



U T T A R P R A D E S H

***Programme Handbook***

**Model Framework, Programme Structure, Graduate Attributes, Programme Educational Objectives, Programme Learning Outcomes, Employability, Assessment Plan And Scheme Of Instructions For master’sprogrammes**

**domain: Arts, Humanities & Social Sciences and Journalism/ mass communication/ media**

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**Programme Group: two years master’s programme in arts, humanities & social sciences and journalism/ mass communication/ media**

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**CONTENTS**

|  |  |  |
| --- | --- | --- |
| **#** | **TITLE** | **PAGE NO.** |
| 1. | Introduction | 4 |
| 1.1 | Choice Based Credit System & Flexi Timings | 5 |
| 2. | Domain of Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media | 6 |
| 2.1 | Institutions & Programmes | 7 |
| 3 | University Graduate Attributes | 8 |
| 4 | Broad Based Goals and outcomes | 9 |
| 5 | Graduate Attributes – Domain &Programmes | 11 |
| 6 | Approach to Curriculum Review & Development | 13 |
| 7 | Model Framework for Master’s programmes | 15 |
| 8 | Programme Educational Objectives (PEOs) | 18 |
| 9 | Intended Programme Learning Outcomes (PLOs) | 18 |
| 10 | Course Delivery & Pedagogy | 19 |
| 11 | Competency – Role Matrix | 21 |
| 12 | Employability of Graduands | 21 |
| 13 | Learning Resources | 22 |
| 14 | Outcome Assessment Plan- Direct and Indirect methods for Assessment of Programme Learning Outcomes | 25 |
| 15 | Examination System Progression & Passing Standards | 27 |
| 16 | Academic Discipline | 34 |
| 17 | Student Support System & Services   1. Amizone 2. Programme Leaders/Coordinators 3. GSSC 4. CR System 5. Mentor-Mentee System 6. Educational Loan, Financial Support and Scholarships 7. Medical Services 8. Industry Interaction 9. Career Counselling & Placement 10. Guidance and Counselling Cell 11. Suggestions and Grievance Redressal System | 38 |
| 18 | Extra Curricular and Co-Curricular Activities | 42 |
| 19 | Policy, Regulations & Guidelines | 43 |
| 20 | Provisional Certificate, Concluding Ceremony and Convocation | 44 |

|  |  |
| --- | --- |
| # | **Appendix** |
| A | Definition, Course Types & Description |
| B | Detailed Programme structure: |
| B1 | Master of Arts |
| B2 | Master of Political Science |
| B3 | Master of Social Work |
| C | Domain Leadership and Assessment Team |

1. **Introduction:**

The Arts, Humanities and Social Sciences, Journalism and Media in India are making rapid progress in academic and research field in recent years to become one of largest in the world. Considering the wide diversities in the system there is much felt need to enhance its quality, standard and relevance so that the graduates passing out from the system can meet the global challenges of 21st century that they would face ahead.

Arts, Humanities and Social Sciences, Journalism and Media studies would not only facilitate students to understand society holistically but also enable students to develop skills to become better professionals in the due course. With specialization in different areas, of Arts, Humanities and Social Sciences, Journalism and Media courses offered inculcates amongst students sound value system, sensitivity, humane approach , pride in one’s cultural heritage with firm belief in upholding equality, dignity and human rights. Studies would offer students an opportunity to learn through amalgamation of theory and practice equipping them to understand social realities from scholarly perspective as well as hands-on approach with good reasoning, creative thinking skills, active learning and ability to connect well with people.

A well designed Arts, Humanities and Social Sciences, Journalism and Media training course suitably develops a talented workforce that can be expected to be efficient future leaders and successful professionals who are able to tackle complex situations and relationships with clients in any organization.

A degree in different courses of Arts, Humanities and Social Sciences, Journalism and Media would ensure to imbibe the following skills into future social sciences professionals:

1. **Research Expertise and Enquiry:** develop ability to identify, define and investigate information and ideas related to issues and opportunities.
2. **Presentation Skills:** pertains to improve public speaking abilities and other interpersonal skills.
3. **Time Management:** It deals with an art of planning and controlling time effectively accomplishes goals.
4. **Problem Solving and Critical Thinking Skills:** students will develop the ability to think critically, creatively and demonstrate curiosity to discover new horizons in the field of expertise.
5. **Team building and leadership skills:** students will develop ability to demonstrate inititativeness and learn to work in collaborative teams to build strong and successful teams that work together towards achieving challenging goals.
6. **Empathy and Compassion:** students shall demonstrate emotions and compassion in recognition of multifarious cultures and display empathetic understanding and compassionate conduct in future endeavors.

