REGULATIONS AND CURRICULUM GOVERNING

Bachelor of Arts (Hons.)/ (Hons. with Research)

Specialization in

Psychology, Economics, Political Science

- **Coursework and Internship**
- **Coursework**
- **Coursework and Research**
- **Research**

Academic Year 2025 - 2026

The Yenepoya Institute of Arts Science Commerce and Management

RABBI ZIDNI 'ILMA

YENEPOYA

(DEEMED TO BE UNIVERSITY)

Deralakatte, Mangalore, Karnataka.

NOTIFICATION FROM THE UNIVERSITY

YENEPOYA

A+ NAAC

YENEPOYA (DEEMED TO BE UNIVERSITY)

OFFICE OF THE REGISTRAR

No.: 61-ACM/57 /2025 Date: 12.03.2025

NOTIFICATION

Sub: Syllabus approval of I to VI semester of BA (Honours/Honours with Research) Program - reg .:-

Ref: 1. Resolution of the Academic Council at its 61st meeting held on 13.02.2025 vide agenda – 57.

2. Resolution of the Executive Council at its 7th meeting held on 11.03.2025 vide agenda -3

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Pursuant to the resolutions cited in the above references, the Yenepoya (Deemed to be University) hereby notifies the syllabus of the I to semester BA (Honours/Honours with Research) program with the specialization in Psychology, Economic and Political Science under the Faculty of Arts and Social Sciences for the academic year 2025-2026.

REGISTRAR

To:
PA to Vice Chancellor
Dean of Academics, Yenepoya (Deemed to be University)
Controller of Examinations
Dean, Faculty of Arts and Social Sciences
File Copy

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1. Preamble

The higher education in India has undergone significant transformation with introduction of National Education Policy (NEP-2020). This transformation in the education sector is a step towards achieving competency based skill oriented education incorporating human values and social justices and equality along with scientific advancement in all disciplinarians including basicsciences. Educational reforms focus on training, the learners to think critically, solve problems and be creative, providing exposure to multidisciplinary holistic education across science, social science/humanities that help the learners to innovate, adapt to changing fields with soundinformation technology skills. The purpose of this curriculum is to develop good human being, capable of rational thought and action, possessing companion and courage, scientific temper, creative imagination, with ethical moorings and values. The curriculum also aims at learner centricapproaches for grooming productive and contributing citizens for building economically stable harmonious society.

The curriculum allows incorporating many of the core values of NEP-2020. For example, the curriculum incorporates Core Courses, Discipline Specific Courses, Multidisciplinary Courses, Skills/Ability Enhancement Courses, Value Added Courses enabling the holistic development/learning experience. Further, includes assessment and evaluation of students on the prerequisite skill sets. The expected outcomes for the program such as core competency, communication skills, critical thinking, effective skills, problem-solving, analytical, reasoning, research-skills, teamwork, digital literacy, moral and ethical awareness, leadership readiness and others along with very specific learning course outcomes at the starting of each course.

This BA Program is designed in line with the suggestion of University Grants Commission is to support an effective curriculum for undergraduate studies in Psychology, Economics, Political Science. This undergraduate degree programs can either be 3 or 4-year program and may include multiple exit options within this period with appropriate certifications as per NEP-2020. The undergraduate curriculum structure outlined by the UniversityGrants Commission has provision of ensuring the inculcating human values, personal/professional ethics, and social responsibility, with holistic personality development of the students in terms of providing opportunity for exposure to the students towards Core Courses, Discipline Specific Courses, Elective Courses, Ability Enhancement courses, Multidisciplinary Courses, skill enhancement courses with special focus on technical,

communication, team work and subject specific skills through practical and other innovative transactional modes and also includes internship and research projects. These efforts help the students to acquire skills for better employability in newer job sector. Curriculum development is a collaborative and an on-going process with experts representing the domain from different institutions. This curriculum will undergo regular updating time to time to improve and meet newer needs of students, teachers andsociety at large.

The curriculum intends to develop cognitive skills along with foundational skills for higher ordercognitive skills of critical thinking, problem solving along with social and emotional skills. Students of the current generation are living in a confined space of the complex world having cultural diversity. Hence, needs of the students in higher education require inculcating cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication and preparedness for employment and financial independence.

2. Definitions

Semester/Credits:

A semester comprises 90 working days and an academic year is divided into two semesters. A summer term is for four weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. Depending on the availability of faculty and number of students, courses can be offered during summer term.

Awarding UG Certificate, UG Diploma, and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree program within three years and complete the degree program within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are

allowed to re-enter within a period of three years and complete the degree program within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG program will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2 (Section 4).

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree program with 160 credits and have satisfied the credit requirements as given in table 2 in Section 4. This is only for students who secure 70% marks and above in the first six semesters.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Interdisciplinary UG Program: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary program. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the program. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG program or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG program.

Multidisciplinary UG Program: In the case of students pursuing a multidisciplinary program of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year program and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year program without or with a research component respectively.

Infrastructure Requirement: Departments under YIASCM have adequate infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors to offer 4-year UG Degree (Honours with Research).

The Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programs.

Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorial

shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

Experiential learning credit is equal to 3-hour duration per week. For example, 1 credit for experiential learning will mean 45 hours of learning. The following types of courses/activities constitute the programs of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service

Lecture courses: Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

Tutorial courses: Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

Practicum or Laboratory work: A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

Seminar: A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

Internship: A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Studio activities: Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic focused experiential work.

Field practice/projects: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

Community engagement and service: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Experiential learning activities: Field project work / Day out learning activities etc are considered as experiential activities.

Number of Credits by Type of Course

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programs. This is done by prescribing details are in Table 2 (Section 4).

Other Courses: All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate;

Common Value-Added Courses: Courses under Value Added, Summer Internship/ Apprenticeship/ Community outreach activities, etc., for all majors, may be of 2-credits or as appropriate;

Final year Research project / Dissertation etc., may be of 12 credits. Tables 2 and 3 in the following sections provide the minimum credit requirements under each category and the distribution of course levels across 6/8 semesters.

3. Eligibility for admission

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Selection Process:

Application forms will be available in the official website of Yenepoya (Deemed to be University) (www.yenepoya.edu.in) and the college office. A merit list of the selected candidates will be prepared based on the 12th class marks /PUC marks. Reservation of seats will be followed as per the norms.

4. Duration of the program

i. The duration of the UG program is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Program will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree program.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the program shall not exceed 7 years.

Total Intake of Students: Students Intake will be as per the University regulations. Medium of Instruction: The medium of instruction and examination shall be English.

5. Maximum period for completion of the program

A candidate shall complete the program within 7 years for the award of Bachelor's Degree and 8 years for the award of the Honours Degree from the date of admission, failing which re-registration shall be mandatory.

6. Aim of the Program

- Develop the skills in the competencies, and training that are required for employability or progression to higher education and to deliver services to the life science skill sector including industry/environment.
- Build knowledge and awareness on the contemporary advances and developments in the discipline/sector.
- Develop skills as a self-directed learner; recognize continuing educational needs, select and use appropriate learning resources.
- Demonstrate competence in research oriented learning that includes project, report writing and data analytics skills.
- Inculcate the highest human values, social responsibilities/justice and appreciation for the environment.
- Train to be a proficient in profession by developing scientific temper and improve

educational experience.

- Identify social, economic, environmental and emotional determinants of the life science sector and take them into account while planning for solutions/measures/strategies; Provide sufficient exposure to team work and innovation culture

7. Objectives/Outcomes of the program (Knowledge/Skill/Attitude/Communication)

Objectives/Outcomes of the program

The BA (Honours/Honours with Research) in Psychology, Economics, and Political Science (PEP) offers diverse career opportunities across multiple sectors. Graduates can pursue roles in mental health, such as counsellors or organizational psychologists, or enter the corporate sector as HR specialists or behavioral consultants. In economics, they can work as data analysts, public policy advisors, or market researchers, while in political science, career paths include civil services, policy-making, political analysis, or international relations. The program also opens doors to interdisciplinary roles such as behavioral economists, public health policy experts, and development professionals in NGOs or international organizations. Additionally, graduates can explore research, academia, and teaching, or continue with advanced studies in any of the three disciplines. This program equips students with the knowledge and skills to thrive in government, private, and global sectors, addressing complex societal and global challenges.

- **Program Educational Objectives (PEOs)**

PEO1	Equip graduates with a well-rounded understanding of human behaviour, economic theories, and political systems, enabling them to address complex societal issues.
PEO2	Emphasizes the development of critical thinking, research skills, and problem-solving abilities, fostering innovative approaches to real-world challenges.
PEO3	Instils a sense of ethical responsibility and social consciousness, preparing students to contribute positively to society.
PEO4	Nurtures global awareness and multicultural competence, ensuring that graduates are well-prepared to thrive in diverse and interconnected environments, while encouraging lifelong learning and career advancement.

- **Programme Outcomes (POs):**

PO1	Demonstrate a blend of conventional discipline knowledge and its applications to the modern world.
PO2	Execute strong theoretical and practical understanding generated from the chosen programme.
PO3	Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation
PO4	Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life.
PO5	Make effective use of linguistic competencies to express themselves effectively in real and virtual media.
PO6	Demonstrate multicultural sensitivity in group settings.
PO7	Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism.
PO8	Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of a research project be it in field or otherwise under supervision.
PO9	Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
P10	Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
P11	Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
P12	Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

- **Program Specific Outcomes (PSOs)**
  - ❖ Psychology

PSO1	Understanding Human Behavior: Demonstrate an in-depth understanding of psychological theories, principles, and practices, and apply them to analyze and address mental health issues, human development, and social behavior.
PSO2	Research in Psychology: Conduct psychological research using qualitative and quantitative methods, and analyze data to derive conclusions that contribute to the field of psychology.

❖ Economics

PSO1	Economic Theory and Application: Understand and apply core economic concepts such as supply and demand, market structures, and economic policies to real-world situations, and analyze the economic behavior of individuals, firms, and governments.
PSO2	Quantitative and Analytical Skills: Use statistical tools and economic models to interpret data, forecast economic trends, and evaluate policy decisions effectively.

❖ Political Science

PSO1	Understanding Political Systems and Governance: Analyze political systems, structures, and processes, and understand the functioning of governments, political parties, and public policies at national and international levels.
PSO2	Political Research and Analysis: Apply research methodologies to study political behavior, public opinion, and international relations, and critically evaluate political issues and developments.

Program structure

Bachelor of Arts (BA/ BA(Hons)

Semester 1 / Year 1

Semester I										
Sl No	**Course Code**	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
				T	**P**	**E**				
1.	25RGBA101	CC	Principles of Economics	4	0	0	50	50	100	4
2.	25RGBA102T	CC	Foundations of Psychology - Theory	3	0	0	50	50	100	3
3.	25RGBA102P		Foundations of Psychology – (Practical)	0	2	0	50	50	100	1
4.	25RGBA103	CC	Introduction to Political Science	4	0	0	50	50	100	4
5.	NVAC01	VAC	VAC Group 1 **	2	0	0	100	-	100	2
6.	NAEC01	AEC	AEC Group 1 ***	4	0	0	50	50	100	4
7.	NME01	ME	ME- Group 1*	3	0	0	25	25	50	3
	Total								**650**	**21**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi-Interdisciplinary Elective course from the available options in the ME Group 1.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multi-Interdisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Bachelor of Arts (BA/ BA(Hons)

Semester 2 / Year 1

Semester 2										
Sl No	**Course Code**	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
				T	**P**	**E**				
1.	25RGBA201	CC	Money and Banking	4	0	0	50	50	100	4
2.	25RGBA202T	CC	Educational Psychology-Theory	3	0	0	50	50	100	3
3.	25RGBA202P		Educational Psychology-Practical	0	2	0	50	50	100	1
4.	25RGBA203	CC	Political Theory and Institutions	4	0	0	50	50	100	4
5.	NVAC02	VAC	VAC Group-II**	2	0	0	50	50	100	2
6.	NAEC02	AEC	AEC Group-II***	4	0	0	50	50	100	4
7.	NME02	ME	ME	3	0	0	25	25	50	3
	Total								**650**	**20**

T: Theory; P: Practical; E: Experiential Learning

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts Science Commerce and Management under different faculty are obligated to select one multi inter disciplinary elective course from the available options in the ME Group –I.

** Students enrolled in the programme offered by the Yenepoya Institute of Arts Science Commerce and Management under different faculty are obligated to select one ability enhancement course from the available options in the AEC list provided under each semester.

*** Multi inter disciplinary/Ability enhancement courses /Value added course /Skill enhancement course are common among all UG programmes of Yenepoya Institute of Arts Science Commerce and Management.

Exit:
1. UG Certificate in Commerce 2. Foundation Certification in Business and Finance.

Bachelor of Arts (BA/ BA(Hons)

Semester 3 / Year 2

Semester 3									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA301	CC	Public Finance	4	0	0	50	50	100	4
25RGBA302T	CC	Child Psychology-(Theory)	3	0	0	50	50	100	3
25RGBA302P		Child Psychology-(Practical)	0	2	0	50	50	100	1
25RGBA303	CC	International Relations and Indian Government	4	0	0	50	50	100	4
25RGBA304	CC	Computer Literacy	4	0	0	50	50	100	4
NVAC03	VAC	VAC Group-III***	2	0	0	50	50	100	2
NSEC	SEC	SEC- Group 1-Communication Skills*	3	0	0	100	-	100	3
Total								**650**	**21**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi-Interdisciplinary Elective course from the available options in the ME Group 3.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multidisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Bachelor of Arts (BA/ BA(Hons)

Semester 4 / Year 2

Semester 4									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
			T	**P**	**E**				
25RGBA401	CC	International Trade	5	0	0	50	50	100	5
25RGBA402T	CC	Developmental Psychology (Theory)	3	0	0	50	50	100	3
25RGBA402P		Developmental Psychology (Practical)	0	2	0	50	50	100	1
25RGBA403	CC	Indian Politics and Political Economy	4	0	0	50	50	100	4
25RGBA404	CC	NGO Management	4	0	0	50	50	100	4
NSEC	SEC	SEC- Group II- Leadership and Management Skills*	3	0	0	100	-	100	3
Total								**600**	**20**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Exit:
1. UG Diploma in Commerce 2. Professional Certification in Business and Finance.

