. Trade in Precious Metals and Gems; Exploration of trade in gold, silver, and gems. Economic significance of precious metal trade.	7	CO6
7	Economic Thought and Literature	Arthashastra and Economic Policies, Dharmashastras and Economic Ethics, Impact of Religion on Economy.	7	CO7
8	Decline and Transition	Factors Contributing to Decline, Transition to Medieval Period, Emerging economic structures, Historiographical Perspectives	7	CO8

**Reference Books:**

Romila Thapar, The Economic History of Ancient India.
Irfan Habib, The Agrarian System of Mughal India, 1556-1707. Dietmar Rothermund, Economic History of India: Ancient to Present.
K. N. Chaudhuri, Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750.
<b>e-Learning Source:</b>
<a href="https://swayan.gov.in/">https://swayan.gov.in/</a>
<a href="http://ipnou.ac.in/">http://ipnou.ac.in/</a>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
	CO1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO4	2	1	3	2	3	2	2	2	2	2	2	2	2	2	
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. Tabinda Anjum Tabinda Anjum Name & Sign of Program Coordinator	 Sign & Seal of HoD
--	---

Effective from Session: 2024-25

<b>Course Code</b>	A090601T/ HS329	<b>Title of the Course</b>	COMMUNITY AND HEALTH PSYCHOLOGY	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	4	0	0	4
<b>Pre-Requisite</b>	Intermediate (10+2)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To introduce students to the basic concepts of the field of community and health psychology with an emphasis on applications of psychology in everyday life.						

**Course Outcomes**

<b>CO1</b>	Understanding about the Community and Health Psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
<b>CO2</b>	Enable to Identify and compare the major Approaches of Community Psychology.
<b>CO3</b>	Knack to link up theory with individual experiences and able to understand Community Intervention Issues
<b>CO4</b>	Understanding about the Community Interventions
<b>CO5</b>	Gain knowledge of the nature and principles of Health Psychology as well as the models of Health Psychology.
<b>CO6</b>	Knowledge about the Health Behaviours and Health Belief Model
<b>CO7</b>	Understanding of the Natures and Types of Stress and Health and Stress Management.
<b>CO8</b>	Enable to understand Chronic Illnesses.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Community Psychology	Nature, Historical Development, Fields of Community Psychology.	7	CO1
2	Approaches of Community Psychology	Mental Health Approach; Social Problem Approach	8	CO2
3	Community Intervention Issues	Poverty and Prolonged Deprivation; Marginalization; Migration and Immigration Issues; Superstitions in Indian Society.	8	CO3
4	Community Interventions	Community Mental Health; Gender, Discrimination and Power Issues Related Interventions; School Intervention; Rural Development Intervention.	7	CO4
5	Health Psychology	Nature, Development and Goals of Mental Health Psychology, Biopsychosocial Model of Health.	6	CO5
6	Health Behaviours	Health Compromising and Health Enhancing Behaviours; Theories of Health Behaviour: Health Belief Model, Planned Behaviour and Reasoned Action Theory.	8	CO6
7	Stress and Health	Natures and Types of Stress, Stress Appraisal; Coping with Stress; Psychological Moderators of Stress (Hardiness, Social Support and Optimism).	8	CO7
8	Chronic Illnesses	Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, Diagnosis and Psychological Correlate.	8	CO8

**Reference Books:**

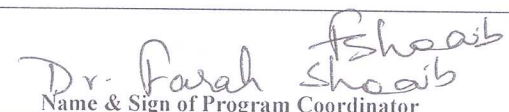
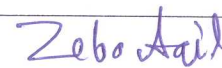
- Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd.
- Dalal, A.K. (2015). Health Beliefs and Coping with Chronic Diseases. New Delhi: Sage Publications India Pvt. Ltd.
- Ghosh, Manika (2015). Health Psychology: Concepts in Health and Well-being. New Delhi: Pearson.