The industry needs are continuously changing while the global environment of environment around the world is witnessing changes, hence there is a great demand of trained professionals who can effectively communicate, handle mental health issues and be sensitive to the needs of the individuals at the societal level.

1. **Academic System**

Amity University is continuously strive for excellence in education. It is therefore, important to review and upgrade the curriculum of Programmes in line with the ever changing requirements of industry /profession based on stakeholders’ feedbacks. Amity University Offers Outcome Based Education (OBE) with Flexi Choice Based Credit System (CBCS) by benchmarking its programmes with best universities globally. UGC has formulated Choice Based Credit System (CBCS) for higher education in 2009, which have been further modified in 2014 to be adopted by the Universities /institution in the country.

**2.1 Choice Based Credit System**

To maintain uniformity in all the programmes and at the same time offer more choice of courses to students, **Model Framework** for Programme Structure for all UG and PG programme / degree has been defined which includes semester-wise credit distribution for various course types. The courses and credits offered by the institutions in the programme structure are as per the model framework.

Amity University offers the **Choice Based Credit System** (CBCS) in its academic curriculum, in its endeavor to provide quality education. Under this system, the students can register for courses according to their interests, academic abilities and career aspirations. Students decide their academic plan and alter it, if required, in their academic progression in pursuit of degree.

A **MasterAcademic Planning Worksheet (APW)** is available on AMIZONE for students as per the Programme Structure and Model Framework for their respective programme. Student is expected to earn the minimum number of credits for a course type/ semester as prescribed in the model framework of their programme.

A student is required to choose the courses from the offerings and make their own Academic Planning worksheet. However, a student can choose 15% extra credits from the Specialisation Electives, Open Electives, Domain Electives, Outdoor Activity Based Courses (OABC) and FBL Electives in addition to the minimum prescribed credit units to choose interdisciplinary courses from other institutions/domains.

Apart from core, allied and Non Teaching Credit Courses which are compulsory in nature, ample options are available in the Master Academic Planning Worksheet for a semester, which help the students to make their own basket of courses to develop additional skills in there area of interest.

Students are also allowed to add or drop registered courses to balance workload to optimize or maximize grade points, course substitution option, grade improvement, credit transfer for course migration as per the University Policy on Credit System, Academic Credit Hour and Time Tabling.

**2.2 Flexi Timings**

Flexi Time tabling help students to choose the courses they want to study and when to study from the slot-based timetable, coupled with on-line Course Registration, through Amizone, in each semester.

The Institutions/departments prepare, review and publish the weekly class time-table on AMIZONE prior to the start of each semester to ensure that all classes are scheduled for the minimum number of session(s) of 50 minutes each. The Students select and register for the course time slot. Students make their own time-table and each student in a class may have a different timetable of his / her own.

1. **Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media**

The Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media has been established with an objective to educate, equip and empower the students with relevant skills in field of arts, humanities, social sciences, journalism, mass communication and media creating social responsibility and global competence to meet the requirement of the changing and challenging global trends in the field of arts, social sciences, humanities, journalism, mass communication and media.

* 1. The **Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media**ensures toprovide ample opportunities to its students’ to excel in their careers and strives to fulfill its mission

**To provide education at all levels in all disciplines of arts, humanities, social sciences, journalism, mass media and communication in the futuristic and emerging frontier areas of knowledge, learning and research to develop the overall personality of students by making them not only excellent professionals by also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wring and yearning for perfection and imbibe attributes of courage of conviction and action.**

* 1. **Institutions / Programmes**

1. Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media has following institutions/Programme in various campuses of the University:

|  |  |
| --- | --- |
| **#** | **Institution** |
| **Campus - Noida** | |
| 1 | **Amity Institute of Psychology and Allied Sciences** |
| 2 | **Amity Institute of English Studies and Research** |
| 3 | **Amity School of Economics** |
| 4 | **Amity Institute of Social Sciences** |
| 5 | **Amity School of Communication** |
| 6 | **Amity School of Foreign Languages** |
| **Lucknow** | |
| 1 | **Amity Institute of Behavioural Science and Allied Sciences Lucknow** |
| 2 | **Amity School of Communication Lucknow** |
| 3 | **Amity Institute of Liberal Arts Lucknow** |
| 4 | **Amity School of Language Lucknow** |
| **Greater Noida** | |
| **1** | **Amity School of Communication Greater Noida** |
| **2** | **Amity School of Economics Greater Noida** |