Bachelor of Arts (BA/ BA(Hons)

Semester 5 / Year 3

Semester 5									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA501	CC	Economic Development	4	0	0	50	50	100	4
25RGBA502	CC	Digital Economics	4	0	0	50	50	100	4
25RGBA503	CC	Social Psychology	4	0	0	50	50	100	4
25RGBA504T	CC	Psychology for Well-Being (Theory)	3	0	0	50	50	100	3
25RGBA504P		Psychology for Well-Being (Practical)	0	2	0	50	50	100	1
25RGBA505	CC	Western Political Thought	4	0	0	50	50	100	4
NSEC	SEC	SEC- Group III- Professional Development*	3	0	0	100	-	100	3
Total								**700**	**23**

T, Theory; P, Practical; E, Experiential Learning

*Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Bachelor of Arts (BA/ BA(Hons)

Semester 6 / Year 3

Semester 6									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA601	CC	History of Economic Thought	4	0	0	50	50	100	4
25RGBA602	CC	Health Psychology	4	0	0	50	50	100	4
25RGBA603	CC	Public Administration	4	0	0	50	50	100	4
25RGBA604	SEC	Internship	0	0	24	100	100	200	8
Total								**700**	**20**

T, Theory; P, Practical; E, Experiential Learning

*Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

8. Attendance

i. A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 75% of the number of classes held in all courses

ii. A candidate who does not fulfill the requirement of attendance in more than 50% of the courses in a semester shall not be permitted to appear for the University End Semester Examination. The candidate shall seek readmission to the respective semester in the subsequent year and shall attend a minimum of 75% of the total instruction hours in all courses for that semester.

iii. Student having an attendance shortage in 50% or less than 50% of the courses (irrespective of the credits or type of course e.g. Theory /practical) will not be permitted to write the examination in the concerned courses, during that semester. The student will enroll by paying a casual term fee as fixed by the university and will undertake remedial classes held during the semester break (either summer or winter) and fulfill the attendance requirement and give the examination as and when notified.

iv. A student seeking readmission due to shortage of attendance in more than 50% of the subjects in the semester will not be permitted to carry forward the tuition fee. The student will pay the entire tuition fee of the semester.

v. A student having the required attendance percentage in all courses and fails to pass in the course/s in a semester is permitted to carry over all courses and will be permitted to appear as a resit candidate.

vi. If a candidate represents his/her Institution/University/ Karnataka State/ Nation in Sports/ NSS/ Cultural officially sponsored activities or participates in national level events such as Republic Day Parade etc., he/she may be permitted to claim attendance for actual number of days of participation based on the recommendation of the head of the Institution concerned.

9. Syllabus / Course contents

Bachelor of Arts (BA/ BA(Hons)

Semester 1 / Year 1

Semester I										
Sl No	**Course Code**	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
				T	**P**	**E**				
1.	25RGBA101	CC	Principles of Economics	4	0	0	50	50	100	4
2.	25RGBA102T	CC	Foundations of Psychology - Theory	3	0	0	50	50	100	3
3.	25RGBA102P		Foundations of Psychology – (Practical)	0	2	0	50	50	100	1
4.	25RGBA103	CC	Introduction to Political Science	4	0	0	50	50	100	4
5.	NVAC01	VAC	VAC Group 1 **	2	0	0	100	-	100	2
6.	NAEC01	AEC	AEC Group 1 ***	4	0	0	50	50	100	4
7.	NME01	ME	ME- Group 1*	3	0	0	25	25	50	3
	Total								**650**	**21**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi-Interdisciplinary Elective course from the available options in the ME Group 1.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multi-Interdisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Semester I	**25RBA101**	**Principles of Economics**
Credits 4	**TPE:4:0:0**	**Course- Core Course**

Goal: To provide students with a comprehensive understanding of the fundamental concepts of economics, providing a strong foundation in microeconomics and macroeconomics. Students will learn about the principles of individual decision-making, market structures, and the functioning of the overall economy, including topics like supply and demand, elasticity, production, inflation, unemployment, and national income.

Course outcome: on successful completion of the course the learner will be able to:

CO#	Course outcome
CO101.1	Demonstrate an understanding of basic economic concepts and principles
CO101.2	Analyze market equilibrium, price determination, and the effects of government intervention.
CO101.3	Assess the behavior of firms and consumers in various market structures
CO101.4	Apply macroeconomic concepts to understand national income, inflation, unemployment, and fiscal and monetary policies.
CO101.5	Use economic reasoning to analyze current economic issues and debates.

Course Content:

Unit 1: Introduction to Economics (10 Hours)

Definition, scope, and significance of economics -Microeconomics vs. Macroeconomics -Basic Economic Concepts - Scarcity, choice, and opportunity cost -Production possibilities frontier--Economic Systems -Market economy, command economy, mixed economy

Unit 2: Microeconomics – Consumer and Producer Behavior (15 Hours)

Demand and Supply - Law of demand and law of supply - Market equilibrium and changes in equilibrium - Elasticity of demand and supply (Price, Income, Cross Elasticity) - Consumer Theory - Utility Theory-Marginal and Total utility, Law of Diminishing Marginal Utility; Production and Costs. Short-run and long-run production functions -Cost concepts: Fixed, variable, and total costs, Marginal costs and Average costs.

Unit 3: Market Structures (11 Hours)

Perfect Competition - Characteristics, price determination, and efficiency – Monopoly- price discrimination, Price determination; Monopolistic Competition and Oligopoly - Characteristics - Welfare Economics –Role of government in resource allocation and market regulation.

Unit 4: Macroeconomics – Key Indicators and National Income (12 Hours)

National Income Accounting- GDP and GNP- Methods of measuring GDP (expenditure, income, and output approach)- Nominal vs. Real GDP -Inflation and Unemployment-Types of inflation, causes, and effects- Unemployment: Types, Economic Growth - Determinants of long-run economic growth

Unit 5: Fiscal and Monetary Policies (12 Hours)

Fiscal Policy - Government expenditure, taxation, and budget deficit -Tools of fiscal policy and its impact on the economy- Monetary Policy - Central banking, Functions-Tools of monetary policy and its effects on inflation and unemployment.

Suggested Readings:

- Ahuja HL. Principles of Microeconomics. 22nd ed. New Delhi: S Chand Publishing; 2021.
- Jhingan ML. Microeconomic Theory. 8th ed. New Delhi: Vrinda Publications; 2019.
- Sundaram KPM, Vaish MC. Principles of Economics. 2nd ed. New Delhi: Sultan Chand & Sons; 2020.
- Agarwal SK. Economics for Beginners. Mumbai: Himalaya Publishing House; 2022.
- Mithani DM. Managerial Economics: Theory and Applications. 10th ed. New Delhi: Himalaya Publishing House; 2018.
- Dhingra IC. Essentials of Micro and Macroeconomics. 5th ed. New Delhi: Sultan Chand & Sons; 2019.
- Mankiw NG. Principles of Economics. 9th ed. Boston: Cengage Learning; 2020.
- Samuelson PA, Nordhaus WD. Economics. 20th ed. New York: McGraw-Hill Education; 2019.

Latest edition of textbooks recommended.

SEMESTER -1	25RGBA102T	Foundations of Psychology –I (Theory)
CREDIT 3	TPE:3:0:0	Course: Core Course

Goal: To foster a scientific mind-set in the study of human behaviours, familiarize students with diverse branches of psychology, and facilitate comprehension of various psychological processes.

Course outcome:

On successful completion of the course the learner will be able to;

CO#	Course outcome
CO102.1	Explain the various branches of psychology utilizing multiple research methods to study and address human behaviour
CO102.2	Outline the structure and functions of neurons, comprehending the organization and operations of the nervous system with the various brain functions.
CO102.3	Classify the types of sensation and apply depth perception concepts in order to understand attention phenomena and determinants.
CO102.4	Categorize memory types, techniques to understand the causes of forgetting within cognitive domain.
CO102.5	Recognize the types of learning and factors influencing learning through the learning theories within the cognitive domain.

Course content:

Unit 1: Introduction to Psychology (10 hours)

Psychology: Definition and Goals of Psychology-Understanding, Describing, Predicting and Control of Behaviour; Schools of Psychology: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive. Branches of Psychology – Pure and applied; Methods: Introspection, Observation, Experimental, Clinical and Questionnaire Method; Emergence and Development.

Unit -2: Biology and Behaviour (10 hours)

Neuron: Structure and functions, Neural impulse, Synapse and Neurotransmitters.; Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system; Glands: Types- Endocrine Glands and Exocrine glands.

Unit -3: Sensation, Attention and Perception. (15 hours)

Sensation: Definition and Characteristics, Types of Senses and Receptors involved in each sensation.; Perception: Meaning and laws of perceptual organization; Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues. Errors in perception; Subliminal Perception. Attention- factors od attention; Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction).

Unit -4: Memory and Learning. **(10 hours)**

Memory: Basic Processes – Encoding, Storage and Retrieval, Types of Memory: Sensory Memory, Short- Term Memory, Long-Term Memory, Autobiographical Memory and Flashbulb Memory; Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review) Forgetting: Meaning, Definition and Causes of Forgetting. Learning: Introduction: Definition, Factors Influencing Learning: Types of Learning: Classical Conditioning, Operant Conditioning and Trial and Error Learning, Cognitive Learning: Insightful (Kohler), Social and Latent.

Suggested Readings:

- Ciccarelli, S. K., Misra, G., & White, J. N. (2009). Psychology. Pearson Education India
- MangalS.K.(2000) General Psychology. New Delhi: *Sterling Publishers Pvt.Ltd.*
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition).
- Introduction toPsychology. *Tata McGraw Hill Education Pvt. New Delhi*
- Nataraj, P. (latest edition): Psychology for Beginners. *Mysore: Srinivas publication*
- Parameshwaran, E. G., &Beena, C. (2010): An Invitation to Psychology, *NeelkamalPvt. Hyderabad*
- Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology. *Cengage Learning*

Latest edition of textbooks recommended.

SEMESTER -1	24NBA102P	Foundations of Psychology –I (Practical)
1 CREDIT	TPE:0:2:0	Course: Core Course (CC)

Goal: Mastering cognitive psychology concepts through practical application

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO102.1	Explain the importance of cognitive psychology and its practical applications.
CO102.2	Explain the concept of retention in learning.
CO102.3	Analyze the results and discuss the implications on perception.
CO102.4	Assess the validity of different attention span tests.
CO102.5	Develop guidelines for improving observation accuracy.
CO102.6	Identify factors affecting the ability to divide attention.

COURSE CONTENT: (Any 3 practicals)

Practical -1	Meaning on retention
Practical -2	Massed and spaced learning
Practical -3	Muller –layer illusion
Practical -4	Span of attention
Practical -5	Observation and accuracy of report
Practical -6	Division of attention

Semester I	**25RGBA103**	**Introduction to Political Science**
Credits -4	**TPE:4:0:0**	**Course: Core Course (CC)**

Goals: To provide students with a foundational understanding of political science, its major sub-disciplines, and its practical applications.

Co#	**Course Outcome**
CO103.1	Understand the Fundamental Concepts and Theories of Political Science
CO103.2	Analyze and Compare Different Political Systems and Structures
CO103.1	Evaluate the Role of Political Institutions (Executive, Legislature, Judiciary) in Governance
CO103.1	Develop Critical Thinking and Analytical Skills in Political Analysis

Unit -1: Introduction to Political Science (8 Hours)

Definition, scope, and nature of political science -The relationship between political -science and other social sciences (economics, sociology, history) -Sub-disciplines of political science: Comparative politics, international relations, political theory, public administration -Key concepts: Power, authority, legitimacy, and the state

Unit- 2: Political Systems and Structures (15 Hours)

Political Systems: Democracy, Authoritarianism, Totalitarianism, and Hybrid regimes. State and Government: Difference between state, government, and civil society. Constitution: Concept and types of constitutions (Written vs. Unwritten). Types of Government: Democracy (Direct and Representative), Monarchy, Dictatorship, and Federalism.

Unit -3: Political Theories and Ideologies (15Hours)

Political Ideologies: Liberalism, Conservatism, Socialism, and Communism. Key Political Theorists: Thomas Hobbes, John Locke, Karl Marx, John Stuart Mill, and their contributions to political thought. Ideological Movements: Feminism, Environmentalism, and Nationalism. Theories of Justice and Rights: Concepts of justice, liberty, equality, and rights.

Unit -4: Politics of India **(18 Hours)**

Indian Political System: Overview of Indian democracy, the Constitution of India. Fundamentals of Indian Constitution: Preamble, Fundamental Rights, Directive Principles of State Policy. Federalism in India: Union-State relations, Centre-State disputes. Role of Political Parties: Party system, Elections, and Political Participation.

Suggested Readings:

- Heywood A. Politics. 5th ed. Basingstoke: Palgrave Macmillan; 2019.
- Ginsberg B, Lowi T, Weir M, Tolbert C. We the People: An Introduction to American Politics. 11th ed. New York: W.W. Norton & Company; 2017.
- Bobbio N. The Age of Rights. Cambridge: Polity Press; 1996.
- Dahl RA. Democracy and Its Critics. New Haven: Yale University Press; 1989.
- Nye JS. Soft Power: The Means to Success in World Politics. New York: Public Affairs; 2004.
- Mearsheimer JJ. The Tragedy of Great Power Politics. New York: W.W. Norton & Company; 2001.
- Ritzer G. Sociology: A Multiple Paradigm Science. 3rd ed. New York: McGraw-Hill Education; 2011.
- Tilly C. Coercion, Capital, and European States, AD 990-1992. Cambridge: Blackwell; 1992.
- Keohane RO, Nye JS. Power and Interdependence. 4th ed. Boston: Longman; 2012.
- Lukes S. Power: A Radical View. 2nd ed. Basingstoke: Palgrave Macmillan; 2005.

Latest edition of textbooks recommended.