**e-Learning Source:** - <http://www.apa.org> <http://heeccontent.upsdc.gov.in/Home.aspx>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	3	2	2	2	2	3	2	3	3	3	2	2	2	3	3	
CO2	3	3	1	1	3	2	1	3	3	3	3	3	3	3	3	
CO3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3	
CO4	3	3	2	2	3	3	3	3	3	3	3	3	3	3	2	
CO5	3	2	2	2	3	3	2	3	3	3	3	3	3	3	2	
CO6	3	2	2	2	3	2	3	3	3	3	3	3	3	3	3	
CO7	3	3	1	3	3	2	2	3	3	3	3	3	3	3	2	
CO8	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---

**Effective from Session:2024-25**

Course Code	A090602T/HS330	Title of the Course	Counseling Psychology	L	T	P	C
Year	III	Semester	VI	4	0	0	4
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	Students will able to understand how to establish rapport and use various approaches in counseling.						

**Course Outcomes**

CO1	Understanding about the Counseling Psychology and its concepts, and principles Types.
CO2	Enable to understand Psychoanalytic theory and use of Cognitive-Behavioral; Indian Contribution to Counseling
CO3	Knack to link up theory with individual experiences and varied applied settings of counseling Processes.
CO4	Understanding about the structural theoretical and functional dynamics of counseling processes and Counseling Techniques.
CO5	Gain knowledge of the important processes and principles of Counseling in Schools and Family Counseling.
CO6	Knowledge about the structural components and functional dynamics of Career, Marriage Counseling.
CO7	Development skills enhancement of the Counseling for Substance-abuse: Child Abuse.
CO8	Development of Counseling Ethics; Referrals and Reporting in understanding human behavior.

Unit No	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Counseling:</b>	Counseling: Meaning, Goals; Types of Counseling: An Overview.	7	CO1
2	<b>Theoretical Bases of Counseling:</b>	Psychoanalytic; Phenomenological, Cognitive-Behavioral; Indian Contribution to Counseling	8	CO2
3	<b>Counseling Processes:</b>	Counseling Interview; Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing.	8	CO3
4	<b>Counseling Techniques:</b>	Person- Centered and Cognitive Behavioral (Beck and Albert Allis).	7	CO4
5	<b>Counseling in Schools, Family Counseling Career, Marriage Counseling:</b>	An Introduction Counseling in Schools and Family Counseling: Assumptions and Procedures. Career, Marriage and Group Counseling.	8	CO5
6	<b>Counseling in the Indian Context</b>	<b>Guidance and Counseling, Characteristics of Counseling, Perspectives of Counseling, Origin of Counseling Movement in India.</b>	8	CO6
7	<b>Counseling for Substance-abuse:</b>	Counseling for Substance-abuse, Child Abuse: An Introduction	7	CO7
8	<b>Counseling Ethics:</b>	Counseling Ethics; Referrals and Reporting	7	CO8

**Reference Books:**

- Edward, N. (2011). Counseling Theory and Practice. Cengage Learning.
- Gelso, C. J. & Pretz, B.R. (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance (6th Ed.) Pearson Education.
- Kapur, Malavika (2011). Counseling Children with Psychological Problems. Pearson Publications.
- Nelson-Jones, R. (2011). Theory and Practice of Counseling & Therapy. New Delhi: sage South Asia Edition.
- Patri, V. R. (2008). Counseling Psychology. New Delhi: Authors Press.

**e-Learning Source:**

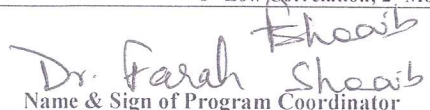
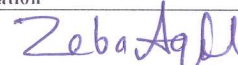
Suggestive digital platforms weblinks- <https://egvankosh.ac.in/handle/123456789/23640>  
<https://egvankosh.ac.in/bitstream/123456789/23934/1/11mt-1.pdf>  
<http://www.apa.org>

