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## **As Per NEP 2020**

### **Title of the program**

<b>A- P.G. Diploma in Students and Youth Movements -</b>	<b>2023-24</b>
<b>B- M.A. (Students and Youth Movements) – (Two Year)</b>	
<b>C- M.A. (Students and Youth Movements) - (One Year) -</b>	<b>2027-28</b>

### **Syllabus for**

### **Semester – Sem I**

**Ref: GR dated 16<sup>th</sup> May, 2023 for Credit Structure of PG**



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	<b>Title of program</b> O: _____ A	A	P.G. Diploma in Students and Youth Movements
	O: _____ B	B	M.A. (Students and Youth Movements) (Two Year)
	O: _____ C	C	M.A. (Students and Youth Movements) (One Year)
2	<b>Eligibility</b> O: _____ A	A	Graduate in any faculty
	O: _____ B	B	Graduate in any faculty
	O: _____ C	C	Graduate with 4 year U.G. Degree (Honours / Honours with Research) with Specialization in concerned subject or equivalent academic level 6.0 <b>OR</b> Graduate with four years UG Degree program with maximum credits required for award of Minor degree is allowed to take up the Post graduate program in Minor subject provided the student has acquired the required number of credits as prescribed by the concerned Board of Studies.
3	<b>Duration of program</b> R: _____	A	1 Year
		B	2 Year
		C	1 Year
4	R: _____ Intake Capacity	30	

5	R: _____ <b>Scheme of Examination</b>	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination	
6	<b>Standards of Passing</b> R: _____	40%	
7	<b>Credit Structure</b> R: _____	Attached herewith	
8	<b>Semesters</b>	<b>A</b>	Sem. I & II
		<b>B</b>	Sem. I, II, III & IV
		<b>C</b>	Sem. I & II
9	<b>Program Academic Level</b>	<b>A</b>	6.0
		<b>B</b>	6.5
		<b>C</b>	6.5
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	A	2023-24
		B	
		C	2027-28

**Sign of Dean,**  
Dr. A. K. Singh  
Faculty of Interdisciplinary

# Preamble

## Introduction:

There is no substantial academic programme in the country nor the world which focusses on and encourages the study of students and youth movements. In today's rapidly changing global landscape, the role of students and youth in shaping societal and political dynamics is more crucial than ever before. Recognising the significance of understanding and analyzing these movements, our Postgraduate Course in Students and Youth Movements offers an in-depth exploration of the diverse aspects that underpin these vital forces of change. This course is designed for passionate individuals who aspire to comprehend the intricacies of student and youth movements, empowering them with knowledge and skills to navigate the complexities of the modern world.

## Aims and Objectives:

The primary aim of this course is to foster a comprehensive understanding of the historical, sociological, political, and cultural dimensions of students and youth movements. By delving into the rich tapestry of past and contemporary movements, students will gain insights into the ideologies, strategies, and impact of these initiatives.

### The course aims to:

**Promote Critical Thinking:** Encourage students to critically analyze the historical and global contexts of student and youth movements, enabling them to identify patterns, causes, and consequences.

**Foster Inclusivity:** Explore diverse movements across cultures, genders, and socioeconomic backgrounds, fostering an inclusive perspective and understanding of the multifaceted nature of youth initiatives.

**Enhance Research and Analytical Skills:** Develop students' research abilities, honing their skills in gathering, evaluating, and synthesizing information related to various movements and their underlying factors.

**Encourage Civic Engagement:** Inspire students to engage with contemporary youth issues and empower them to contribute meaningfully to societal and political discourse through informed perspectives.

## Learning Outcomes:

**Upon successful completion of this course, students will:**

**Demonstrate In-Depth Knowledge about Students and Youth Movements**

**across the country and world:** Exhibit a nuanced understanding of the historical evolution, ideological underpinnings, and global variations of students and youth movements.

**Critically Analyze Movements:** Apply critical thinking skills to analyze and evaluate the causes, strategies, and impacts of diverse student and youth initiatives across different contexts.

**Conduct Original Research:** Conduct independent research projects, demonstrating the ability to identify relevant research questions, gather and analyze data, and draw evidence-based conclusions.

**Engage Effectively:** Engage in informed discussions and debates about contemporary youth issues, employing a multidisciplinary approach that incorporates sociological, political, and cultural perspectives.