Bachelor of Arts (BA/ BA(Hons)

Semester 2 / Year 1

Semester 2										
Sl No	**Course Code**	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
				T	**P**	**E**				
8.	25RGBA201	CC	Money and Banking	4	0	0	50	50	100	4
9.	25RGBA202T	CC	Educational Psychology-Theory	3	0	0	50	50	100	3
10.	25RGBA202P		Educational Psychology-Practical	0	2	0	50	50	100	1
11.	25RGBA203	CC	Political Theory and Institutions	4	0	0	50	50	100	4
12.	NVAC02	VAC	VAC Group-II**	2	0	0	50	50	100	2
13.	NAEC02	AEC	AEC Group-II***	4	0	0	50	50	100	4
14.	NME02	ME	ME	3	0	0	25	25	50	3
	Total								**650**	**20**

T: Theory; P: Practical; E: Experiential Learning

Note:

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** Students enrolled in the programme offered by the Yenepoya Institute of Arts Science Commerce and Management under different faculty are obligated to select one ability enhancement course from the available options in the AEC list provided under each semester.

*** Multi inter disciplinary/Ability enhancement courses /Value added course /Skill enhancement course are common among all UG programmes of Yenepoya Institute of Arts Science Commerce and Management.

Exit:
3. UG Certificate in Commerce 4. Foundation Certification in Business and Finance.

Semester II	**25RGBA201**	**Money and Banking**
Credits -4	**TPE:4:0:0**	**Course: Core Course (CC)**

Goal: To provide students with an in-depth understanding of money, its role in the economy, the structure and functioning of the banking system, and the impact of monetary policy. It covers the evolution of money, the mechanisms of banking, and the importance of financial institutions. It also examines the central role of central banks in regulating monetary systems and influencing the economy.

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO201.1	Demonstrate an understanding of the nature, functions, and importance of money in modern economies.
CO201.2	Analyze the structure and functions of the banking system, including the role of commercial and central banks.
CO201.3	Evaluate the impact of monetary policy tools and banking regulations on the economy.
CO201.4	Apply knowledge of money and banking to assess current financial issues and economic policies.
CO201.5	Understand the role of central banks in stabilizing the financial system and managing inflation..

Course Content:

Unit 1: Introduction to Money **(10 Hours)**

Definition and Functions of Money - Money as a medium of exchange, unit of account, store of value, and standard of deferred payments.- Types of Money- Commodity money, fiat money, and digital currency. The Role of Money in the Economy-. Evolution of Money- From barter to modern banking systems

Unit 2: Banking System **(15 Hours)**

Commercial Banks - functions,.-Types of commercial banks: Scheduled and non-scheduled.-Balance sheets of commercial banks and how they create credit.-Financial Institutions -Non-bank financial institutions: Insurance companies, pension funds, mutual funds; Role of financial markets in the economy; The Reserve Bank of India (RBI) or Central Banks -Functions of the central bank.

Unit 3: Money Supply and Its Control **(11 Hours)**

Money Supply: Concepts and Measurement-M1, M2, M3, M4, and their definitions.-Factors influencing money supply in the economy- Theories of Money Supply-Quantity theory of money (Fisher's equation of exchange).-.Monetary Control -The role of central banks in controlling the money supply.-Tools used by central banks: Open market operations, repo rate, cash reserve ratio (CRR), and statutory liquidity ratio (SLR).

Unit 4: Monetary Policy **(12 Hours)**

Objectives of Monetary Policy -Price stability, full employment, economic growth, and exchange rate stability.- Monetary Policy Tools - Repo rate, reverse repo rate, open market operations (OMO), and cash reserve ratio (CRR).-Inflation Control --The process by which monetary policy affects inflation, employment, and growth

Module 5: Banking and Financial Sector Regulation **(12 Hours)**

Regulation of Banks and Financial Institutions -Role of regulatory bodies (e.g., RBI, SEBI, and international bodies like BIS)-Basel Norms and Capital Adequacy Ratio (CAR).-Banking Operations and Risks -Risk management in banks: Credit risk, liquidity risk, interest rate risk.-Non-performing assets (NPAs) and their impact on the economy.-Financial Inclusion -Role of banks in promoting financial inclusion and digital banking

Suggested Readings

- Gupta SB. Monetary Economics: Institutions, Theory and Policy. 2nd ed. New Delhi: S. Chand Publishing; 2010.
- Mithani DM. Money, Banking, International Trade, and Public Finance. 6th ed. Mumbai: Himalaya Publishing House; 2021.
- Hajela TN. Money, Banking, and International Trade. 8th ed. Agra: Ane Books; 2020.

- Jhingan ML. Money, Banking, International Trade and Public Finance. 8th ed. New Delhi: Vrinda Publications; 2021.
- Bhatt PV. Monetary Economics. 3rd ed. Mumbai: Popular Prakashan; 2005.
- Pathak BV. The Indian Financial System: Markets, Institutions and Services. 5th ed. New Delhi: Pearson Education; 2021.
- Mishkin FS. The Economics of Money, Banking, and Financial Markets. 13th ed. New York: Pearson; 2021.
- Cecchetti SG, Schoenholtz KL. Money, Banking, and Financial Markets. 6th ed. New York: McGraw Hill; 2021.

Latest edition of textbooks recommended.

Semester II	25RGBA202T	Educational Psychology- Theory
Credits 3	TPE :3: 0:0	Core Course -CC

Goal: To give students a general understanding of the goals and applications of educational psychology and to aid students in understanding human development, with a particular emphasis on the years of formal education schooling that takes into account disparities in ability.

Course Outcome: On successful completion of the course the learner will be able to:

CO#	Course outcome
CO202.1	Comprehend the contributions of Piaget, Vygotsky, Skinner, Rogers, Maslow, Dewey, and Gardner to educational psychology.
CO202.2	Evaluate the nature and characteristics of creativity, aptitude and their application in fostering children's potential.
CO202.3	Apply behavioural, cognitive, and humanistic approaches to motivation, and implement techniques for enhancing student motivation and effective classroom communication.
CO202.4	Analyse educational needs and appropriate strategies for teaching special children.
CO202.5	Assess the role of special educators in supporting differently abled children.

Course contents:

Unit- 1: Educational Psychology (10 hours)

Nature and Scope of Educational Psychology – Contribution of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey, and Gardener on Education.

Unit- 2: Emotions and Motivation (10 Hours)

Emotion**:** Meaning and definition; Classification of emotions- primary and secondary; Responses to emotions- physiological, behavioral, psychological and cognitive; Theories of emotions- physiological, neurological, cognitive; Emotional Intelligence- Meaning, definition, components.

Motivation**:** Meaning, definition, Basic concepts- Instincts, needs, drives, incentives, motivational cycle; Types of Motivation - Biological Motives & Social Motives: Abraham Maslow- Need hierarchy theory.

Unit 3: Personality **(10 Hours)**

Meaning and definition; Theories of personality- Type and trait, Dynamic-Sigmund Freud,Carl Jung; Behavioral-Eysenck's dimensions of personality; Mc Crae and Costa's Big Five factors; Assessment of Personality and Uses.

Unit- 4: Intelligence and Exceptional Children **(15 hours)**

Meaning, Definition and Factors influencing intelligence; Theories – Spearman's Two factor theory; Cattle's theory of crystallized theory**;**Concept of IQ, Classification of IQ, NPC, Assessment of intelligence and Uses; Education of Gifted Children, Learning Disabled, Mentally Retarded, physically disabled, Emotional and Behavioural Disordered. Role of special educator in dealing with exceptional children.

Suggested Readings:

- Bichler, R. F., & Snowman, J. (1990). *Psychology applied to teaching* (6th ed.). Boston: Houghton Mifflin Company.
- Santrock, J. W. (2011). *Educational psychology* (4th ed.). New Delhi: Tata McGraw-Hill.
- Woolfolk, A. (2004). *Educational psychology* (9th ed.). Delhi: Pearson Education.
- Seifert, K., & Sutton, R. (2009). *Educational psychology* (2nd ed.). Zurich: Global Text.
- Gage, N. L., & Berliner, D. C. (2009). *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.

Latest edition of textbooks recommended.

Semester II	**25RGBA202P**	**Educational Psychology- Practical**
Credit 1	**TPE 0:2:0**	**Core Course – CC**

Goal: Enable students to master the assessment and application of cognitive psychology principles through practical experiments, focusing on non-verbal intelligence, motor learning, mental ability, skill acquisition, personality profiling, and memory enhancement.

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO202.1	Explain the significance of the RPM test in assessing non-verbal intelligence.
CO202.2	Evaluate the effectiveness of different motor learning techniques.
CO202.3	Describe the structure and purpose of the Otis Mental Ability Test.
CO202.4	Assess the implications of bilateral transfer in skill acquisition and rehabilitation.
CO202.5	Compare personality profiles across different populations.
CO202.6	Develop strategies to enhance memory recall and recognition in learning environments.

COURSE CONTENT: (Any 3 Practicals)

Practical -1	RPM test
Practical -2	Insight on motor learning
Practical -3	Otis mental ability test
Practical -4	Bilateral Transfer learning
Practical -5	Eysenck personality inventory
Practical -6	Recall and recognition.

Semester II	25RGBA203	Political Theory and Institutions
Credit 4	TPE 4:0:0	Core Course – CC

Goals: goals provide a comprehensive approach to studying both political theory and the institutions that operate within political systems.

Co#	Course Outcome
CO203.1	To identify and explain the major political theories and ideologies that have shaped the development of political thought, including liberalism, conservatism, socialism, feminism, and critical theory.
CO203.2	Develop the ability to read, interpret, and critically engage with foundational texts in political theory
CO203.3	Assess the structure and functions of political institutions, such as legislatures, executives, courts, and political parties, and understand how they function in different political systems, including democracies, authoritarian regimes, and hybrid systems.
CO203.4	Evaluate the ways in which political institutions shape the distribution of power, wealth, and resources in society, and how these structures influence social, economic, and cultural outcomes.

Unit -1: Theories of Democracy (15 Hours)

Classical Theories of Democracy: Athenian democracy, Rousseau's Social Contract. Modern Theories of Democracy: Representative democracy, Deliberative democracy. The concept of Participatory Democracy: Direct vs. indirect democracy. Challenges to Democracy: Populism, authoritarianism, and illiberal democracy.

Unit 2: Political Ideologies (15 Hours)

Liberalism: Classical vs. modern liberalism. Socialism and Marxism: Key concepts and thinkers (Karl Marx, Engels). Feminism: Different waves and theories of feminism. Nationalism: Ethnic vs. civic nationalism, theories of nationalism (Anderson, Gellner).

Unit 3: Political Institutions (15 Hours)

Legislature: Structure and functions of parliaments and congresses. Executive: Presidential vs. parliamentary systems. Judiciary: Independence of the judiciary, judicial review. Political Parties: Functions, party systems, and electoral processes.

Unit 4: Comparative Politics (15 Hours)

Comparative Politics Approach: Methods and approaches in comparative politics. Political Systems: Types of political systems (authoritarian, totalitarian, and democratic).Case Study Analysis: Comparative study of the UK, USA, and India's political systems.

Suggested Readings:

- Machiavelli, N.*The Prince.* Translated by W. K. Marriott. 1908. Dover Publications; 2003.
- Rawls, J.*A Theory of Justice.* Revised edition. Harvard University Press; 1999.
- Hobbes, T.*Leviathan.* Edited by R. Tuck. Cambridge University Press; 1996.
- Marx, K. *The Communist Manifesto.* Translated by W. H. McNeill. 1848. Penguin Classics; 2002.
- North, D. C.*Institutions, Institutional Change and Economic Performance.* Cambridge University Press; 1990.
- Lijphart, A.*Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries.* Yale University Press; 1984.
- Tilly, C.*Coercion, Capital, and European States, AD 990-1992.* Blackwell Publishers; 1992.
- Sartori, G.*Parties and Party Systems: A Framework for Analysis.* Cambridge University Press; 1976.
- King, A.*The British Constitution.* Oxford University Press; 2007.

Latest edition of textbooks recommended.

Bachelor of Arts (BA/ BA(Hons)

Semester 3 / Year 2

Semester 3									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA301	CC	Public Finance	4	0	0	50	50	100	4
25RGBA302T	CC	Child Psychology-(Theory)	3	0	0	50	50	100	3
25RGBA302P		Child Psychology-(Practical)	0	2	0	50	50	100	1
25RGBA303	CC	International Relations and Indian Government	4	0	0	50	50	100	4
25RGBA304	CC	Computer Literacy	4	0	0	50	50	100	4
NVAC03	VAC	VAC Group-III***	2	0	0	50	50	100	2
NSEC	SEC	SEC- Group 1-Communication Skills*	3	0	0	100	-	100	3
Total								**650**	**21**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Multi-Interdisciplinary Elective course from the available options in the ME Group 3.

**Students enrolled in the programme offered by the Yenepoya Institute of Arts, Science, Commerce, and Management under different faculty are obligated to select one Ability Enhancement Course from the available options in the AEC list provided under each semester.

***Multidisciplinary/Ability Enhancement Courses /Value Added Course/Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Semester III	**25RGBA301**	**Public Finance**
Credit 4	**TPE 4:0:0**	**Core Course – CC**

Goal: To provide students with an in-depth understanding of Public Finance & role of government in the economy. It covers the fundamental principles of public economics, the functioning of public sector institutions, government expenditure, taxation, budgeting, and fiscal policies. The course provides a framework for understanding how government policies impact economic growth, income distribution, and social welfare.

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO301.1	Demonstrate an understanding of the basic concepts of public finance, including the role of government and the public sector
CO301.2	Analyze the economic effects of government expenditure and taxation
CO301.3	Evaluate different methods of financing government expenditure and their impact on the economy.
CO301.4	Understand fiscal policy tools and their role in stabilizing the economy.
CO301.5	Assess the implications of public finance decisions for economic equity and development.

Course Content:

Unit 1: Introduction to Public Finance (12 Hours)

Definition, nature and Scope of Public Finance -Role of government in the economy-Public finance vs. private finance - Objectives of Public Finance - Economic stability, economic growth, income redistribution, and social welfare. - Public Sector and Market Failure -Reasons for government intervention: Market failure, externalities, public goods, and income inequality.

Unit 2: Public Expenditure (12 Hours)

Classification of Public Expenditure - Development vs. non-development expenditure-Capital vs. revenue expenditure - Determinants of Public Expenditure –Causes for growth of Public expenditure- Effects of Public Expenditure -Impact on economic growth, inflation, employment, and income distribution.