1. **Programmes Offered**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No** | **Programme Groups/ Programmes** | **Noida** | **Lucknow** |
| 1 | Two Years Masters Programmes in Psychology |  |  |
| 1.1 | M. A. (Clinical Psychology) | AIPS | AIBASL |
| 1.2 | M. A. (Applied Psychology) | AIPS |  |
| 1.3 | M. A. (Counselling Psychology) | AIPS | AIBASL |
| 1.4 | M. A. (Organizational Behaviour) | AIPS |  |
| 2 | Two Years Masters Programmes in Economics |  |  |
| 2.1 | M. A. (Economics) | ASE |  |
| 3 | Two Years Masters Programmes in English |  |  |
| 3.1 | M.A. (English) | AIESR | ASLL |
| 4 | Two Years Masters Programmes in Social Sciences |  |  |
| 4.1 | M.A. (Development Studies) | AISS |  |
| 4.2 | M.A. (Political Science) | AISS |  |
| 4.3 | Master’s in Social Work | AISS |  |
| 5 | Two Years Masters Programmes in Communication |  |  |
| 5.1 | M.A. (PR & EM) | ASCO |  |
| 5.2 | MBA (Mass Media) | ASCO |  |
| 5.3 | M.A. (Journalism & Mass Communication) | ASCO | ASCOL |
| 5.4 | M.A. Advertising and Marketing Management | ASCO | ASCOL |
| 5.5 | M.A. (Film & TP) | ASCO | ASCOL |
| 5.6 | M. Sc. Visual Communication | ASCO |  |

1. **University Graduate Attributes**

Amity University students gain an impressive range of knowledge and skills whilst at University.  To make these clear to our students and to the future employers of students, **'The Amity Graduate' attributes**’ have been identified as a part of our commitment towards supporting student’s development.

Graduate Attributes are central to the design, delivery and assessment of student learning in all faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media at the University. The graduate attributes are defined at the domain level and the programme level aligned with the University Graduate Attributes. The domain graduate attributes for the **Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media** are given as under:

|  |  |  |
| --- | --- | --- |
| **University Graduate Attributes** | **Domain Graduate Attributes** | **Indicators** |
| Knowledge & Expertise of a Discipline | Knowledge and Understanding in Applied Arts, Journalism, Communication, Humanities and Social Sciences | * Understand historical backgrounds and latest theories in fields of Humanities, Journalism, Mass Communication and Social Sciences. * Acquisition and application of current and future trends in areas of Languages, Journalism, Humanities and Social Sciences. * Ability to use this knowledge to solve novel problems. |
| Research and Enquiry | Research Expertise and Enquiry | * Possess ability to find research gaps ,design ,conduct ,implement and evaluate relevant research studies in upcoming areas; * Ability to utilize research methods and techniques to empirically establish observed phenomenon. * Ability to generate novel ideas for creating new forays in the area of interest. |
| Information & Digital Literacy | Information and Digital Literacy | * Awareness, skill and ability to use the latest technology for searching, analyzing and reaching pertinent inferences in the field of applied arts, journalism, communication , humanities and social sciences. * Utilize the research repository for execution of reliable, valid and implicative research ideas. |
| Problem Solving | Problem Solving and Critical Thinking Skills | * Demonstatrate the ability to articulate and interpret innovative ideas to solve current problems and improve human existence. * Develop the ability to analyse social and psychological metamorphosis and how it impacts changes in literature, economy, psychology ,communication etc. * Evaluate the role of interdisciplinary studies to come to holistic conclusions for global issues. |
| Communication | Communication Skills | * Ability to write and present information in various formats. * Ability to skillfully convey findings and facts. * Ability to prepare objective and brief reports. * Ability to actively listen and interpret information. |
| Behavioral Skills, Teamwork and Leadership | Behavioral Skills, Teamwork and Leadership | * Demonstrate understanding , relativity ,sensitivity, self efficacy in their professional and personal dealing. * Demonstrate enthusiasm in undertaking projects of social, psychological, economic, media and linguistic relevance. * Collaborating and leading teams and handling issues like conflicts, cohesion, team work. * Show initiative and will be able to lead self and team * Show calmness and grace in a crisis situation |
| Global Citizen | Global Citizenship | * Recognize the role of economists, social scientists, social workers, psychologists and media experts in management of current global issues. * Demonstrate keenness to intervene and solve issues pertaining to current social scenarios. * Understanding the role played by themselves in sustainable environment development and taking continuous steps to contribute to global issues. |
| Ethical, Social and professional understanding | Ethical, Social and Professional Understanding and Conduct | * Awareness and Practice of ethical codes of conduct in respective fields. * Recognizing the respect for privacy, confidentiality of information, justice, and equality for all. |
| Employability, Enterprise & Entrepreneurship | Employability, Enterprise & Entrepreneurship | * Develop latest concepts in humanities, social sciences, political sciences, developmental studies, psychology, literature, economics, journalism and communication. * Ability to independently design and implement novel projects and processes for improving existing work, research and quality of life. |
| Lifelong Learning | Lifelong Learning | * Develop ability to incorporate theoretical and practical knowledge in constantly improving existing conditions. * Show Continued commitment to learn new skills and knowledge in areas of humanities, social sciences, political sciences, developmental studies, psychology, literature, economics, journalism and communication. |
| Other | Empathy and Compassion | * Develop empathetic understanding of micro and macro social and global issues. * Practice compassionate conduct towards all individuals, groups, clans, societies and cultures. |