**Promote Social Change:** Formulate informed strategies to address societal challenges, advocating for positive social change within the framework of ethical and inclusive practices.

**Additional Points:**

In addition to academic coursework, this course will offer opportunities for experiential learning through internships, guest lectures by renowned experts, and field visits to relevant organizations and institutions. Students will also have access to a wide range of resources, including academic journals, digital archives, and online forums, facilitating their research and enhancing their learning experience.

By the end of this course, graduates will be equipped not only with academic knowledge but also with the practical skills and empathy necessary to become leaders, educators, and advocates who can inspire and drive positive change within the realm of students and youth movements. Through rigorous academic inquiry and a commitment to social progress, this course aims to prepare a new generation of informed, empathetic, and proactive individuals who will shape the future of student and youth initiatives worldwide.

**1) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)**

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## Post Graduate Programs in University

## Parishishta - 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	Sem I	Introduction to Students and Youth Movement Credits 4  Youth Leaders in Ancient, Medieval and Early Modern India Credits 4  Evolution of Student and Youth Movements in the World Credits 4  Policies, Schemes and Programmes for Students and Youth in India Credits 2	<b>Credits 4</b>  Sociology OR Politics OR Psychology OR Economics	4			22	<b>PG Diploma (after 3 Year Degree)</b>
		Sem II	History of Students and Youth Movements in Pre-Independent India Credits 4  Students and Youth Movements in Post-Independent India (1947-89) Credits 4	<b>Credits 4</b>  Organizational Behaviour OR Communication and etiquettes OR Leadership styles and Analysis		4		22	

			Contemporary Student and Youth Movements across the World (Global North) Credits 4						
			Advocacy Tools for Youth Activists Credits 2						
Cum. Cr. For PG Diploma			28	8	4	4	-	44	
Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
II	6.5	Sem III	Students and Youth Movements in Post-Independent India (1990-till date) Credits 4	Credits 4  Environment and Sustainability OR Health and wellbeing OR International Relations			4	22	PG Degree After 3- Yr UG
		Role of Students and Youth in Shaping Modern India Credits 4							
			University Law, Student Elections, and Organisations Credits 4						
			Tech Tools for Youth Activists Credits 2						
		Sem IV	Contemporary Student and Youth Movements across the World (Global South) Credits 4	Credits 4  Ethics in leadership OR Public relations OR Electioneering and data analytics			6	22	
			Comparative Study of						

		University Elections and Student Organisations across the World Credits 4	OR Entrepreneurship				
		Introduction to the Constitution Credits 2					
		Introduction to the Indian Penal Code and CrPC Credits 2					
		Introduction to Internationals forums for the Youth Credits 2					
<b>Cum. Cr. for 1 Yr PGDegree</b>			<b>26</b>	<b>8</b>		<b>10</b>	<b>44</b>
<b>Cum. Cr. for 2 Yr PGDegree</b>			<b>54</b>	<b>16</b>	<b>4</b>	<b>4</b>	<b>10</b>
						<b>88</b>	

Note: \* The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.



**Mandatory Course**  
**Course Name: Introduction to Students and Youth Movements**  
**Total Credits: 04 (60 hours)**

**Course Outcomes:**

- To understand the youth in a holistic multi-disciplinary way
- To identify and analyse catalysts and drivers that ignite student and youth movements.
- To offer a broad view of the students and youth movements
- To introduce the different types of students and youth movements

**Module 1: Introduction to Students and Youth (1 Credit)**

- a. Definition of student/youth, characteristics, problems
- b. Status of youth in India and the world, demography, impact of media & technology

**Module 2. Features of Student/Youth Movement (1 Credit)**

- a. Leadership, Psychology, Organisation of students/youth in movements
- b. Lifecycle of movement, Difference between a regular movement and a student-youth Movement, Challenges

**Module 3. Role of Youth in Development of a Movement (1 Credit)**

- a. Factors leading to student and youth movement and Difference between student and youth movement
- b. Impact of civic/socio-political engagement on the youth

**Module 4. Types of Student/Youth Movements (1 Credit)**

- a. Political Movements, Social and Environmental Movements
- b. General and Issue-based movements, Institutional and Spontaneous

**References:**

1. Burg, D. F. (1998, January 1). *Encyclopedia of Student and Youth Movements*.
2. Braungart, R. G., & Braungart, M. M. (2021, July 13). *Youth Movements and Generational Politics, 19th-21st Centuries*.
3. France, A. (2016, March 24). *Understanding Youth in the Global Economic Crisis*. Policy Press.
4. Tucker, S., & Trotman, D. (2018, January 1). *Youth*. Nova Science Publishers.