Unit 3: Public Revenue (12 Hours)

Meaning of Public Revenue-Sources of Public Revenue-Tax Revenue and Non tax revenue

Principles of Taxation - Canons of taxation.-Characteristics of a good tax system.-Types of Taxes - Direct vs. Indirect Taxes.-Progressive, regressive, and proportional taxes.-Goods and Services Tax (GST) .-Tax Burden and Tax Incidence .-Taxation and Economic Efficiency -Effects of taxation on incentives, resource allocation, and equity.

Unit 4: Public Budget and Fiscal Policy (12 Hours)

Concept and objectives of a public Budget-Types of budgets: balanced, surplus and deficit budgets-Fiscal Policy-Objectives of fiscal policy: Stabilization, growth, and income redistribution. -Fiscal policy tools: Taxation, public expenditure, and borrowing-Fiscal deficits and their consequences.-Budget deficit vs. fiscal deficit.- Fiscal responsibility and management.

Unit 5: Public Debt and Financial Administration (12 Hours)

Meaning of Public Debt-Sources and Classification of Public Debt-Burden of Public Debt- Debt Redemption-Methods of Debt Redemption.-Role of Finance Commission in India -Role of Government in Economic Development - Infrastructure development, public goods provision, and poverty alleviation.- Government's role in promoting education, health, and social security.-Welfare Economics - Government policies for income redistribution: Subsidies, social security, and welfare programs.-The role of public finance in addressing inequality

Suggested Readings

- Musgrave RA, Musgrave PB. Public Finance in Theory and Practice. 5th ed. New Delhi: Tata McGraw Hill; 2004.
- Lekhi RK. Public Finance. 19th ed. New Delhi: Kalyani Publishers; 2014.
- Tyagi BP. Public Finance. 19th ed. Meerut: Jai Prakash Nath Publications; 2014.
- Singh SK. Public Finance in Developed and Developing Countries. 5th ed. New Delhi: S. Chand Publishing; 2018.
- Hajela TN. Public Finance – Theory and Practice. 16th ed. Agra: Ane Books; 2019.
- Mundle S. Public Finance: Policy Issues for India. 1st ed. New Delhi: Oxford University Press; 1997.
- Stiglitz JE, Rosengard JK. Economics of the Public Sector. 4th ed. New York: W.W. Norton & Company; 2015.
- Rosen HS, Gayer T. Public Finance. 10th ed. New York: McGraw Hill; 2013.

Latest edition of textbooks recommended.

Semester III	25RGBA302T	Child Psychology – (Theory)
Credit 3	TPE 3:0:0	Core Course – CC

Goal:

To equip students with a comprehensive understanding of life span development, the dynamics of growth influenced by heredity and environment, research methodologies in child development, and strategies for addressing childhood disorders.

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO302.1	Identify the key stages of life span development and their characteristic features.
CO302.2	Explain the various research designs used in the study of child development and their applications.
CO302.3	Analyse the interplay between heredity and environmental factors in influencing growth and development.
CO302.4	Assess the nature of childhood disorders and recommend evidence-based strategies for managing them effectively.

Contents

Unit -1: Introduction and Foundation to Life Span Development (12 Hours)

Meaning and characteristics of lifespan development; Methods –Longitudinal, Cross –sectional, case study, Biographical method, sex cells and their differences, Dominance and recessive cells, preparatory processes; maturation, ovulation and fertilization –its importance, multiple off springs; identical twins and fraternal twins, Mutations, chromosomal abnormalities: Down's syndrome, abnormalities of the sex chromosomes: XYY syndrome, triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X syndrome.

Unit -2: Pre-natal Development (11 Hours)

Germinal period ovum, embryo, fetus- hazard, prenatal environmental influences, stages of labour and delivery, types of birth –natural or prepared child birth, caesarian section, breech birth, Transverse presentation, Instrumental birth, Reproductive choices –genetic counseling, prenatal diagnostic choices.

Unit -3: Infancy, Babyhood and Childhood (11 Hours)

Sub-divisions of Infancy, Physical and Psychological Hazards, New born reflexes, APGAR scales, SIDS Babyhood: Speech development -stages; hazards of babyhood; Childhood: Early and Late Childhood, Concept development; Piaget's stages of cognitive development. Moral developmen

Unit -4: Emotional Development and disorders of childhood (11 Hours)

Development of emotional expression – self-conscious emotions; emotional catharsis, aids to emotional catharsis. Hazards in emotional development, emotional deprivation, too much affection, heightened emotionality. Problems of childhood: Enuresis, encopresis, sleep walking and tics, learning disabilities, attention deficit hyperactivity disorder, autism

Suggested readings

- Santrock JW. *Child Development*. 9th ed. Boston: McGraw Hill; 2001.
- Hurlock EB. *Child Development*. 6th ed. New Delhi: Tata McGraw Hill; 1997.
- Novak G, Pelaez M. *Child and Adolescent Development*. New Delhi: Sage Publications; 2004.
- Berk L. *Child Development*. 6th ed.
- Hurlock EB. *Child Development*. 5th ed.
- Santrock JM. *Human Development*. New York: Wiley.
- Papalia DE, Olds SW. *Human Development*. 7th international ed. New Delhi: Tata McGraw Hill..
- Hetherington EM, Ross DW. *Child Psychology*. 3rd ed; 1994.
- Kale SV. *Child Psychology and Guidance*.

Latest edition of textbooks recommended.

Semester III	25RGBA302P	Child Psychology (Practical)
Credit 1	TPE 0:2:0	Core Course – CC

Goal: To understand, administer, score, interpret, and evaluate psychological testing tools.

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO302.1	Identify the purpose, structure, and application of psychological tests such as the Seguin Form Board Test, Colored Progressive Matrices, and ADHD Rating Scale.
CO302.2	Explain the theoretical foundations and scoring mechanisms of scales and tests, including the Foreign Language Anxiety Scale, Diagnostic Spelling Test, and Autism Rating Scale.
CO302.3	Administer and score psychological tools such as the Children Moral Value Scale, ADHD Checklist, and Emotional Stability Assessment in real or simulated settings.
CO302.4	Interpret test results to assess individual differences in intellectual, emotional, and behavioral functioning, including learning disabilities and developmental conditions like ADHD and autism.
CO302.5	Critically evaluate the reliability, validity, and applicability of tools like CPQ (Children's Personality Questionnaire) in various educational and psychological contexts.

COURSE CONTENT: (Any 3 Practicals)

Practical -1	Seguin form board test
Practical -2	2. Coloured Progressive Matrices
Practical -3	3. Children Moral Value Scale by Arpana Sen Gupta
Practical -4	4. Learning Style Inventory
Practical -5	5. Children Personality Questionnaire
Practical -6	6. ADHD rating scale/Check list

Semester III	**25RGBA303**	**International Relations and Indian Government**
Credit 4	**TPE 4:0:0**	**Core Course – CC**

Goals: To guide students through a comprehensive understanding of International Relations and the Indian Government**,** equipping them with critical thinking, research, and analytical skills necessary for understanding global and national politics in both theoretical and practical terms

Co#	**Course Outcome**
CO303.1	Understand key concepts in international relations and global politics.
CO303.2	Analyze the foreign policy of India and its international relations.
CO303.3	Discuss the major issues in global politics, including international conflicts, trade, and diplomacy
CO303.4	Assess India's role and position in global governance

Unit 1: Introduction to International Relations (15 hours)

Key Concepts in IR: Power, security, anarchy, sovereignty. Theories of International Relations: Realism, Liberalism, Marxism, Constructivism. International Organizations: UN, WTO, IMF, and their roles in global governance. Global Governance: The role of international institutions in maintaining peace and security.

Unit 2: Foreign Policy of India (15 hours)

Foundations of India's Foreign Policy: Historical context, Nehruvian legacy. Major Issues in India's Foreign Policy: Border issues, Kashmir, nuclear policy.India's Relations with Major Powers: US, China, Russia, and Pakistan.India and Regional Organizations: SAARC, ASEAN, BRICS.

Unit 3: Global Political Economy (15hours)

Theories of International Political Economy: Liberalism, Mercantilism, and Structuralism. International Trade and Finance: WTO, IMF, and global trade regimes. Development and Underdevelopment: North-South divide, global poverty. Globalization and its Impact: Economic, cultural, and political impacts of globalization.

Unit 4: International Conflicts and Security Studies (15 hours)

Theories of Conflict: Realist and liberal perspectives on war and peace. Arms Control and Disarmament: Nuclear weapons, arms race, international treaties. International Law and Human Rights: Role of international law, the Universal Declaration of Human Rights. Conflict Resolution and Peacebuilding: Diplomacy, negotiations, and peacekeeping.

Latest edition of textbooks recommended.

Suggested Readings:

- Waltz, K.*Theory of International Politics.* Addison-Wesley; 1979.
- Mearsheimer, J. J.*The Tragedy of Great Power Politics.* W.W. Norton & Company; 2001.
- Keohane, R. O., & Nye, J. S. *Power and Interdependence.* 4th ed. Longman; 2011.
- Bull, H. *The Anarchical Society: A Study of Order in World Politics.* 4th ed. Palgrave Macmillan; 2002.
- Kaplan, R. D. *The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate.* Random House; 2012.
- Goswami, D**.** *Indian Government and Politics.* 3rd ed. Prentice Hall; 2014.
- Sengupta, M. *Indian Government and Politics: A Comprehensive Introduction.* Pearson Education; 2010.
- Chopra, P. *Indian Government and Politics: A Comparative Perspective.* Rupa & Co.; 2006.
- Durga Das Basu. *Introduction to the Constitution of India.* 23rd ed. Lexis Nexis; 2018.

Semester III	25RGBA304	Computer Literacy
Credit 4	TPE 4:0:0	Core Course – CC

Goals: The objective of this course is to familiarize students with the basic concepts of computing, computer hardware, software, internet, and office productivity tools. By the end of this course, students will be able to use computers effectively for academic, personal, and professional tasks.

Co#	Course Outcome
CO304.1	Recall and identify basic computer components, software types, and internet terminology.
CO304.2	Explain computer functions, operating systems, and office software tools.
CO304.3	Apply software tools for document creation, data management, and presentations.
CO304.4	Analyze and compare operating systems and software, evaluate online content.
CO304.5	Assess software effectiveness, evaluate online communication practices.
CO304.6	Design academic reports, create presentations, and establish an online presence.

Unit 1: Introduction to Computers (15 hours)

Definition of a Computer: Basic Components of a Computer System: Input devices, Output devices, CPU, and storage devices. Classification of Computers: Personal computers, Mainframes, Supercomputers. Types of Software: System software (Operating systems) and application software. Functions of a Computer: Input, Process, Output, Storage (IPOS model). History and Evolution of Computers: From first-generation to present day.

Unit 2: Operating Systems and File Management (15 hours)

Introduction to Operating Systems (OS): Functions and types of OS (e.g., Windows, macOS, Linux). Basic Features of Operating Systems: User interface, file management, multitasking. Managing Files and Folders: File extensions, creating, deleting, renaming, and organizing files and folders. Understanding Storage Devices: Hard drive, USB, external storage, cloud storage. Common File Formats: Text files, image files, video files, etc.

Unit 3: Introduction to Microsoft Office Suite (15hours)

Microsoft Word: Creating and formatting documents. Inserting tables, images, and hyperlinks. Using templates, headers, footers, and page numbers. Spell check, grammar check, and text formatting.

Microsoft Excel: Introduction to spreadsheets and workbooks. Data entry, cell formatting, and basic calculations. Using formulas (SUM, AVERAGE, COUNT, etc.). Creating basic charts and graphs.

Microsoft PowerPoint: Creating presentations with slides. Inserting images, charts, and multimedia. Using transitions, animations, and themes. Preparing presentations for delivery.

Unit 4: Introduction to the Internet and Web Browsing (15 hours)

Overview of the Internet and its uses. Internet Services: Web browsing, email, social media, online collaboration. Web Browsers: Overview of popular browsers (Google Chrome, Mozilla Firefox, etc.). Navigating Websites: Search engines, using URL, bookmarks, tabs. Online Safety and Security: Basic principles of internet safety, understanding privacy, identifying scams, and phishing. Introduction to Email: Setting up and using email accounts (Gmail, Yahoo, etc.).

Suggested Readings:

- Sinha P.K. Computer Fundamentals. 6th ed. New Delhi: BPB Publications; 2017.
- Morley D. Understanding Computers: Today and Tomorrow. 15th ed. Boston: Cengage Learning; 2020.
- Withee R. Microsoft Office 365 for Dummies. 2nd ed. Hoboken: Wiley Publishing; 2019.
- Comer D.E. The Internet Book: Everything You Need to Know About Computer Networking and How the Internet Works. 5th ed. Upper Saddle River: Pearson Prentice Hall; 2018.
- Microsoft Corporation. Microsoft Word 2019 Step by Step. Redmond: Microsoft Press; 2018.
- Microsoft Corporation. Microsoft Excel 2019 Step by Step. Redmond: Microsoft Press; 2018.
- Microsoft Corporation. Microsoft PowerPoint 2019 Step by Step. Redmond: Microsoft Press; 2018.
- Pogue D. Mac OS X for Dummies. 10th ed. Hoboken: Wiley Publishing; 2019.
- Shaw D. Social Media for Academics: A Practical Guide. London: Routledge; 2017.

Bachelor of Arts (BA/ BA(Hons)

Semester 4 / Year 2

Semester 4									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total**	**Credits**
			T	**P**	**E**				
25RGBA401	CC	International Trade	5	0	0	50	50	100	5
25RGBA402T	CC	Developmental Psychology (Theory)	3	0	0	50	50	100	3
25RGBA402P		Developmental Psychology (Practical)	0	2	0	50	50	100	1
25RGBA403	CC	Indian Politics and Political Economy	4	0	0	50	50	100	4
25RGBA404	CC	NGO Management	4	0	0	50	50	100	4
NSEC	SEC	SEC- Group II- Leadership and Management Skills*	3	0	0	100	-	100	3
Total								**600**	**20**

T, Theory; P, Practical; E, Experiential Learning

Note:

*Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Exit:
3. UG Diploma in Commerce 4. Professional Certification in Business and Finance.