The Graduate attributes flow from University level to domain level, from domain level to institution level, from institution to programme level. For each programme ion the management domain, graduate attributes are defined and the programme aims to inculcate these attributes in the students during their course of study.

## Broad-Based Goals - The broad based goal of the domain are aligned with the University Goals and Objectives. The Broad based goals are broadly defined as Educational learning Goals and Operational Goals as under:

* 1. **Educational Learning Goals:**

| **Broad-Based Student Learning Goals:** | |
| --- | --- |
|  | Students will demonstrate systematic knowledge and understanding of concepts of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be able to identify, define and investigate information and ideas related to issues and opportunities in Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be able to explore information and use digital literacy in capturing information from various sources and developing innovative solutions. |
|  | Students will be able to think critically, creatively, and demonstrate curiosity to discover new horizons in Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be able to speak proficiently, clearly & effectively while presenting the concepts and their diversifications in Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be able to demonstrate imitativeness & enthusiasm while working in collaborative teams in successful implementation of concepts in Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be able to understand the global issues & recognize the opportunity and challenges that global Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media streams offer to them while operating in different cultures. |
|  | Students will understand and practice the highest standards of ethical behavior in their professional and personal life. They also acknowledge and appreciate the importance of diversity in their personal life. |
|  | Students will be able to think creatively & evaluate the opportunities available from the creative environment of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media to identify career or develop their own ventures. |
|  | Students will be capable to create continuous learning environment for engaging themselves to update with new knowledge in Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media |
|  | Students will be capable to demonstrate emotions in recognition of multifarious cultures and show fellow feelings |

* 1. **Operational Goals:**

| **Broad-Based Operational Goals:** | |
| --- | --- |
| 1 | To provide state of the art infrastructure for teaching and learning, choice based credit system and latest pedagogy to develop understanding of respective subject knowledge. |
| 2 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will facilitate research and intellectual growth through various non-teaching credit courses like term papers, projects and seminars. |
| 3 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will facilitate and encourage use of ICT tools and software to explore information from various sources. |
| 4 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will promote intellectually satiating ambience and encouraging inter institution and inter university collaborations to promote problem solving and develop critical thinking skills. |
| 5 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will facilitate development of proficient verbal and non-verbal communication to ensure clarity and coherence in communication of ideas and concepts. |
| 6 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will facilitate an academically conducive environment for holistic development of students. |
| 7 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will facilitate development of global perspective in relation to academics, diverse cultures and professional understanding of one’s objectives. |
| 8 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will help in inculcating core values by developing a sense of social and environmental responsibility and ethical conduct |
| 9 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will develop employable skills aligned with industry requirement and entrepreneur capabilities. |
| 10 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will incorporate the desire to constantly upgrade the knowledge to ensure success in future endeavors. |
| 11 | The faculty of Arts, Humanities & Social Sciences and Journalism/Mass Communication/Media will inculcate responsiveness and sensitivity towards prevailing social and global issues and the capability to handle them with concern and consideration. |

**5.1 Outcomes**

The Learning Outcomes varies for each programme depending on the programme Educational Objectives (PEOs). Assessment and successful achievement of Programme Learning Outcomes (PLOs) indicates the achievement of Broad based Educational goals of the domain.