**Mandatory Course**  
**Course Name: Youth Leaders in Ancient, Medieval and Early Modern India**  
**Total Credits: 04 (60 hours)**

**Course Outcomes:**

- To comprehend the historical context of the youth activism and leadership in India
- To introduce key figures from ancient, medieval and pre modern history
- To understand the impact of historic youth leaders on today's society
- To learn leadership lessons from historic leaders

**Module 1. Youth Leaders from ancient Indian texts and epics (1 Credit)**

- a. Gurukul System and Student-Teacher Relations in Ancient and Medieval India
- b. Ramayana and Mahabharata

**Module 2. Young Empire Builders of Medieval India (1 Credit)**

- a. Chanakya and Chandragupta Maurya
- b. Samrat Ashoka

**Module 3. Indian Renaissance (1 Credit)**

- a. Contribution of Gautam Buddha
- b. Contribution of Adi Shankaracharya

**Module 4. Young Warrior Kings of Early Modern India (1 Credit)**

- a. Chhatrapati Shivaji Maharaja and Chhatrapati Sambhaji Maharaja
- b. Guru Gobind Singh

**References:**

1. Ananthanarayanan, R. (2022, May 15). *Five Seats of Power*. Harper Collins.
2. Blomfield, V. (2011, December 22). *Gautama Buddha*. Hachette UK.
3. Dahiya, A. S. (2014, April 14). *Founder of the Khalsa*. Hay House, Inc.
4. Desai, R. (2017, December 15). *Shivaji*. Harper Collins.
5. Gajbhiye, A. W. (2023, January 1). *The Alumni of Takshashila*.
6. Keuning, W. (2021, September 22). *Ashoka the Great*. AuthorHouse.
7. Saraf, N. (2012, January 1). *The Life and Times of Swami Vivekananda*. Prabhat Prakashan.
8. Singh, S. (2017, July 19). *The Educational Heritage of Ancient India*.
9. Victor, P. G. (2007, August 1). *Life and Teachings of Adi Sankaracarya*.

**Mandatory Course**  
**Course Name: Evolution of Student and Youth Movements in the World**  
**Total Credits: 04 (60 hours)**

**Course Outcomes:**

- To comprehend the evolution of student and youth movements across the world
- To identify waves of the student/youth movements and their unique characteristics
- To offer a broad view of student and youth movements, considering both global and regional contexts to understand the common themes
- To analyse the impact of the international youth movements on society, politics and culture both internationally as well as locally

**Module 1. First Wave: Wave of Self Determination or Independence (1 Credit)**

- a. May 4 Revolution in China, Gwanju Student Revolution in Korea
- b. Indian Independence movement

**Module 2. Second Wave: Rights based Socio-Cultural-Political Revolution (1 Credit)**

- a. Civil Rights Movement in the United States and the Dalit Movement in India
- b. Revolution of May in France, Anti-War protests during Vietnam war, Cultural Revolution in Iran

**Module 3. Third Wave: Pro-Democracy Wave (1 Credit)**

- a. Pro-democracy youth movement in People's Republic of China and India
- b. Velvet Revolution in Czechoslovakia, Rose revolution in Georgia

**Module 4. Fourth Wave: Anti-Corruption wave (1 Credit)**

- a. Revolution of Ukraine, Jasmine Revolution, Revolution in Egypt
- b. Arab Spring, Anti-corruption movement in India of 2011-13

**References:**

1. Braungart, R. G., & Braungart, M. M. (2021, July 13). *Youth Movements and Generational Politics, 19th-21st Centuries*.
2. Ch'oe, C. U., & Choi, J. W. (2006, January 1). *The Gwangju Uprising*. Homa & Sekey Books.
3. Dierenfield, B. J. (2021, June 28). *The Civil Rights Movement*. Routledge.
4. Monshipouri, M. (2016, January 8). *Democratic Uprisings in the New Middle East*. Routledge.
5. Ross, K. (2008, November 26). *May '68 and Its Afterlives*. University of Chicago Press.
6. Sanyal, S. (2023, January 1). *Revolutionaries*.
7. Touraine, A. (1971, January 1). *The May Movement*. Random House (NY).
8. Vaněk, M., & Mücke, P. (2016, January 1). *Velvet Revolutions*. Oxford University Press.