Semester IV	**25RGBA401**	**International Trade**
Credit 4	**TPE 4:0:0**	**Core Course – CC**

Goal: To provide students with an in-depth understanding of the principles and practices of trade between nations. It covers both classical and modern theories of international trade, trade policies, international trade organizations, and the effects of trade on national economies. The course also explores contemporary issues such as trade barriers, globalization, regional trade agreements, and the impact of international trade on income distribution and development

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO401.1	Demonstrate a clear understanding of the basic concepts and theories of international trade.
CO401.2	Analyze patterns of international trade and the factors that determine trade flows between countries.
CO401.3	Evaluate the effects of trade policies, including tariffs, quotas, and subsidies, on international trade and national economies.
CO401.4	Understand the role of international trade organizations and agreements in shaping global trade practices.
CO401.5	Apply the principles of international trade to current global economic issues, including globalization, trade imbalances, and protectionism..

Course Content:

Unit 1: Introduction to International Trade (10 Hours)

Definition, nature, Scope and importance of international Trade-Internal Vs. International Trade Distinguishing features of International trade-The role of trade in global economic development

Unit 2: Theories of International Trade (14 Hours)

Classical Theories - Adam Smith's Theory of Absolute Advantage -David Ricardo’s Theory of Comparative Advantage - Modern Theories -Heckscher-Ohlin Theory of Factor Proportions - The Leontief Paradox --Terms of Trade -Definition and determination of terms of trade -Impact of terms of trade on developing and developed countries

Unit 3: Trade Policy **(12 Hours)**

Government Intervention in Trade - Trade protectionism vs. free trade - Arguments for and against protectionism -Trade Barriers - Tariffs, quotas, and subsidies -Non-tariff barriers (NTBs): Impact of trade barriers on international trade and domestic markets -Trade Policy Instruments-Export subsidies, countervailing duties, and antidumping policies- Import substitution vs. export-oriented strategies

Unit 4: **Balance of Payments and Exchange Rates** **(12 Hours)**

Meaning and Definition of Balance of Payments-Components of Balance of Payments (BOP)-Causes of BOP Disequilibrium-Measures to correct BOP disequilibrium. Exchange rate determination: Fixed, Flexible and Hybrid systems

Unit 5: International Trade Organizations **(12 Hours)**

World Trade Organization (WTO) - Structure, functions, and principles of the WTO -Dispute resolution mechanism in the WTO -WTO Agreements: GATT, GATS, TRIPS, and others -Regional Trade Agreements-Free Trade Agreements (FTAs) vs. Customs Unions -Examples: European Union (EU), North American Free Trade Agreement (NAFTA), ASEAN, MERCOSUR -The role of regional integration in promoting international trade -International Monetary Fund (IMF) and World Bank-Their role in promoting trade and economic stability-Globalization and its impact on developing economies.

Suggested Readings

- Jhingan ML. International Economics. 7th ed. New Delhi: Vrinda Publications; 2020.
- Mannur HC. International Economics. 3rd ed. New Delhi: Vikas Publishing House; 2019.
- Mithani DM. International Economics: Theory and Practice. 4th ed. Mumbai: Himalaya Publishing House; 2018.
- Cherunilam F. International Economics. 7th ed. New Delhi: Tata McGraw Hill; 2021.
- Salvatore D, Tandon RK. International Economics: Trade and Finance. 8th ed. New Delhi: Wiley India; 2009.
- Sharan V. International Business: Concept, Environment, and Strategy. 7th ed. New Delhi: Pearson Education; 2021.
- Krugman PR, Obstfeld M, Melitz MJ. International Economics: Theory and Policy. 11th ed. New York: Pearson; 2022.
- Appleyard DR, Field AJ Jr, Cobb SL. International Economics. 9th ed. New York: McGraw

Latest edition of textbooks recommended.

Semester IV	25RGBA402T	Developmental Psychology- Theory
Credits 3	TPE 3:0:0	Core Course – CC

Goal: To develop a comprehensive understanding of human growth and development from adolescence to old age, while equipping students with the knowledge and skills to address age-related health issues and provide psychosocial support effectively.

Course Outcome: On successful completion of the course the learner will be able to:

CO#	Course outcome
CO402.1	Identify the key characteristics and milestones of human development from adolescence to old age.
CO402.2	Explain the physical, psychological, and social challenges associated with various developmental stages.
CO402.3	Demonstrate the ability to apply theoretical knowledge to analyze real-life cases of age-related health and psychosocial issues.
CO402.4	Examine the factors contributing to developmental challenges across the lifespan and propose solutions to mitigate these issues.
CO402.5	Assess the effectiveness of psychosocial support systems in improving the well-being of individuals at different stages of life.
CO402.6	Develop intervention strategies and support frameworks tailored to the needs of individuals across developmental stages, emphasizing holistic care.

Course Contents

Unit -1: Puberty and Adolescence (12 Hours)

Puberty -features, variations in the age of puberty and consequences of pubertal changes, gender identity and its emergence, Adolescent psychosocial issues identity, autonomy, intimacy, sexuality and achievement Problems of adolescence: anorexia nervosa and bulimia, teenage pregnancies, Suicide, premenstrual syndrome, behavioural addictions Erickson's stages of development.

Unit -2: Early Adulthood (11 Hours)

Social mobility, vocational adjustment, marital adjustment, sexual adjustment, adjustment to parenthood, the diversity of adult lifestyle –single adults; cohabitating adults; divorced adults; remarried adults; gay and lesbian adults

Unit 3: Middle Adulthood **(11 Hours)**

Characteristics of middle age, health and disease; sexuality; adjustment to changed roles, adjustment to approaching retirement and old age, Divorce, Remarriage, Burnout, Empty nest syndrome, intergenerational relationship, mid-life crisis.

Unit -4: Late Adulthood **(11 Hours)**

Longevity; the young old, old-old and oldest old; physical and cognitive changes, problems of old age, Mental health problems –depression, dementia, Alzheimer's disease and other afflictions.

Suggested readings

- Santrock JW. *Child Development*. 9th ed. Boston: McGraw Hill; 2001.
- Hurlock EB. *Child Development*. 6th ed. New Delhi: Tata McGraw Hill; 1997.
- Novak G, Pelaez M. *Child and Adolescent Development*. New Delhi: Sage Publications; 2004.
- Berk L. *Child Development*. 6th ed.
- Hurlock EB. *Child Development*. 5th ed.
- Santrock JM. *Human Development*. New York: Wiley.
- Papalia DE, Olds SW. *Human Development*. 7th international ed. New Delhi: Tata McGraw Hill.
- Hetherington EM, Ross D. *Child Psychology*. 3rd ed. 1994.
- Kale SV. *Child Psychology and Guidance.*

Semester IV	**25RGBA402P**	**Developmental Psychology- Practical**
Credits 1	**TPE 0:2:0**	**Core Course – CC**

Goal: To develop a comprehensive understanding of human growth and development from adolescence to old age, while equipping students with the knowledge and skills to address age-related health issues and provide psychosocial support effectively.

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO402.1	Recall the purpose, theoretical basis, and scoring methods for psychological tools like the Adolescent Anger Rating Scale and Suicidal Ideation Scale.
CO402.2	Explain the constructs and significance of tools like the Life Satisfaction Scale and Geriatric Depression Scale in assessing psychological well-being.
CO402.3	Administer and score assessment tools effectively for diverse age groups, including adolescents and the elderly.
CO402.4	Interpret results to identify emotional and psychological patterns, such as anger, addiction, and depression.
CO402.5	Assess the reliability and cultural relevance of tools like Beck's Depression Inventory

COURSE CONTENT: (Any 3 Practicals)

Practical -1	Adolescent Anger Rating Scale
Practical -2	Kimberly's internet addiction scale
Practical -3	Suicidal ideation scale/ Beck's scale for suicide ideation
Practical -4	Life satisfaction scale
Practical -5	Psychological Well Being
Practical -6	Geriatric Depression Scale/ Becks Depression Inventory

Semester IV	**25RGBA403**	**Indian Politics and Political Economy**
Credits 4	**TPE 4:0:0**	**Core Course – CC**

Goals: Aim to guide students through understanding the political structures, economic systems, and the complex interaction between politics and economics in India.

Co#	Course Outcome
CO403.1	Critically analyses Indian political structures, processes, and institutions.
CO403.2	Understand the role of social movements, political parties, and elections in India.
CO403.3	Assess the political economy of India and its challenges in the context of global economic changes.
CO403.4	Develop a nuanced understanding of Indian democracy and its strengths and challenges

Course Contents

Unit 1: Political Structure and Institutions in India (15 hours)

The Indian Constitution: Preamble, Fundamental Rights, and Directive Principles. Federalism in India: Centre-State relations, autonomy debates. Executive, Legislature, and Judiciary: Roles and functioning of Parliament, President, Judiciary. Political Parties and Election System: Party system, electoral process, role of parties in democracy.

Unit 2: Social Movements in India (15hours)

Peasant Movements: Role in India's political history. Dalit and Women's Movements: Issues of caste, gender, and empowerment. Environmental Movements: Narmada Bachao Andolan, Chipko Movement. Identity Movements: Regional, linguistic, and religious movements.

Unit 3: Political Economy of India (15 hours)

Economic Planning in India: Planning Commission, Five-Year Plans. Economic Reforms and Liberalization: Impact of 1991 reforms on Indian economy. Agriculture, Industry, and Services: Sectoral development and challenges. Globalization and India: Impact of globalization on Indian economy, trade, and culture.

Unit 4: Contemporary Issues in Indian Politics (15 hours)

Secularism and Communalism: Tensions between religion and politics.Corruption and Governance: Anti-corruption movements, electoral reforms.National Security and Terrorism: Issues of national

security, internal and external threats.Environmental and Developmental Issues: Urbanization, climate change, and sustainable development.

Suggested Readings:

- C**handra, B.***India's Struggle for Independence.* 1st ed. Penguin Books; 1989.
- **Basu, D. D.***Introduction to the Constitution of India.* 24th ed. Lexis Nexis; 2018.
- **Kohli, A.***Democracy and Development: Political Institutions and Well-Being in the World Bank's Reform Era.* 1st ed. Cambridge University Press; 2009.
- **Sengupta, M.***Indian Government and Politics: A Comprehensive Introduction.* 2nd ed. Pearson Education; 2014.
- **Bardhan, P.***The Political Economy of Development in India.* 1st ed. Oxford University Press; 2005.

Latest edition of textbooks recommended.

Semester IV	**25RGBA404**	**NGO Management**
Credits 4	**TPE 4:0:0**	**Core Course – CC**

Goals: The objective of this course is to equip students with the knowledge and skills required for managing Non-Governmental Organizations (NGOs).

Co#	Course Outcome
CO404.1	Critically analyses Indian political structures, processes, and institutions.
CO404.2	Understand the role of social movements, political parties, and elections in India.
CO404.3	Assess the political economy of India and its challenges in the context of global economic changes.
CO404.4	Develop a nuanced understanding of Indian democracy and its strengths and challenges

Course Contents

Unit 1: Introduction to NGOs (15 hours)

Definition and Characteristics of NGOs: Types and classifications (e.g., advocacy, service-based, hybrid). History and Evolution of NGOs: The growth of NGOs globally and locally. The Role of NGOs in Social Development: How NGOs contribute to education, health, environment, and human rights. NGO vs. Government and Private Sector: Key differences in structure, funding, and goals. Global vs. Local NGOs: The scope of NGOs and their operations across different regions.

Unit 2: Governance and Leadership in NGOs (15hours)

Governance Structures: Board of Directors, Executive Directors, and other governing bodies. Leadership in NGOs: The role of leadership in ensuring effectiveness and sustainability. Decision-making Processes: How decisions are made within NGOs (participatory vs. hierarchical). Ethical and Transparent Governance: Importance of ethical behavior, accountability, and transparency in NGO operations. Case Studies: Leadership challenges and governance in different types of NGOs

Unit 3: Financial Management in NGOs (15 hours)

Financial Management: Budgeting, accounting, and financial reporting in NGOs. Sources of NGO Funding: Donor funding, government grants, corporate sponsorship, and fundraising activities. Financial Transparency and Accountability: Importance of maintaining transparency with donors and stakeholders. Resource Mobilization and Fundraising: Strategies for raising funds, including crowdfunding, events, and partnerships. Financial Sustainability: Ensuring long-term financial viability.

Unit 4: Project Management and Implementation in NGOs (15 hours)

Project Cycle in NGOs: Phases of project planning, implementation, and evaluation. Needs Assessment: Conducting community needs assessments to guide project design. Setting Objectives and Indicators: Defining clear goals, measurable outcomes, and performance indicators. Monitoring and Evaluation (M&E): Techniques for monitoring project progress and evaluating impact. Challenges in Project Management: Addressing common obstacles like resource limitations, donor expectations, and stakeholder involvement.

Suggested Readings:

- Edwards, M., & Hulme, D. Non-Governmental Organizations: Performance and Accountability. London: Earthscan Publications; 2002.
- Gidron, B., & Bar, M. NGOs and Social Development: The Challenges of Institutional Change. New York: Routledge; 2015.
- Lewis, D. The Management of Non-Governmental Development Organizations. 2nd ed. London: Routledge; 2013.
- Anheier, H. K. Nonprofit Organizations: Theory, Management, Policy. London: Routledge; 2005.
- Kapur, R. Fundraising for NGOs. New Delhi: SAGE Publications; 2019.
- Waring, P. Non-Governmental Organizations in International Society: Struggles over Visibility. London: Routledge; 2015.
- Lister, R. NGOs and Development: A Critical Review of the Literature. New York: Routledge; 2017

Latest edition of textbooks recommended.