The operational outcomes are defined for the domain and mentioned as under:

|  |  |
| --- | --- |
| **#** | **Intended Operational Outcomes for the Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media** |
| 1 | The Faculty of Humanities, Journalism & Communication and social Sciences will use appropriate methodology and pedagogical tools for teaching, learning and development. |
| 2 | The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. |
| 3 | The student of Humanities, Journalism & Communication and social Sciences will graduate in timely manner. |
| 4 | University shall provide Academic facilities, Technological Resources for teaching and learning. |
| 5 | The student of Humanities, Journalism & Communication and social Sciences will earn achievements in inter-university Extra Curricular activities. |
| 6 | Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| 7 | The faculty of Humanities, Journalism & Communication and social Sciences will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. |
| 8 | Faculty of Humanities, Journalism & Communication and social Sciences will facilitate cultivation of cross cultural humanitarian values. |
| 9 | Faculty of Humanities, Journalism & Communication and social Sciences will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| 10 | Faculty of Humanities, Journalism & Communication and social Sciences will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. |
| 11 | Faculty of Humanities, Journalism & Communication and social Sciences shall develop and maintain strong relationship with corporate. |
| 12 | Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs. |
| 13 | Faculty of Humanities, Journalism & Communication and social Sciences will support all the students for quality placements or join family business or start their own venture. |
| 14 | Faculty of Humanities, Journalism & Communication and social Sciences will establish an internal quality cell for operational quality and process improvement. |

Programme Graduate Attributes: The programme level graduate attributes are clearly defined and uploaded in the programme structure of respective programmes attached as Appendix.

1. **Approach to Curriculum Review & Development**

As a major objective of Degree programmes in Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media domain is to lay special emphasis on educating/preparing the students wellfor being able to demonstrate the following abilities:

1. Effective application of arts, humanities & social sciences and journalism/ mass communication/ media concepts in the corporate world;
2. Working in teams;
3. Developing decision making skill
4. Effective communication skills and leadership/participation in team work;
5. Fulfillment of professional, social and ethical responsibilities;
6. Sensitivity to environmental issues and concerns;

(j) Planning, development and implementation of strategies for life-long learning.

These requirements call for the following objectives to the Approach to Curriculum relating to programmes in arts, humanities & social sciences and journalism/ mass communication/ media Degree in the country:

1. ***Preparation****:* To prepare the students to excel in various educational programmes orto succeed in industry / technical profession through further education/training;
2. ***Core Competence****:* To provide the students with a solid foundation in arts, humanities & social sciences and journalism/ mass communication/ media concepts;
3. ***Breadth****:* To train the students with a breadth of arts, humanities & social sciences and journalism/ mass communication/ mediaknowledge tocomprehend, analyze and deal with real life situations;
4. ***Professionalism****:* To inculcate in the students professional/ethical attitude, effectiveteam work skills, multidisciplinary approach and to relate arts, humanities & social sciences and journalism/ mass communication/ mediaissues to a broader context;
5. ***Learning Environment:***To provide the students with academic environment ofexcellence, leadership, ethical guidelines and life-long learning needed for a long/productive career.

The programme structure for each programme is developed carefully ensuring that the content and curriculum is current and appropriate to the programmes objectives and learning outcomes.

**Content, Curriculum and Scheme of Examinations**

Content, Curriculum and scheme of examinations are the most important components of academic excellence and their development and approval is a detailed exercise which involves screening at various levels.

Heads of Institutions/Departments constitute **Course Review Committee (CRC)**, **Area Advisory Board (AAB) and Programme Review Committee (PRC)** to develop/ review the curriculum and programme structure respectively.

**The Course Review Committee (CRC)** defines the course Objectives, course contents, and Students Learning Outcomes and assessment tools/components for each course. The recommendations of the CRC are put up to specific Area Advisory Board

**Area Advisory Board is** constituted to ensure that the course and syllabus are as per the needs of profession / industry at a specific level (UG/PG) and to benchmark as per the National/International curriculum.