Suggested equivalent online courses: Coursera, Swayam

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	2	3	2	3	2	1	2	2	2	1	3
CO2	2	3	1	1	3	2	1	3	2	3	2	1	3	2	1
CO3	1	2	2	2	3	2	3	1	3	1	3	3	1	3	3
CO4	3	3	2	2	3	1	3	2	3	3	2	2	2	2	2
CO5	2	2	2	2	3	3	2	3	3	2	3	1	3	2	2
CO6	3	2	2	2	3	2	3	1	2	3	1	3	2	3	1
CO7	2	3	1	3	2	2	2	3	3	2	3	1	2	2	2
CO8	3	2	3	2	3	3	2	3	2	1	3	1	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



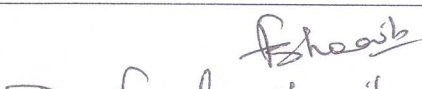
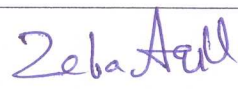
Effective from Session: 2024-2025							
Course Code	A090603P/H S331	Title of the Course	Survey/Field Visit	L	T	P	C
Year	III	Semester	VI	0	0	2	2
Pre-Requisite	Open to all	Co-requisite	None				
Course Objectives	To make the students have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.						

Course Outcomes	
CO1	To train students to enhance their practical skills to practice and maintain mental health
CO2	To enable students to learn the art of conducting surveys

Unit No.	Unit Title	Content of Unit	Contact Hrs.	Mapped CO
1	Field Visit	Field visit to any Community Center/Social Service Center/School and submit a report (10-12 students group can be formed)	15	1
2	Survey Report	Conduct a survey on any Health-related issues and submit the report (10-12 students group can be formed)	15	2

Suggested Continuous Evaluation Methods	
Presentation practical file (20 marks)	
Attendance (5 marks)	

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	3	3	3	3	2	1	3	1	3	2	3	2	2	3
CO2	3	2	3	2	2	1	3	3	2	2	1	3	1	3	1

 Dr. Farah Shaab Name & Sign of Program Coordinator	 Zeba Aull Sign & Seal of HOD
--	--



Integral University, Lucknow

Effective from Session:2025-2026							
Course Code	A070601T/SS318	Title of the Course	Pioneers of Indian Sociology	L	T	P	C
Year	III	Semester	VI	4	1	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	The course outline has been delineated in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities. The learner will be able to grasp information and knowledge about the approaches and theoretical framework adopted by the Indian Sociologists and simultaneously they will know about the History of Sociology in India and Sociological traditions.						

Course Outcomes	
CO1	To understand G.S.Ghurye, D. N. Majumdar perspectives on caste and tribe
CO2	To understand Radhakamal Mukherjee views on Social Structure of Values; Social Ecology
CO3	To understand D.P. Mukherjee’s perspectives on Indian society
CO4	To understand Irawati Karve & I.P. Desai ideas on kinship and Family in India
CO5	To understand M.N. Srinivas’s Structural-Functional perspective on Indian society
CO6	To understand S. C. Dube’s views on Indian Village; Tradition; Modernization
CO7	To understand A.R. Desai & Rama Krishna Mukherjee’s Marxist approach on Indian Society
CO8	To understand Andre Beteille’s perspective on Caste, Class and Power

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	G. S. Ghurye & D. N. Majumdar	G. S. Ghurye : Caste; Indian Sadhus; Rururban Community; D. N. Majumdar : Caste; Tribal Integration.	08	CO1
2	Radhakamal Mukherjee	Social Structure of Values; Social Ecology.	08	CO2
3	D.P. Mukherjee	D.P. Mukherjee: Indian Culture and Diversities; Modernity, Indian Youth, Marxology	08	CO3
4	Irawati Karve & I.P. Desai	Irawati Karve: Kinship in India, I.P. Desai: Indian Family.	08	CO4
5	M.N. Srinivas	M.N. Srinivas: Sanskritization; Westernization; Secularization; Dominant Caste.	08	CO5
6	S. C. Dube	S. C. Dube: Indian Village; Tradition; Modernization and Development.	08	CO6
7	A.R. Desai & Rama Krishna Mukherjee	A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society. Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure.	06	CO7
8	Andre Beteille	Andre Beteille: Caste, Class and Power: Agrarian Structure.	06	CO8

Reference Books:

D.N. Dhanagare, 1999: Themes and Perspectives in Indian Sociology.