Bachelor of Arts (BA/ BA(Hons)

Semester 5 / Year 3

Semester 5									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA501	CC	Economic Development	4	0	0	50	50	100	4
25RGBA502	CC	Digital Economics	4	0	0	50	50	100	4
25RGBA503	CC	Social Psychology	4	0	0	50	50	100	4
25RGBA504T	CC	Psychology for Well-Being (Theory)	3	0	0	50	50	100	3
25RGBA504P		Psychology for Well-Being (Practical)	0	2	0	50	50	100	1
25RGBA505	CC	Western Political Thought	4	0	0	50	50	100	4
NSEC	SEC	SEC- Group III- Professional Development*	3	0	0	100	-	100	3
Total								**700**	**23**

T, Theory; P, Practical; E, Experiential Learning

*Skill Enhancement Course are common among all UG programmes of Yenepoya Institute of Arts, Science, Commerce and Management.

Semester V	25RGBA501	Economic Development
Credits 4	TPE 4:0:0	Core Course – CC

Goal: To provide students with an in-depth understanding of the concepts, theories, and practices surrounding economic development. It covers the fundamental principles of development economics, the challenges faced by developing countries, and the policies designed to foster economic growth and reduce poverty. The course also explores the role of institutions, foreign aid, trade, and global finance in promoting sustainable development. Students will learn about the multifaceted nature of economic development and analyze real-world cases of successful and unsuccessful development strategies.

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO501.1	Demonstrate an understanding of the key concepts and measures of economic development.
CO501.2	Critically analyze different theories of economic development and apply them to real-world contexts.
CO501.3	Evaluate the effectiveness of government policies, institutions, and international organizations in promoting development.
CO501.4	Understand the challenges of poverty, inequality, and environmental sustainability in the context of economic development.
CO501.5	Apply development economics theories to contemporary global issues and propose solutions to development challenges.

Course Content:

Unit 1: Introduction to Economic Development (12 Hours)

Definition and Concepts of Economic Development - Distinction between economic growth and economic development. -Indicators of economic development: GDP per capita, Human Development Index (HDI) and its components. -Approaches to measuring development: Standard of living, capabilities approach, and sustainable development

Unit 2: Theories of Economic Development (12 hours)

Classical theories: Adam Smith, Malthus and Ricardo; Harrod- Domar model of growth; Rostow's stages of economic growth

Unit 3: Factors of Economic Development (12 hours)

Role of population and human capital in development; Capital Formation-Capital Accumulation-The role of capital accumulation- Importance of Physical capital and infrastructure in development; Role of foreign capital in development; Technology and innovation as drivers of development

Unit 4: Poverty, Inequality, Unemployment and Human Development (12 Hours)

Poverty and Inequality-Causes and measures of poverty: Absolute and relative poverty.-Income inequality and its impact on development: Lorenz curve and Gini coefficient.-The role of education, health, and gender in poverty alleviation.-Causes and consequences of unemployment-Policy measures to reduce unemployment-Gender inequality and development.=The role of social capital in economic development.

Unit 5: Policies for Economic Development (12 Hours)

Government Policies for Development-Role of the state in development: Industrial policy, agricultural development, education, and healthcare.-Strategies for reducing poverty and inequality: Social welfare programs, minimum wage laws, and land reforms.-Environmental policies and sustainable development-Foreign Aid and International Organizations-T.-The role of international financial institutions (World Bank, IMF)-Trade and Development.-The role of the World Trade Organization (WTO) in promoting trade.-Globalization and its impact on development; Digital divide and its implications for development.

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Suggested Readings:

- Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (12th Edition). Pearson.
- Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.
- Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Latest edition of textbooks recommended.

Semester V	**25RGBA502**	**Digital Economics**
Credits 4	**TPE 4:0:0**	**Core Course – CC**

Goal: To introduce students to the fundamental concepts of Digital Economics focusing on the impact of technology on economic structures, policies and decision making. It explores the transformative role of digitalization in markets, businesses, and consumer behavior.

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO502.1	Identify key concepts and principles of digital economics and digital markets.
CO502.2	Explain the role of technology in reshaping economic policies. and market structures
CO502.3	Analyze the impact of digitalization on consumer behaviours and business strategies
CO502.4	Evaluate the challenges and opportunities associated with digital transformation in global and local contexts.
CO502.5	Create strategies for leveraging digital tools in economic decision making

Course Content:

Unit 1: Introduction to Digital Economics (12 Hours)

Definition and scope of digital economics. -Characteristics of Digital Economics-Evolution of Digital markets-The role of digital technologies in reshaping economic systems. -Traditional vs. digital economies: Key differences and interactions.

Unit 2: Digital Markets and Platforms (12 Hours)

The Structure of Digital Markets: E-Commerce and Online Platforms-Characteristics of digital goods and services: Network effects, scalability, and low marginal cost. --Key players in digital markets: E-commerce platforms (Amazon, eBay, Alibaba), search engines (Google), social media (Facebook, Twitter).-Case study: Antitrust issues in the digital economy (e.g., Google, Facebook).-Consumer Behavior in the Digital Economy-The impact of digitalization on consumer decision-making, preferences

Unit 3: Digital Transformation and Business Models (12 Hours)

Digitization of Industries: Banking, healthcare and Retail-Role of Technology: Block chain, AI, and IoT –Opportunities and Challenges for small businesses

Unit 4 Impact on Consumers and Society (12 Hours)

Changes in Consumer Behavior-Personalized experiences and data Privacy-Role of media in influencing purchasing decisions –Digital Divide-Accessibility and inclusivity in India- Ethical issues in the digital economy

Unit 5: Policies and Regulations in the Digital Economy (12 Hours)

Government initiatives: Digital India and related Policies-Cybersecurity and data protection laws-Global perspectives on digital taxation and Cross border trade-Future trends in regulation.

Suggested Readings

- Varian HR, Singh G. Information Rules: A Strategic Guide to the Network Economy. 1st Indian ed. New Delhi: Pearson Education; 2013.
- Choudhury P. Digital Business and E-Commerce Management. 1st ed. New Delhi: PHI Learning; 2018.
- Rai AK. E-Commerce and E-Business Management. 2nd ed. New Delhi: Vikas Publishing House; 2021
- Kumar S, Saurabh S. Digital Economy and Emerging Technologies. 1st ed. New Delhi: Bloomsbury India; 2020.
- Chandrashekar MS. Digital Transformation in India: Perspectives from Indian Economy. 1st ed. New Delhi: Sage Publications; 2019.
- Pandey SK. Digital Economy and the Indian Context. 1st ed. Jaipur: Rawat Publications; 2020
- Tapscott D. The Digital Economy: Rethinking Promise and Peril in the Age of Networked Intelligence. 2nd ed. New York: McGraw Hill; 2015
- McKinsey Global Institute. Digital India: Technology to Transform a Connected Nation. 1st ed. New York: McKinsey Insights; 2020.

Latest edition of textbooks recommended.

Semester V	**25RGBA503**	**Social Psychology**
Credits 4	**TPE 4:0:0**	**Core Course – CC**

Goal: To develop an in-depth understanding of interpersonal relationships, prosocial behaviour, and social issues such as attitude, prejudice, and aggression, and their influence on individual and group behaviour.

Course outcome: On successful completion of the course the learner will be able to;

CO#	Course outcome
CO503.1	Define and describe key concepts such as interpersonal relationships, prosocial behaviour, attitude, prejudice, and aggression.
CO503.2	Explain the psychological theories and factors influencing prosocial behaviour, prejudice, discrimination, and aggression.
CO503.3	Demonstrate the application of strategies to foster positive interpersonal relationships and reduce prejudice and discrimination in social settings.
CO503.4	Examine the role of aggression in behaviour and its impact on individual and group dynamics.
CO503.5	Critically evaluate interventions aimed at mitigating the negative effects of prejudice, discrimination, and aggression in societal contexts.

Course Content

Unit 1: Social psychology, Social perception and Social cognition (15 Hours)

Social Psychology: definition, nature and scope of social psychology, applications of social psychology work, health and legal system; Social perception: non-verbal communication; impression formation and management; Social Cognition: schemas, heuristics and automatic processing and errors. Interdependent Relationship: family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Unit 2: Understanding and evaluating the social world (15 Hours)

Attribution: theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory; Attitudes: definition and components, attitude-behavior link; attitude formation and strategies for attitude change, measurement of attitudes; Prejudice: meaning, definition, growth, techniques for counteracting its effects; Stereotype meaning, gender stereotype, glass ceiling and discrimination.

Unit 3: Social Interaction and Influence (15 Hours)

Formation and influence of groups: conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts. Pro-Social Behaviour- Latane and Darley's 5 crucial steps of n to an emergency, situational factors influencing pro-social behaviour, factors decreasing the tendency to help.

Social networking sites- impact of social media on children adolescents and families

Unit 4: Social Disorganization Issues (15 Hours)

Aggression- social learning perspectives,- theories of aggression - drive theory, modern theory- GAAM biological and situational determinants, personal determinants, prevention and control of aggression- punishment, cognitive interventions and forgiveness, Violence – nature and categories of violence**,** violence in families, collective violence for social change. Anti-social behavior- corruption, bribery and other forms of antisocial behaviour; applying social psychology at work, health and legal system

Suggested Readings:

- Baron RA, Byrne D, Bhardwaj G. Social psychology. 12th ed. New Delhi: Pearson; 2010.
- Baron RA, Byrne D. Social psychology. 10th ed. New York: Pearson Education, Inc.; 2004.
- Misra G. Psychology in India, Vol. 4: Theoretical and methodological developments. ICSSR Survey of Advances in Research. New Delhi: Pearson; 2009.
- Myers DG. Social psychology. 8th ed. New York: Tata McGraw Hill; 2006.
- Taylor SE, Peplau LA, Sears DO. Social psychology. 12th ed. New Delhi: Pearson; 2006.
- Sutherland EH, Cressey DR. Principles of criminology. 11th ed. Chicago: University of Chicago Press; 2005.

Latest edition of textbooks recommended.

Semester 5	25RGBA504T	Psychology for Well-Being- Theory
Credits 3	TPE 3:0:0	Core Course

Goal: To equip students with an in-depth understanding of the principles and practices of positive psychology, focusing on enhancing mental health and well-being. Students will learn to apply evidence-based strategies to manage stress, foster positive cognitive states, and implement effective interventions that promote psychological resilience and overall life satisfaction.

Course Outcome: On successful completion of the course the learner will be able to;

CO#	Course outcome
CO504.1	Explain the foundational theories and principles of positive psychology and their relevance to mental health and well-being.
CO504.2	Analyze the impact of various lifestyle choices and environmental factors on psychological well-being.
CO504.3	Identify different sources of stress and their physiological and psychological effects on individuals.
CO504.4	Develop personal strategies to cultivate and maintain positive cognitive state in daily life.
CO504.5	Design evidence-based positive psychology interventions aimed at enhancing individual and community well-being.
CO504.6	Evaluate the effectiveness of various positive psychology, interventions and adapt them to diverse populations and settings

Course Content

Unit 1: Health and Wellbeing (10 Hours)

Meaning and Definition of Health, Dimensions of Health, Meaning of Wellness, Dimensions of Wellness, Relationship between health and Well-being, Biomedical and Bio-Psychosocial Model of health.

Unit -2: Stress and Coping **(10 Hours)**

Meaning and Nature of Stress, Stressors, Causes/Sources of Stress, Coping Strategies for Stress, Stress Management techniques.

Unit 3: Positive Cognitive States **(15 Hours)**

Optimism: Defining Optimism, childhood antecedents of optimism, what optimism predicts.
Hope: Definition, Childhood antecedents of Hope. Neurobiology of hope, What hope predicts; Resilience: meaning and nature, Ways to enhance resilience.

Unit 4: Positive Psychology Interventions **(10 Hours)**

A gratitude Visit, Random Acts of Kindness, Savouring, Positive Reminiscence, Journaling some untested interventions: A beautiful day together, plugged-in, A gift of time, Your life summary, Worry reduction, Three-Question process.

Suggested Readings:

- Boniwell I. *Positive Psychology in a Nutshell*. 3rd ed. Open University Press; 2012.
- Snyder CR, Lopez SJ, Pedrotti JT. *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications; 2010.
- Ogden J. *Health Psychology*. 3rd ed. Berkshire: McGraw Hill; 2004.
- Sarafino EP, Smith TW. *Health Psychology: Biopsychosocial Interactions*. 7th ed. John Wiley & Sons; 2011.

Latest edition of textbooks recommended.

Semester V	**25RGBA504P**	**Psychology for Well-Being- Practical**
Credit 1	**TPE 0:2:0**	**Core Course**

Goal: Assessment Techniques for Applied Psychological Practice through psychological tools.

Course outcome: On successful completion of the course the learner will be able to

CO#	Course outcome
CO504.1	Create a research proposal using the Bhatia Battery to study intelligence in a specific population.
CO504.2	Compare the needs and guidance categories across different populations.
CO504.3	Assess the impact of inhibition on learning and memory.
CO504.4	Develop initiatives to enhance positive aspects of organizational culture based on the scale's findings.
CO504.5	Explain how the scale measures various aspects of employee attitudes.
CO504.6	Analyze the effectiveness of intervention programs based on attitude scale results.
CO504.7	Explain the factors contributing to team effectiveness.

COURSE CONTENT: (Any 3 Practicals)

Practical -1	Thematic apperception test (TAT)
Practical -2	Guidance and need Inventory.
Practical -3	Sociometric
Practical -4	Organizational Cultural scale- Santhosh Dhar
Practical -5	Long Employee attitude Scale.
Practical -6	Alcohol and Drug Attitude Scale- Sunil Saini
Practical -7	Team effectiveness Scale –Uppinder

Semester V	25RGBA505	Western Political Thought
Credit 4	TPE 4:0:0	Core Course

Goals: To guide students in exploring the history, development, and key ideas of political philosophy from ancient to modern thinkers.

Co#	Course Outcome
CO505.1	Understand key concepts of modern political thought, including liberty, equality, justice, and the state.
CO505.2	Analyze the contributions of major political thinkers to the development of political systems.
CO505.3	Critically evaluate the impact of modern political ideas on current political practices
CO505.4	Develop the ability to compare and contrast political theories across time and space.

Course Content

Unit 1: Thomas Hobbes and John Locke (15 hours)

Thomas Hobbes: State of nature, social contract, and absolute sovereignty. John Locke: Natural rights, theory of property, limited government, and the rule of law. Comparison of Hobbes and Locke: Views on human nature, governance, and the state.