**TheProgramme Review Committee (PRC)** defines the Programme Educational Objectives (PEOs), Programme Operational Goals, Programme Learning Outcome (PLO), Programme Structure (PS) and the Assessment plan for evaluating operational and educational outcomes, based on inputs from various stakeholders.

**Recommendations of AAB and PRC are put up to the “Board of Studies” (BoS)**

Board of Studies (BoS) reviews and recommends appropriate Programme structure, curricula & syllabi designed and developed by PRC and AAB.

The recommendations of BoS along with the final Programme structure (Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), and Outcome assessment plan), Course curriculum, and scheme of examinations for each course are further put up for the final approval of Academic Council.

After the approval of Academic council, the Programme Structure, Course curriculum, scheme of examinations and other relevant information is uploaded on Amizone for student access

1. **Programme Group-Wise Model Framework:**

All the programmes offered at Amity University are grouped. Programme in each group share the similar model framework. The model framework for each group describes the course wise credit distribution which is followed by each institution while making the programme structure of all the programmes offered by them.

The Model framework of Programme Group of the respective Masters programme of the domain for designing the programme structure is given as under:

**Two Years Full-Times Masters Programme in Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media**

(Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media - Semester-Wise Course ‘Credit distribution)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Courses** | **Sem-I** | **Sem-II** | **SB** | **Sem-III** | **Sem-IV** |
| Core Courses (CC) | 18-21 | 18-21 | 4 | 6-9 | 6-9 |
| Specialization Electives (SE) | 0 | 0 |  | 9-12 | 9-12 |
| Value Addition Course (VAC) | 4 | 4 |  | 4 | 4 |
| SAP Courses | 0 | 0-16 |  | 0-16 | 0 |
| Domain Electives (DE) | 0-2 | 0-2 |  | 0-3 | 0 |
| Open Electives (OE) | 0-2 | 0-2 |  | 0-2 | 0 |
| Skill Enhancement Courses | 0 | 0-2 |  | 0-2 | 0 |
| NTCC | 0-2 | 0-2 |  | 4 | 8 |
| Outdoor Activity Based Courses | 0-1 | 0-1 |  | 0-1 | 0 |
| Total | 27 | 27 | 4 | 27 | 27 |
| Minimum Credit Unit prescribed for the Programme – 108 CU | | | | | |

* 1. **Detailed Programme Structure:**

The detailed programme structure with courses under various categories and types as per prescribed Credit Units are developed. The programme structure includes the courses which are compulsory in nature and specilalisation electives are given with course title and credit units semester-wise as approved by Academic Council. Compulsory Courses includesCore Courses,Allied courses, Value Addition Courses, Mandatory Courses, NTCC courses. Further, Course Titles and Credit Units of the Specialisation Electives and NTCC elective courses are given. However, courses which are not compulsory to take in order to get a degree. These course may be taken by the students to meet the minimum requirement of Credit units for semester/programme for the award of the degree. These Electives Courses include Domain Electives (DE), Open Electives (OE), Outdoor Activities Based Courses (OABC), Skill Enhancement Courses (SKE), Study Abroad Programmes (SAP) Courses etc. These courses are offered by institutions of other domains or other institutions / campuses of the university and vary batch to batch. The details have been attached in the Appendix. These courses are offered by institutions of other domains or other institutions / campuses of the university and vary batch to batch.

The detailed programme structure includes the following:

1. Programme Title
2. Duration of the Programme
3. Programme Level
4. Programme Mission
5. Programme Description
6. Programme Educational Objectives (PEO)
7. Programme Structure (PS)
8. Programme Learning Objectives (PLO)
9. Competencies & Skills Developed
10. Annual Outcome Assessment Plan
11. Mapping of Operational Assessment Measures to the Intended Operational Outcomes
12. Employability of Graduants
13. Resource Planning

The detailed programme structure of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media are given in Appendix B

1. Master of Arts (Sociology) ………………………………………………… Appendix B1
2. Master of Arts (Development Studies)………….………………………….. Appendix B2
3. Master of Political Science …………………………………………...…….. Appendix B3
4. Master of Social Work……………………………………………….…….. Appendix B4
5. Master of Arts (History)………………………… ……………….…………Appendix B5
6. Social Responsibility and Community Engagement……………….…………Appendix B6
7. Universal Human Values…………………………………….…………Appendix B7
8. **Programme Mission and Programme Educational Objectives (PEOs)**

**8.1 Programme Mission**

Programme mission outlines the objectives of offering a particular Programme. The Programme mission provides the direction and helps the faculty and students know the purpose of the programme. It helps the faculty to accordingly plan the teaching learning aspects such as curriculum, assessment techniques and tools, etc. The Programme mission covers aspects such as imparting quality education at various levels, providing knowledge and skills catering to the demands of the industry and the society, fostering multidisciplinary and interdisciplinary research and innovation, imbibing entrepreneurial skills and making the students sensitive to cultural, societal, environmental, ethical and other global issues.