### **Mandatory Course**

**Course Name: Policies, Schemes and Programmes for Students and Youth in India**

**Total Credits: 02 (30 hours)**

#### **Course Outcomes:**

- To examine various government policies, schemes and programmes for students and youth
- To understand the policy landscape in India with regards to youth and students

#### **Module 1. Schemes for Students and Youth (1 Credit)**

- a. National Cadet Corps, National Service Scheme
- b. National Youth Corps Nehru Yuvak Kendra Sanghatan

#### **Module 2. Policies for Students and Youth (1 Credit)**

- c. National Youth Policy
- d. National Education Policy

#### **References:**

1. *National Cadet Corps*. (n.d.). <https://indiancc.nic.in/>
2. *National Service Scheme*. (n.d.). <https://nss.gov.in/>
3. National Youth Policy (2014), Govt of India
4. National Education Policy (2020), Govt of India

**Elective Course**  
**Course Name: Indian Government and Politics**  
**Total Credits: 04 (60 hours)**  
**Subject Code 50211**

**Course objectives:**

1. Acquainting students with the nature and evolution of Indian State since independence.
2. Helping the students to understand the nature of party system in India
3. Understanding various socio-political dynamics like caste, gender and religion and their impact on politics.

**Module 1: Indian State**

- a) Welfare state
- b) Populist era and deinstitutionalisation
- c) State under globalization

**Module 2: Party System**

- a) Nature of party system
- b) Electoral performance
- c) Party politics since 2014

**Module 3: Identity and Politics- I**

- a) Caste and politics
- b) Politics and gender
- c) Politics of Adivasis

**Module 4: Identity and Politics- II**

- a) Religion and politics
- b) Politics of language and regionalism
- c) Ethnic politics

**Course Outcomes:**

1. By the end of the course, students will be able to understand the nature of Indian politics and society, which will ultimately help them to comprehend the contemporary realities
2. The course will help the interested students to pursue interdisciplinary research in sociology and politics in future.

**Reading List:**

1. Brass, Paul R., 1990, (2001 reprint), The politics of India since Independence. Cambridge University Press, Delhi.
2. Chatterjee, P. (ed), 1997, State and Politics in India, Oxford University Press, New Delhi.
3. Corbridge, S. And Harriss, J., 2000,(2nd edn.), Reinventing India: Liberalization, Hindu Nation
4. DeSouza, P.R., Sridharan, E., Sudarshan, R. (eds.), 2006, India's Political Parties, Sage Publication, New Delhi.
5. Frankel, F.R. 2005, India's Political Economy: 1947- 2004. Oxford University Press, New

Delhi

6. Hansen, T.B., 1999, The Saffron Wave: Democracy and Hindu Nationalism in Modern India. Oxford University Press, New Delhi.
7. Hasan, Zoya (ed.), 2002, Parties and Party Politics in India, Oxford University Press, New Delhi.
8. Hasan, Zoya and Sridharan, E. (eds.), 2002, India's Constitution: Ideas, Practices, Controversies. Permanent Black, Delhi.
9. Jaffrelot, Christophe, 2003, India's Silent Revolution: The Rise of the Low Castes in North Indian Politics, Permanent Black, Delhi.
10. John, Mary, E., Jha, Praveen Kumar, Jodhka, Surinder S., (eds.), 2006, Contested Transformations: Changing Economies and Identities in Contemporary India. Tulika Books. New Delhi.
11. Kohli, Atul (ed), 2001, (2004 reprint), The Success of India's Democracy. Cambridge University press, Foundation Books, New Delhi.
12. Kohli, Atul, 2009, Democracy and Development in India: From Socialism to ProBusiness. Oxford University Press, New Delhi.
13. Kothari, Rajni, 1973, Caste in Indian Politics, Orient Longman, New Delhi.
14. Mohanty, M.(ed.), 2004, Class, Caste, Gender. Sage Publication, New Delhi.
15. Shah, Ghanshyam (ed.), 2002, Caste and Democratic politics in India, Permanent Black, Delhi.
16. Vora, R. And Palshikar, S. (eds), 2004, Indian Democracy: Meaning and Practices. Sage Publications, New Delhi.