Das Veena, 1995: Critical Events, An Anthropological Perspective on Contemporary India.

Madan, T.N.2011. Sociological Traditions: Methods and Perspectives in the Sociology of India


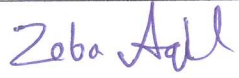
Dube, S. C, 1990. Indian Society

e-Learning Source: E-gyan-kosh and NCERT

Course Articulation Matrix:(Mapping of POs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P08	PSO1	PSO2	PSO3
CO1	1	1	3	1	3	3	2	3	2	2	2
CO2	1	2	3	2	3	3	3	2	2	1	1
CO3	2	1	3	3	3	2	2	3	1	2	2
CO4	2	2	3	3	3	2	3	3	2	2	3
CO5	1	2	2	3	3	3	2	2	2	2	2
CO6	3	2	3	2	1	2	3	3	2	3	3
CO7	3	3	3	2	1	3	3	2	3	3	2
CO8	3	3	2	1	2	3	2	3	2	3	3

1- Low Correlation;2-Moderate Correlation;3-Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---



**Integral University, Lucknow**

Effective from Session:2025-2026							
Course Code	A070602T/SS319	Title of the Course	Gender and Society	L	T	P	C
Year	III	Semester	VI	4	1	0	5
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	This course is gender sensitive and is directed towards engaging students to learn and rethink about the gender issues. The course will introduce students to the core gender issue and will equip them to come with suggestions which would be directed towards gender equity.						

Course Outcomes				
CO1	Learn about basic concepts of sex and gender, Gender Roles, Social Construction of Gender			
CO2	To Understand the discourses on Women and Family, Socialization and Feminist Movement			
CO3	To Understand the various Perspectives of Gender.			
CO4	To know about the relation between patriarchy and Gender			
CO5	To Understand the status of Women in Indian Society.			
CO6	To Enhance knowledge regarding Power & Subordination of women in different sphere.			
CO7	To know about Crime against Women and related Issues.			
CO8	To Understand Constitutional Safeguards and Provisions regarding Women			
Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.	08	CO1
2	Women and Family	Women in Family, Socialization and Gender, Feminist Movement Understanding Gender Inequalities- Caste and Class.	08	CO2
3	Gender Perspectives	Gender Perspectives: Liberal, Marxian, Socialist, Radical	08	CO3
4	Patriarchy and Gender	Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity.	08	CO4
5	Women and Society in India	Women and Society in India: Demographic Profile, Population and Gender, Population, Gender and Migration.	08	CO5
6	Women, Power & Subordination	Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health	08	CO6
7	Crime against Women	Crime against Women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place.	06	CO7
8	Constitutional Safeguards and Provisions regarding Women.	Constitutional Safeguards and Provisions regarding Women, Programmes and Policies regarding upliftment of Women. Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights.	06	CO8

**Reference Books:**

Bhasin Kamala, 2000 Understanding Gender, Kali for Women.

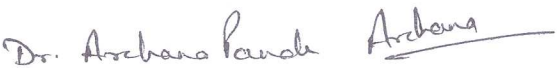

Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited

Geetha V,2007 Patriarchy, Stree, Calcutta.

**Course Articulation Matrix:(Mapping of COs with POs and PSOs)**

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P08	PSO1	PSO2	PSO3
CO1	1	1	3	1	1	3	2	3	2	2	2
CO2	1	2	3	2	1	3	3	2	2	1	1
CO3	1	2	1	2	2	3	2	3	1	2	2
CO4	1	2	2	1	3	2	3	3	2	2	3
CO5	2	2	1	2	3	3	2	2	2	2	2
CO6	3	2	3	2	1	2	3	3	2	3	3
CO7	1	3	3	2	3	3	3	2	3	3	2
CO8	1	3	2	1	2	1	2	3	2	3	3

1- Low Correlation;2-Moderate Correlation;3-Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---