The Programme mission is given in the detailed Programme Structure given in Appendix B

1. Master of Arts (Sociology) ………………………………………………… Appendix B1
2. Master of Arts (Development Studies)………….………………………….. Appendix B2
3. Master of Political Science …………………………………………...…….. Appendix B3
4. Master of Social Work……………………………………………….…….. Appendix B4
5. Master of Arts (History)………………………… ……………….…………Appendix B5
6. Social Responsibility and Community Engagement……………….…………Appendix B6
7. Universal Human Values…………………………………….…………Appendix B7

**8.2 Programme Educational Objectives (PEOs)**

Programme Educational Objectives (PEOs) lay the foundation for what students are expected to do, know or value as a result of the educational experience. Objectives are the critical link between gaps and outcomes. Objectives guide the choice of content, the educational format, pedagogy and methodologies, and the methods for assessment.

The various levels that an objective is written, beginning with the lowest level and advancing to the highest are as follows:

* Knowledge
* Comprehension
* Application
* Analysis
* Synthesis
* Evaluation

The Bachelor’s programme focus on the beginners and intermediate level from knowledge to application

The Programme Educational Objectives (PEOs) are well defined and given in the programme structure of Computer Science & Engineering, attached as **Appendix B**

1. Master of Arts (Sociology) ………………………………………………… Appendix B1
2. Master of Arts (Development Studies)………….………………………….. Appendix B2
3. Master of Political Science …………………………………………...…….. Appendix B3
4. Master of Social Work……………………………………………….…….. Appendix B4
5. Master of Arts (History)………………………… ……………….…………Appendix B5
6. Social Responsibility and Community Engagement……………….…………Appendix B6
7. Universal Human Values…………………………………….…………Appendix B7
8. **Intended Programme Learning Outcomes (PLO)**

Intended Programme learning outcomes are statements that describe the desired learning that students should have acquired and should be able to demonstrate at the end of their course of study. Through these statements, programmes identify what students should know and be able to do as a result of completing their degree programs.

Consequently, statements of intended learning outcomes clearly articulates the intended knowledge, skills, abilities, competencies, attitudes, and values that characterize the essential learning required of a graduate of a particular programme of study.

Each Learning outcome is measurable and includes appropriate action verb relating to the desired action or performance associated with the intended cognitive level. The programme learning outcome (PLOs) are well defined and given in the programme structure of each programme, attached as **Appendix B**

1. Master of Arts (Sociology) ………………………………………………… Appendix B1
2. Master of Arts (Development Studies)………….………………………….. Appendix B2
3. Master of Political Science …………………………………………...…….. Appendix B3
4. Master of Social Work……………………………………………….…….. Appendix B4
5. Master of Arts (History)………………………… ……………….…………Appendix B5
6. Social Responsibility and Community Engagement……………….…………Appendix B6
7. Universal Human Values…………………………………….…………Appendix B7
8. **Course Delivery & Pedagogy**

**Course Delivery** may use a combination of the following formats:  Lectures, classroom discussions, case studies, internship, term papers, role plays anddissertations.

Students are provided with curriculum and session plan of all the courses that they have chosen in their Academic Planning Worksheet. A Master Session Plan covers the following:

* Objectives of the course
* Session-wise details of topics
* Plan type (L-T-P )and reference material for each topic in the module
* Pedagogy to be adopted
* Prerequisites, if any
* Required readings, additional readings and assignments
  + Student learning Outcomes for each module
  + Assessment component used to assess the SLO’s for each module
* Scheme of evaluation and weightage of each assessment component
* List of PSDA

**Pedagogy**

The approach to pedagogy combines fieldwork, case studies and instrumented feedback with a strong emphasis on concepts and theory. A continuous quality interface with industry through internships, industrial visits, participation in business competitions, group discussions, workshops, seminars, etc. is encouraged

To stimulate, motivate and foster learning culture, diversified modes of content delivery are adopted by the faculty, in order to help students in achieving learning goals and to attain desired learning outcomes.