Unit 2: Jean-Jacques Rousseau and Immanuel Kant (15 hours)

Jean-Jacques Rousseau: The social contract, general will, and democracy. Immanuel Kant: Enlightenment, perpetual peace, and cosmopolitanism. Comparison of Rousseau and Kant: Views on human freedom and democracy.

Unit 3: Karl Marx and Friedrich Engels (15 hours)

Karl Marx: Historical materialism, theory of class struggle, and the dictatorship of the proletariat. Friedrich Engels: Role in the development of Marxist thought, co-authorship with Marx. Impact of Marxism: Marx's influence on politics, especially socialism and communism.

Unit 4: John Stuart Mill and Modern Political Thought (15hours)

John Stuart Mill: Liberty, utilitarianism, and the concept of individual freedom. Modern Political Thought: An overview of liberalism, socialism, and anarchism. Contemporary Relevance: How modern political thought influences contemporary issues like democracy, rights, and governance.

Suggested readings:

- John Stuart Mill.*On Liberty.* 1st ed. Dover Publications; 2002.
- Hume, D.*A Treatise of Human Nature.* Edited by D. F. Norton & M. J. Norton. 1st ed. Oxford University Press; 2000.
- Rawls, J.*A Theory of Justice.* 1st ed. Harvard University Press; 1971.
- Nietzsche, F.*Beyond Good and Evil.* Translated by W. Kaufmann. 1st ed. Vintage Books; 1966.
- Foucault, M. *Discipline and Punish: The Birth of the Prison.* Translated by A. Sheridan. 1st ed. Pantheon Books; 1977.

Bachelor of Arts (BA/ BA(Hons)

Semester 6 / Year 3

Semester 6									
Course Code	**Course Type**	**Course Title**	**Hours per Week**			**CIA**	**SEE**	**Total Marks**	**Credits**
			T	**P**	**E**				
25RGBA601	CC	History of Economic Thought	4	0	0	50	50	100	4
25RGBA602	CC	Health Psychology	4	0	0	50	50	100	4
25RGBA603	CC	Public Administration	4	0	0	50	50	100	4
25RGBA604	SEC	Internship**	0	0	24	100	100	200	8
Total								**700**	**20**

*__Skill Enhancement Course__: Skill Enhancement Courses are designed to provide students with value-based and practical knowledge aimed at enhancing their professional and personal competencies.

**It is designed to bridge the gap between academic learning and professional application, enabling students to gain hands-on experience, industry insights, and workplace skills.

Semester VI	25RGBA601	History of Economic Thought
Credit 4	TPE 4:0:0	Core Course

Goal: To provide students with an in-depth understanding of the evolution of economic ideas and theories from classical to modern economics. It explores the contributions of major economists and the historical context in which their ideas emerged. The course focuses on understanding the intellectual foundations of economic thought, how economic theories have developed over time, and how they have influenced modern economic policies and practices.

Course outcome: **on successful completion of the course the learner will be able to:**

CO#	Course outcome
CO601.1	Demonstrate knowledge of the key schools of economic thought and their historical context.
CO601.2	Identify and critically evaluate the contributions of major economists to economic theory.
CO601.3	Assess the influence of economic ideas on political and social structures across different time periods.
CO601.4	Trace the development of key economic concepts such as value, capital, labor, and markets through history.
CO601.5	Analyze the relevance of historical economic theories to contemporary economic debates.

Course Content:

Unit 1: Introduction to Economic Thought (6 Hours)

Early Economic Ideas and Philosophers - Economic ideas in ancient civilizations (Mesopotamia, Greece, and Rome).-Mercantilism: Key concepts and the role of the state in the economy-The transition from feudalism to early capitalism.-Key Themes in Economic Thought-The nature of economic systems: Command, market, and mixed economies.-The role of labor, capital, and land in economic production.-Early theories of value and wealth.

Unit 2: Classical Economics (10 Hours)

Adam Smith and the Classical School -*The Wealth of Nations*: The invisible hand, division of labor, and the case for free markets.-Classical theory of value: Labor theory of value.-The role of government: Laissez-faire economics.-David Ricardo and the Law of Comparative Advantage-The principle of comparative advantage in international trade.-The theory of rent, wages, and profits-John Stuart Mill and Utilitarianism -Economic liberalism and the concept of utility-Mill's contributions to economic theory and social welfare.-The Classical System's Decline -Critiques of classical economics in the context of industrial capitalism and inequality.

Unit 3: The Marginal Revolution and Neoclassical Economics (10 Hours)

The Marginalist Revolution -The development of marginal utility theory: Carl Menger, William Stanley Jevons, and Léon Walras.-Marginalism and its impact on the theory of value, production, and distribution.-Alfred Marshall and the Development of Microeconomics-The synthesis of classical and marginalist thought-The concept of elasticity, consumer surplus, and the theory of supply and demand. -Neoclassical Economics -The focus on individual choice, market equilibrium, and rational behavior.-The role of capital, interest, and wages in economic theory.

Unit 4: Marxian Economics (12 Hours)

Karl Marx and the Critique of Capitalism -*Das Kapital* and Marx's labor theory of value.-The theory of surplus value and exploitation of labor.-The dialectical materialism and historical materialism.-Marxist Views on Capitalism and Crisis -The contradiction between capital accumulation and the concentration of wealth.-The theory of economic crises and the collapse of capitalism.-Legacy and Influence of Marxian Economics -The development of Marxist economic thought: Lenin, Trotsky, and the Soviet economic system.-Criticisms and adaptations of Marxism in the 20th century.

Unit 5: The Keynesian Revolution and Macroeconomics (12 Hours)

John Maynard Keynes and the General Theory-The critique of classical economics and Say's Law.-The role of aggregate demand in determining output and employment.-The concept of the liquidity trap, multiplier effect, and the need for government intervention.-Keynesian Economics and Economic Policy-The theory of government spending and fiscal policy to manage economic cycles.-The development of welfare states and mixed economies.Post-WWII economic policies and the golden age of Keynesian economics.-Criticism and Decline of Keynesianism -Stagflation and the rise of monetarism in the 1970s.-The neo-liberal counter-revolution and the market-oriented policies.

Unit 6: Post-Keynesian and Contemporary Economic Thought (10 Hours)

Monetarism and the Chicago School -Milton Friedman and the role of money supply in controlling inflation.-The critique of Keynesianism and advocacy for free-market policies.-Austrian Economics-The contributions of Friedrich Hayek and Ludwig von Mises.-The Austrian theory of the business cycle, entrepreneurship, and spontaneous order.-Behavioral Economics-The challenge to rational choice theory and the role of psychology in economic decision-making.-Key contributions by Daniel Kahneman and Richard Thaler.-Development Economics-Theories of development from Classical to Modern perspectives. -Contributions of economists like Amartya Sen, Jeffrey Sachs, and Joseph Stiglitz

Suggested Readings:

- Blaug, M. (1997). *Economic Theory in Retrospect* (5th Edition). Cambridge University Press.
- Foley, D. K. (2012). *The Economics of Development and Planning*. Vikas Publishing.
- Ekelund, R. B., & Hébert, R. F. (2007). *A History of Economic Theory and Method*. Waveland Press.

SEMESTER - VI	25RGBA602	Health Psychology
CREDITS 4	TPE:4:0:0	Core Course

Goal: To explore the psychological principles and research related to health and illness, examining how behavior, cognition, and emotions impact physical health outcomes, and to equip students with knowledge and skills to promote health and well-being in individuals and communities

CO#	Course outcome
CO602.1	Identify key psychological factors influencing health behaviours and outcomes.
CO602.2	Analyze the impact of stress on physical health and apply stress management techniques.
CO602.3	Evaluate research methodologies used in health psychology studies.
CO602.4	Design interventions to promote health behaviour change in diverse populations.
CO602.5	Explain the role of psychology in chronic illness management and recovery

Course Content:

Unit 1: Introduction to health psychology and health behaviour (15 hours)

Definition of Health Psychology, History of body mind relationship, Bio psychosocial model of health, need, Health behaviours: factors influencing health behaviours; barriers to modify poor health behaviour.

Unit 2: Health enhancing and compromising behaviour (15 hours)

Health compromising behaviours: Substance abuse - Alcohol; Tobacco and Smoking; drugs; Psychoactive Substances, abnormal eating behaviour, sedentary lifestyle

Health enhancing behaviours: Exercise-types benefits of exercise, effects on psychological health, Diet -Maintaining healthy diet, sleep hygiene, accident prevention

Unit 3: Stress and life style diseases (15 hours)

Stress -sources, Types of stress- Frustration, conflict and pressure, Stress and immune system, Hypertension- causes and relations between stress and hyper tension; Diabetes-types, Stress and diabetes; Sex related health behaviour -HIV/AIDS

Unit 4: Coping strategies (15 hours)

Coping strategies-Social support, yoga, mindfulness, meditation and time management; positive

psychology interventions - gratitude, forgiveness, savouring, patience, creativity.

Suggested Readings:

- Taylor S.E (1998) Health Psychology 3rd edition, Newyork. McGrewHill
- Baron. L & Feist. J (200) Health Psychology 4th edn, USA Brooks/Cole
- Rice. P.L. (1992) Stress and Health, 2nd edn, California, Brooks/Cole
- Ogden.J (2000) Health Psychology 2nd edition Philadelphia, Open University press

Latest edition of textbooks recommended.

SEMESTER - VI	25RGBA603	Public Administration
CREDITS 4	TPE:4:0:0	Core Course

Goals: To provide students with a comprehensive understanding of the field, including its theories, practices, and relevance in modern governance.

Co#	Course Outcome
CO603.1	Understand the theory and practice of public administration.
CO603.2	Analyze the functioning of administrative institutions in India.
CO603.3	Evaluate the role of bureaucracy in policy implementation
CO603.4	Propose solutions for improving governance and public administration in India

Course Content:

Unit 1: Introduction to Public Administration (15 hours)

Nature and Scope of Public Administration: Evolution, approaches, and scope. Public vs. Private Administration: Key distinctions and their significance. Theories of Administration: Classical, human relations, and system theory.

Unit 2: Organization of Administration (15 hours)

Structure of Public Administration: Bureaucracy, hierarchical structure, and decentralization. Administrative Agencies: Ministries, departments, commissions, and public enterprises. Role of Civil Services: Indian Administrative Service (IAS), Indian Foreign Service (IFS), etc.

Unit 3: Administrative Processes (15 hours)

Decision-Making: Bureaucratic discretion, policy formulation. Public Policy Implementation: Role of bureaucracy in implementation. Financial Administration: Budgeting, control, and auditing in the public sector.

Unit 4: Administrative Reforms (15 hours)

Reforms in Public Administration: Evolution of administrative reforms in India. Issues of Bureaucratic Efficiency: Corruption, accountability, and transparency. Notable Reforms: The Kothari Commission, the Sarkaria Commission, and the 2nd Administrative Reforms Commission

(ARC).E-Governance: Role of technology in improving public administration. Challenges and Future Directions: Reforming public administration in a rapidly changing global environment.

Suggested Readings;

- Fayol, H. *General and Industrial Management.* 1st ed. Pitman Publishing; 1949.
- Nicholas, H. *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. 10th ed. McGraw-Hill Education; 2015.
- Golembiewski, R. T.*Public Administration as a Developing Discipline.* 1st ed. Aldine Publishing Company; 1977.
- Sharma, M. *Public Administration in India.* 6th ed. Pearson Education; 2012.
- Dahl, R. A. *Modern Political Analysis.* 3rd ed. Prentice-Hall; 1984

Latest edition of textbooks recommended.

9. Teaching - Learning methods course-wise

1.	Quiz	7.	Open Book Exam	13.	Article Review
2.	Group Discussion	8.	Think-Pair-Share	14.	Blogging
3.	Coding Test	9.	Role Play	15.	Puzzles
4.	Problemathon	10.	Presentations	16.	Peer to Peer Assessment
5.	Travelogue	11.	Day Out	17.	Technical Crossword
6.	Case Study	12.	Story Telling	18.	Annotated Bibliography

10. Scheme of Examination

- Internal Assessment
- University Examination

The examination structure shall vary depending the course, however, broadly divided as follows;

Examination/Assessment	**All Courses (Except MEC/SEC) Marks**	**MEC Marks**	**SEC Marks**
Continuous Internal Assessment (CIA)*	50 Marks	25 Marks	100 Marks
Semester End Examination (SEE)	50 Marks	25 Marks	-
Total	100 Marks	50 Marks	100 Marks

***Parameters for CIA**

Parameters for the Assessment	**All Courses (Except MEC/SEC) Marks**	**MEC Marks**	**SEC Marks**
Continuous and Comprehensive Assessment (CCA)*	25 Marks	15 Marks	90 Marks
Internal Assessment Test (IAT)*	20 Marks	10 Marks	10 Marks
Total	50 Marks	25 Marks	

Continuous & Comprehensive Assessment (CCA)

The CCA will carry a maximum of 25% weightage (25 marks) of total marks of a course. Before the start of the academic session in each semester, a faculty member should choose for his/her course, minimum of four of the assessment methods.

CCA will be carried out as per the model rubrics enclosed. The rubrics may be changed from time to time based on the new methods of Pedagogy and assessment. The same rubrics will be implemented across all the programs under NEP.

*Internal Assessment Test (IAT)

Internal Assessment for each course and details for each test are notified well in advance. IAT consists of the following:

	All Courses (Except MEC/SEC) Marks	**MEC Marks**
I Internal Examination	10 Marks	5 Marks
II Internal Examination	10 Marks	5 Marks
Total	20 Marks	10 Marks

The IAT will carry a maximum of 20% weightage (20 marks) of total marks of a course, under this component, two tests will have to be conducted in a semester and marks of both IAT is to be scaled down to 20 marks. Standard format is enclosed below.