**Elective Course**  
**Course Name: Sociology of Constitutional Democracy**  
**Total Credits: 04 (60 hours)**  
**Subject Code 511**

**Course Objectives**

- 1) To gain insight on the philosophical foundations of liberalism with reference to India
- 2) To understand the vibrancy of democracy at the grassroots level in India
- 3) To analyse the various dimensions of constitutional morality and make sense of the contemporary developments regarding Constitutional Democracy in India

**Course Outcome**

- 1) Grasp of the principles that guide the practice of liberal democracy in India
- 2) Understanding of the functioning of democracy at all levels in India
- 3) Knowledge about the theory and practice of constitutional morality
- 4) Appreciation of the challenges of democracy in India today

**Unit I: Liberalism**

- a) Modernity and Liberalism
- b) Liberalism and Pragmatism
- c) Liberalism in India

**Unit II: Democracy**

- a) The logic of Democracy
- b) Deepening Democracy in India
- c) Ethnic Democracy

**Unit III: Constitutional Morality**

- a) The Grammar of Constitutionalism
- b) Political and Social Equality
- c) Diversity, Disability, Discrimination

**Unit IV: Contemporary Scenario**

- a) Identity Politics and Cultural Nationalism b) Civil Society and its Discontents c) The Civilizational State

**References**

- Banerjee, M. (2022). Cultivating Democracy: Politics and Citizenship in Agrarian India. Oxford University Press Berg,
- Dag-Erik. (2020). Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India. Cambridge University Press.
- Coker, C. (2019). The Rise of the Civilizational State. Polity Press 51
- Das, A.M. (2022). Grassroots Democracy and Governance in India: Understanding, Power, Sociality and Trust.

- Springer DeSouza, P.R., Alam, M.S. & Ahmed, H. (Eds.). (2022). Companion to Indian Democracy: Resilience, Fragility, Ambivalence. Routledge
- Gopal, A. (2023). A Part Apart: The Life and Thought of B.R. Ambedkar. Navayana Publishing.
- Haksar, V. (2018). Gandhi and Liberalism: Satyagraha and the Conquest of Evil. Routledge.
- Hardin, R. (1999). Liberalism, Constitutionalism and Democracy. Oxford University Press.
- Jaffrelot, C. (2021). Modi's India: Hindu Nationalism and the Rise of Ethnic Democracy. Princeton University Press
- Jodhka, S. (2013). Kannabiran, K. (2012). Tools of Justice: Non-Discrimination and the Indian Constitution. Routledge.
- Khosla, M. (2020). India's Founding Moment: The Constitution of a Most Surprising Democracy. Harvard University Press
- Kirpal, S. (Ed.). (2020). Sex and the Supreme Court: How the Law is upholding the Dignity of the Indian Citizen. Hachette India.
- Kumar, S. (2023). Popular Democracy and the Politics of Caste: Rise of the Other Backward Classes in India. Routledge
- Moyn, S. (2023). Liberalism Against Itself: Cold War Intellectuals and the Making of our Times. Yale University Press
- Narayan, B. (2021). Republic of Hindutva: How the Sangh is Reshaping Indian Democracy. Penguin Books.
- National Law University. (2012). The Constitution of India. Eastern Book Company.
- Pai, S. & Thorat, S. (Eds.). (2022). The Politics of Representation: Historically Disadvantaged Groups in India's Democracy.
- Palgrave Macmillan Rathore, A.S. & Goswami, G. (Eds.). (2018). Rethinking Indian Jurisprudence: An Introduction to the Philosophy of Law. Routledge.
- Rathore, A.S. (2020). Ambedkar's Preamble: A Secret History of the Constitutions of India. Penguin Random House India.
- Roy, A. & Becker, M. (Eds.). (2020). Dimensions of Constitutional Democracy: Indian and Germany. Springer.
- Roy Chowdhury, D. & Keane, J. (2021). To Kill a Democracy: India's Passage to Despotism. Oxford University Press.
- Shah, G. (2019). Democracy, Civil Society and Governance. Sage Publications India.
- Singh, J. (2020). Caste, State and Society: Degrees of Democracy in North India.
- Routledge Stroud, S.R. (2023). The Evolution of Pragmatism in India: Ambedkar, Dewey and the Rhetoric of Reconstruction. University of Chicago Press
- Waghmore, S. & Gorringer, H. (Eds.). (2021). Civility in Crisis: Democracy, Equality and Majoritarian Challenge in India. Rutledge
- Any other relevant text or reading suggested by the teacher



**Elective Course**  
**Course Name: Sociology of Constitutional Democracy**  
**Total Credits: 04 (60 hours)**  
**Subject Code 501 11**

**Course Objectives:**

1. Introducing theories of personality.
2. Help learners to critically evaluate personality theory and research.
3. Understand and apply assessment of personality.
4. Understand applications of personality theory to various aspects of life.

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use research methods in personality psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO2: Students are able to distinguish between classical and contemporary perspective in personality psychology and formulate an integrated understanding of them.

**Unit 2:**

CO3: Students are able to explain, evaluate, and examine trait theories of personality.

CO4: Students are able to explain, evaluate, and examine person and situation debate, personality judgments, personality change in personality psychology.

**Unit 3:**

CO5: Students are able to explain, evaluate, and examine biological domain in personality psychology.

CO6: Students are able to explain, evaluate, and examine cognitive-behavioral domain in personality psychology.

**Unit 4:**

CO7: Students are able to explain, evaluate, and examine Social-cultural influences on personality.

CO8: Students are able to apply personality psychology to aspects of Business, Relationship, and Mental and Physical Health.

**Unit 1. Science of Personality: Methods, Assessment and Historical Approaches**

- a. Study of the Person: Personality Research Methods
- b. Personality Assessment: Effect-size, Replicability, and Open-science
- c. Psychoanalytic aspects of personality. Psychodynamic perspective: contemporary issues. Culture and Psychoanalysis.
- d. Motives and personality: basic concepts, big three motives, d. Humanistic tradition.

**Unit 2. Trait approach: How People Differ?**

- a. Allport, R. B. Cattell, Eysenck's three factor.
- b. Lexical Approach. Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach, HEXACO, recent developments
- c. Person and Situation. Personality Judgments
- d. Measurement of trait and theoretical and measurement issues. Personality Stability. Personality development. Personality change: Personality dispositions over time.

**Unit 3. Biological domain and Cognitive-Behavioral domain**

- a. Genetic and personality evolutionary approach to personality.
- b. Physiological approaches to personality.
- c. Behaviorist and learning aspects of personality.
- d. Cognitive and Cognitive-experiential aspects of personality.

#### **Unit 4. Social-cultural, Application**

- a. Sex-gender, social interaction, and personality
- b. Culture and Personality
- c. Personality, Business, and Relationship
- d. Mental and Physical Health: Personality disorders, Stress, coping adjustment and health.

#### **Books for Study**

1. Funder, D. C. (2019). The personality puzzle. WW Norton. NY.
2. Buss D. M. & Larsen R. J. (2009). Personality Psychology: Domains of Knowledge About Human Nature. NJ: McGraw-Hill Humanities. Page 18 of 84
3. Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge Handbook of Personality Psychology. Cambridge : Cambridge University Press.

#### **Books for Reference**

1. Brody, N., & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). Personality. Wadsworth Publishing.
3. Cervone, D., & Pervin, L. A. (2009). Personality: Theory and Research (11th ed.). New York: John Wiley & Sons.
4. Chamorro-Premuzic, T., & Furnham, A. (2005). Personality and Intellectual Competence. Mahwah, NJ: Lawrence Erlbaum Associates.
5. Costa, P.T., & Widiger, T.A. (2002). Personality disorders and the five-factor model of
6. Dan P. McAdams D. P. (2008). The Person: An Introduction to the Science of Personality Psychology. Wiley.
7. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). The Personality Reader (2nd ed.). Boston, MA: Allyn and Bacon.
8. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). Theories of Personality. ND: J. Wiley.
9. Haslam, N. (2007). Introduction to Personality and Intelligence. London: Sage Publications.
10. Hogan R. & John W.H.(Eds.) (1985), Perspectives in Personality. Greenwich: JAI Press.
11. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). Handbook of Personality Psychology. San Diego: Academic Press.
12. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). Handbook of Personality Theory and Research (3rd ed.). New York, NY: Guilford.
13. Larsen, R. J. (2010). Clashing Views in Personality Psychology. Dushkin/mcgraw-hill.
14. Mayer, J. & Mayer J. D. (2006). Readings in Personality Psychology. Allyn & Bacon.
15. McCrae, R. R., & Costa, Jr., P. T. (2002). Personality in Adulthood: A Five-Factor Theory Perspective (2nd ed.). New York: Guilford Publications.
16. McCrae, R.R. & Allik J. (Eds.). (2002), The Five-Factor model of Personality across cultures. N.Y.: Kluwer Academic Publisher. Page 19 of 84
17. Miserandino, M. (2011). Personality Psychology: Foundations and Findings. Pearson Education.
18. Mroczek, D. K., & Little, T. D. (Eds.). (2006). Handbook of Personality Development .Mahwah, NJ: Lawrence Erlbaum Associates personality (2nd ed.). Washington, DC: American Psychological Association.
19. Pervin, L. A. (2002) Science of Personality (2nd ed.). USA: Oxford University Press.
20. Plutchik, R., & Conte, H. R. (Eds.). (1997). Circumplex Models of Personality and Emotions. Washington, DC: American Psychological Association.
21. Roberts, B.W., & Hogan R. (2001). Personality Psychology in the Workplace. Washington: American Psychological Association.