Examination Scheme / Assessment

Question Pattern for the Internal Assessment Test for all the core courses will be as below:

Section A	Objective Questions 5 Questions x 1 mark each	5 Marks
Section B	Analytical Questions/Illustrations/ 2 Questions x 5 marks Case studies/essay type questions Each	10 Marks
Section C	Analytical Questions/Illustrations/ 1 Question x 15 marks Case studies/essay type questions Each	15 Marks
	Total	**30 Marks**

Question Pattern for the Internal Assessment Test for all the MEC/SEC will be as below

Section A	Objective Questions 5 Questions x 1 mark each	5 Marks
Section B	Analytical Questions/Illustrations/ 3 Questions x 5 marks Case studies/essay type questions Each	15 Marks
	Total	**20 Marks**

11.Eligibility to appear for University Examination

To be eligible to appear for the University Examination, a candidate must satisfy the minimum attendance requirements as prescribed in the regulations and secure at least 40% marks in Continuous Internal Assessment.

A candidate shall register for all the courses of a semester when he/she appears for the examination of that semester for the first time.

There shall be examinations at the end of each semester, ordinarily during November/December for odd semesters and during April/May for even semesters, as prescribed in the Scheme of Examinations.

12.Criteria for passing

No candidate shall be declared to have passed the Semester Examination (except in Co- curricular and extracurricular activities) unless he/she obtains not less than 40% marks in the Continuous Internal Assessment and Semester End Examination.

If a candidate fails in any course, he/she shall appear for that course in the supplementary examinations conducted within 45 days of regular semester end examination or subsequent regular examinations within the maximum of 7 years from the date of registration for the prescribed course and programs.

13. Grading and Classification

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the program of study.

The University may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA (Si) = $\sum$(Ci x Gi) / $\sum$Ci
Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20=**6.95**

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a program, i.e.

CGPA = ∑(Ci x Si) / ∑ Ci

where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA:6.9	Credit: 22 SGPA:7.8	Credit:25 SGPA:5.6	Credit: 26 SGPA:6.0	Credit: 26 SGPA: 6.3	Credit 25 SGPA 8.0

CGPA= **6.73** (21 x 6.9 + 22 x 7.8 + 25 x 5.6 + 26 x 6.0 + 26 x 6.3 + 25 x 8.0)/145

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the University may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Note: Students who have already enrolled and are pursuing UG program as per Choice Based Credit System (CBCS) are eligible to pursue 4-year undergraduate program.

14. Declaration of Class: Refer Point Number 14

15. Any other information

- Exit Options

Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a

UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree program within three years and complete the degree program within the stipulated maximum period of seven years.

Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree program within the maximum period of seven years.

Only students who successfully fulfil these **prerequisite credit and course requirements** are permitted to exit at their chosen level and receive the corresponding certification.

16. Annexures

1. Blueprint for Theory and Practical Examination

- Question Pattern for the Internal Assessment Test for all the core courses will be as below:

Section A	Objective Questions 5 Questions x 1 mark each	5 Marks
Section B	Analytical Questions/Illustrations/ 2 Questions x 5 marksCase studies/essay type questions Each	10 Marks
Section C	Analytical Questions/Illustrations/ 1 Question x 15 marksCase studies/essay type questions Each	15 Marks
	Total	**30 Marks**

- Question Pattern for the Internal Assessment Test for all the MEC/SEC will be as below

Section A	Objective Questions 5 Questions x 1 mark each	5 Marks
Section B	Analytical Questions/Illustrations/ 3 Questions x 5 marksCase studies/essay type questions Each	15 Marks
	Total	**20 Marks**

Semester End Examination (SEE):

a. Question Pattern for the Semester End Examination **for all Core Courses / DSC/DSE** will be as below

Section A	Objective Questions 15 questions x 1 mark each	15 Marks
Section B	Analytical Questions/Illustrations/ case Studies/essay typequestions – Each 3 Questions x 10 marks	30 Marks
Section C	Analytical Questions/Illustrations/ case Studies/essay typequestions -Each 2 Questions x 15 marks	30 Marks
	Total*	**75 Marks**

***Semester End Examination for all Core Courses / DSC/DSE will be conducted out of 75 marks and pro-rated to 50 marks.**

b. Question Pattern for the Semester End Examination for all MEC will be as below

Section A	Objective Questions 10 questions x 1 mark each	10 Marks
Section B	Analytical Questions/Illustrations/ case Studies/essay type questions – Each 3 Questions x 5 marks	15 Marks
	Total**	**25 Marks**

2. Question paper layout for theory examinations

Question paper template for <u>Semester End Examination (SEE)</u> of Core Courses/DSC/DSE

Semester:
Examination, Month/Year:
Paper:
Course Code:

Duration: 3 Hours **Total Marks: 75**

Section A

Answer the following Questions (MCQ's) **(15*1=15)**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Section B

Answer any THREE of the Questions **(3*10=30)**

16.
17.
18.
19.
20.

Section C

Answer any TWO Questions **(2*15=30)**

21.
22.
23.
24.

Question paper template for Semester End Examination (SEE) of MEC Courses

Semester:
Examination, Month/Year:
Paper:
Course Code:
Duration: 1½ Hours Total Marks: 25

Section A

Answer the following Questions (MCQ's) (1*1=10)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Section B

Answer any three of the Questions (3*5=15)

11.
12.
13.
14.
15.

3. Logbook template

THE YENEPOYA INSTITUTE OF ARTS SCIENCE COMMERCE & MANAGEMENT
KULUR MANGAURU-575013
A Constituent unit of Yenepoya (Deemed to be University)

YENEPOYA
(DEEMED TO BE UNIVERSITY)

B.A --------

INTERNSHIP LOG BOOK

THE YENEPOYA INSTITUTE OF ARTS SCIENCE COMMERCE & MANAGEMENT

KULUR MANGAURU-575013

A Constituent unit of Yenepoya (Deemed to be University)

YENEPOYA
(DEEMED TO BE UNIVERSITY)

B. A----------

Name : …….

Registration Number : ……

Campus ID : …….

INTERNSHIP LOG BOOK

Date:
Check in Time: _____ Checkout time: _____
Name of the Department:
Work Performed/learning Outcomes:

Signature of Company Department Head:
Verified by:

4. Other Information
   - ❖ VAC - AEC – SEC Details

VAC	
Course Code	**Course Title**
Group - 1	
NVAC1	Digital and Technological Solutions
Group - 2	
NVAC2	Indian Constitution
Group - 3	
NVAC3A	Environmental Studies
NVAC3B	National Service Scheme
NVAC3C	Youth Red Cross
NVAC3D	Social Responsibility and Community Engagement
NVAC3E	Methods of Yoga Practices

AEC	
Course Code	**Course Title**

Group - 1	
NAEC1A	English-I
NAEC1B	Hindi-I
NAEC1C	Kannada - I
Group - 2	
NAEC2A	English-II
NAEC2B	Hindi-II
NAEC2C	Kannada - II

SEC	
Course Code	**Course Title**
Group - 1	
NSEC1	Communication Skills
Group - 2	
NSEC2	Leadership and Management Skills
Group - 3	
NSEC3	Professional Development

Semester 1 / Year 1

Semester 1										
SL. No.	**Course Code**	**Course Type**	**Course Title**	**Hours per Week (Theory | Practical | Experiential / Project)**			**CIA**	**SEE**	**Total**	**Credits**
1	NVAC1	VAC	Digital and Technological Solutions	2	0	0	50	50	100	2
2	NAEC1A	AEC	English-I	4	0	0	50	50	100	4
	NAEC1B		Hindi-I							
	NAEC1C		Kannada - I							

- MEC Details

MEC Details

2023-24 (Kindly refer the batch and year)

Semester 1		
Multidisciplinary Electives Courses (ME) Group 1		
Department: Commerce		
SL. No.	**Course Code**	**Course Title**
1	NME1 (1)	Accounting for Everyone
2	NME1 (2)	Financial Literacy
3	NME1 (3)	Essentials of Ecommerce
4	NME1 (4)	Customer Relationship Management

Department: Management		
SL. No.	**Course Code**	**Course Title**
1	NME1 (5)	Event Management
2	NME1 (6)	Risk Management
3	NME1 (7)	Digital Marketing
4	NME1 (8)	Airport Runway Work: Design, Construction, and Maintenance
5	NME1 (9)	Retail Store Layout and Design

Department: Forensic Science

SL. No.	Course Code	Course Title
1	NME1 (10)	Forensic Science and Society
2	NME1 (11)	Criminal Justice System

Department: Food Science and Nutrition		
SL. No.	**Course Code**	**Course Title**
1	NME1 (12)	Fundamentals of Food Science
2	NME1 (13)	Principles of Nutrition

Department: Computer Science		
SL. No.	**Course Code**	**Course Title**
1	NME1 (14)	Ethics in Information Technology
2	NME1 (15)	Data Analytics Using Excel
3	NME1 (16)	Mathematics in India: from Vedic period to modern times - 1

Department: Humanities		
SL. No.	**Course Code**	**Course Title**
1	NME1 (17)	Sociology in Everyday Life
2	NME1 (18)	Introduction to Psychology
3	NME1 (19)	Logical Reasoning and Analytical Abilities
4	NME1 (20)	Film Making
5	NME1 (21)	Introduction to Sustainability

Department: Linguistics		
SL. No.	**Course Code**	**Course Title**
1	NME1 (22)	Beary
2	NME1 (23)	Communicative Tulu

Department: Microbiology		
SL. No.	**Course Code**	**Course Title**
1	NME1 (24)	Public health and hygiene
2	NME1 (25)	Communicable diseases

Department: Hospitality Science		
SL. No.	**Course Code**	**Course Title**

1	NME1 (26)	Introduction to Hospitality
2	NME1 (27)	Foundation of Travel and Tourism Management

Department: Chemistry		
SL. No.	**Course Code**	**Course Title**
1	NME1 (28)	IT Skills for Chemists
2	NME1 (29)	Basic Analytical Chemistry

SL. No.	**Course Code**	**Course Title**
1	NME1 (30)	SWAYAM

Semester 2		
Multidisciplinary Electives Courses (ME) Group 2		
Department: Commerce		
SL. No.	**Course Code**	**Course Title**
1	NME2 (1)	Personal Tax Planning
2	NME2 (2)	Entrepreneurship Skills
3	NME2 (3)	Finance for Everyone
4	NME2 (4)	Corporate law

Department: Management		
SL. No.	**Course Code**	**Course Title**
1	NME2 (5)	Business Analytics
2	NME2 (6)	Enterprise Resource Planning
3	NME2 (7)	Advertising and Brand Management
4	NME2 (8)	Warehousing and Distribution Centre Operations
5	NME2 (9)	Role of Incubation and Incubates
6	NME2 (10)	Retail Management

Department: Forensic Science		
SL. No.	**Course Code**	**Course Title**
1	NME2 (11)	Handwriting Identification and Analysis
2	NME2 (12)	Cyber Crimes and Laws

Department: Food Science and Nutrition		
SL. No.	**Course Code**	**Course Title**
1	NME2 (13)	Introduction to Gym Nutrition
2	NME2 (14)	Traditional Indian Foods

Department: Computer Science		
SL. No.	**Course Code**	**Course Title**
1	NME2 (15)	Web Programming
2	NME2 (16)	Social Media Analytics

Department: Humanities		
SL. No.	**Course Code**	**Course Title**
1	NME2 (17)	Introduction to Radio Jockeying
2	NME2 (18)	Family Sociology and Family Dynamics

3	NME2 (19)	Foundations of Health and Well-being
4	NME2 (20)	Introduction to Textile Industry

Department: Linguistics		
SL. No.	**Course Code**	**Course Title**
1	NME2 (21)	Kannada Drama
2	NME2 (22)	Human rights and Gender equity

Department: Microbiology		
SL. No.	**Course Code**	**Course Title**
1	NME2 (23)	Fermented food products
2	NME2 (24)	Vermi-technology

Department: Hospitality Science		
SL. No.	**Course Code**	**Course Title**
1	NME2 (25)	Hygiene and Food Safety
2	NME2 (26)	Accommodation operation

Department: Chemistry		
SL. No.	**Course Code**	**Course Title**
1	NME2 (27)	Business skills for chemists
2	NME2 (28)	Intellectual property rights (IPR)

SL. No.	**Course Code**	**Course Title**
1	NME2 (29)	SWAYAM

Semester 3		
Multidisciplinary Electives Courses (ME) Group 3		
Department: Commerce		
SL. No.	**Course Code**	**Course Title**
1	NME3 (1)	E-Filing of Returns
2	NME3 (2)	Logistics Information System
3	NME3 (3)	Investing in Stock Markets
4	NME3 (4)	Goods and Service Tax (GST)

Department: Management		
SL. No.	**Course Code**	**Course Title**
1	NME3 (5)	Crew Resource Management
2	NME3 (6)	Passenger Ground Service
3	NME3 (7)	Aviation and Hospitality Management
4	NME3 (8)	Elements of Port and Shipping Management

Department: Forensic Science		
SL. No.	**Course Code**	**Course Title**
1	NME3 (9)	Substance Abuse and Prevention
2	NME3 (10)	Biometric in Forensic Identification

Department: Food Science and Nutrition		
SL. No.	**Course Code**	**Course Title**
1	NME3 (11)	Health and Wellness
2	NME3 (12)	Technology of Fruits, Vegetables and Plantation Products

Department: Computer Science		
SL. No.	**Course Code**	**Course Title**
1	NME3 (13)	Cyber Security
2	NME3 (14)	Python programming

Department: Humanities		
SL. No.	**Course Code**	**Course Title**
1	NME3 (15)	Aviation Economics
2	NME3 (16)	Social welfare administration
3	NME3 (17)	Creativity and innovation
4	NME3 (18)	Introduction to Journalism
5	NME3 (19)	Ancient Indian Art and Architecture

6	NME3 (20)	Introduction to astronomy

Department: Linguistics		
SL. No.	**Course Code**	**Course Title**
1	NME3 (21)	European Drama
2	NME3 (22)	Yakshagana

Department: Microbiology		
SL. No.	**Course Code**	**Course Title**
1	NME3 (23)	Parasitology
2	NME3 (24)	Mushroom farming

Department: Hospitality Science		
SL. No.	**Course Code**	**Course Title**
1	NME3 (25)	Front office
2	NME3 (26)	Food and Beverage Management

Department: Chemistry		
SL. No.	**Course Code**	**Course Title**
1	NME3 (27)	Chemistry of cosmetics & perfumes

SL. No.	**Course Code**	**Course Title**
1	NME3 (28)	SWAYAM