### **Elective Course**

**Course Name: Principles of Economics: Micro Economics and Macro Economics**

**Total Credits: 04 (60 hours)**

#### **Course Objectives: The learner will come to**

1. Know Basics of demand and supply and related concepts
2. Understand markets and dynamics in market
3. Relate to the public sector
4. Apply economic theories to firm
5. Appreciate complexities in labour markets
6. Appreciate the relevance of the concepts of Income, GDP
7. Understand role of public finances

#### **Course Outcomes**

At the end of the course the learner will be able to

1. Calculate economic quantities
2. Apply concept of economics to real situation
3. Understand and interpret public finance documents
4. Explain the reasoning of the economic situation

#### **Unit 1:**

- How Markets Work: The Market Forces of Supply and Demand - Markets and Competition; Demand Curve; Elasticity of demand and Elasticity of supply and their applications
- Markets and Welfare: Consumers, Producers, and the Efficiency of Markets: Consumer Surplus; Producer Surplus; Market Efficiency; Market Failures
- Theory of Consumer Choice: Budget Constraints; Preferences; Optimal Choices

#### **Unit 2:**

- Economics of Public Sector: Externalities and Market Inefficiency; Public Policies toward Externalities; Private Solutions to Externalities; Public Goods and Free Rider Problem; Tragedy of Commons
- Firm Behavior and Organization of Industry: The Costs of Production; Production Function; various measures of costs; costs in short run and long run; Firms in Competitive Markets; Monopoly, Monopolistic Competition; Oligopoly
- Economics of Labour Markets: Markets for Factors of Production; Demand and Supply of
- Labour; Determinants of Equilibrium Wages

### **Unit 3:**

- Stocks and Flows; Measuring the Value of Economic Activity: Gross Domestic Product, Real vs Nominal Income
- Savings; the Balance of Payments, and the Money Supply; Consumption; Investment; Trade Balance and Exchange Rate
- The Demand for Money; The *IS–LM* Model; Aggregate Demand and Aggregate Supply; Inflation and Unemployment

### **Unit 4**

- The Open Economy: The Mundell–Fleming Model
- Stabilization and Government Deficits
- Financial Sector Reforms; Monetary Policy Objectives and Targets; Economic Growth

### ***References:***

Gregory Mankiw: Principles of Economics, 8<sup>th</sup> Edition, Cengage Learning, USA, 2018  
Errol D'Souza: Macroeconomics, Pearson Education, 2008

**Letter Grades and Grade Points:**

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

**Team for Creation of Syllabus**

Name	College Name	Sign
Dr. Devendra Pai		
Dr. Sunil Patil	University of Mumbai	
Dr. Kavita Laghate	University of Mumbai	
Dr. Mala Lalvani	University of Mumbai	

**Sign of Dean,**  
Name of the Dean  
Faculty of Interdisciplinary  
Studies

**Appendix B****Justification for  
M.A. (Students and Youth Movements)**

1.	Necessity for starting the course:	There is no course which studies and imparts education on students and youth movement
2.	Whether the UGC has recommended the course:	As per UGC
3.	Whether all the courses have commenced from the academic year 2023-24	No
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Aided 2 Posts approved
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	2 years No
6.	The intake capacity of each course and no. of admissions given in the current academic year:	30 Nil
7.	Opportunities of Employability / Employment available after undertaking these courses:	Journalism, Academics, Think Tanks, Agencies, working socio-political sector, career in Politics and Government

**Sign of Dean**

Name of the Dean  
Faculty of Interdisciplinary  
Studies