The objectives of focusing on the implementation of innovative teaching methodologies in traditional classrooms are:

* To make an effective combination of classroom activities and other instructional strategies ensuring that the students achieve the learning goals set by the teacher.
* To develop flexibility in content delivery
* To foster learning through several modes of information processing.
* To develop student’s understanding of application and implementation of classroom learning
* To cater for the range of learning needs of students
* To enhance students skills and competencies
* To promote students participation and engagement
* To shift focus from ‘surface learning to ‘deep learning’
* To emphasize on more student centric interactive teaching methods
* To improve teaching to match students needs and learning style
* To involve students in higher level of thinking
* To provide students an opportunity to bridge gap between academic theory and real world practices

Some of the Teaching Learning approaches adopted by the faculty are as follows:

|  |  |  |
| --- | --- | --- |
| **#** | **Approaches** | **Description** |
| 1 | Blended Learning | A mixed-mode of instruction strategy that creates an integrated approach for both teachers and students by the convergence of face-to-face classroom methods and [computer-mediated activities](http://en.wikipedia.org/wiki/E-learning) |
| 2 | Case Based Learning | A teaching approach that refers to the analytical thinking and reflective judgment of learners by reading and discussing complex, real-life scenarios |
| 3 | Cooperative Learning | Students work in groups to complete tasks collectively toward academic goals |
| 4 | Field Based Learning | In field-based learning, students, guided by faculty, take up a professional role and work directly with organizations to solve real problems and offer feasible solutions |
| 5 | Inquiry/ Research Based Learning | Students make observations, collect, analyze, and synthesize information, and draw conclusions to develop problem-solving skills which can be applied to situations that students will encounter in future |
| 6 | Lab Based Learning | Integrates theory with practice and blending other active learning strategies such as web or computer based learning |
| 7 | Problem Based learning | Students collaboratively work toward the resolution of complex and challenging problem |
| 8 | Community Service Learning | A technique of experiential learning that fosters a partnership between educational institutions and community organizations to facilitate a greater learning experience for students |
| 9 | Just-in-Time Teaching | Use of brief web-based questions delivered by faculty before a class meeting. Students' responses are reviewed few hours before class and are used to develop classroom activities addressing learning gaps |
| 10 | Role Plays | A problem situation is briefly acted out so that the individual student can identify with the characters and empathize with them. |

Students have an access to an unparalleled range of extra-curricular and co-curricular activities to develop various competencies & skills and develop an extra edge to face the challenges that the corporate world offers.

Another important element is the Professional Skill Development Activities or PSDA; they are important because along with knowledge and skills required for a particular job/occupation, professional skills are also required for an individual to be gainfully employed for a successful and satisfied life. Professional skills are part of life skills. An individual should be able to demonstrate professional skills involving the use of intuitive, logical and critical thinking, communication and interpersonal skills, not limited to cognitive/creative skills. These skills, behaviour and quality of output enhance employability.

1. **Competency – Role Matrix**

A competency-role matrix is developed for each programme which is a list of skills and behaviours that amanagement graduate needs to exhibit in order to perform well in their careers. The competencies are defined in consideration with the requirement of the industry and to ensure that the students are industry ready by the end of their programme of study.

This competency – role matrix helps students in understanding the different competencies required to observe various job roles. Some competencies are generic in nature and applicable to the full range of employers in the sector, and across the wide variety of roles appropriate to graduates. There are some specific competencies which are appropriate to the specific profession. The Competency – Role matrix is defined in the following format:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Job Role  Competencies | Role 1 | Role 2 | Role 3 | Role n |
| Competency 1 |  |  |  |  |
| Competency 2 |  |  |  |  |
| Competency 3 |  |  |  |  |
| Competency 4 |  |  |  |  |
| Competency n |  |  |  |  |

1. **Employability of Graduands -**

In order to develop an understanding of the job prospects available to our students in various sectors, an industry/sector-role matrix has been developed for each programme which defines the roles that student can observe in the relevant industries after completing their programme of study. It maps the prospective job roles with the industry / sectors where the students may be placed after completing their graduation.

The Employability of Graduands are well defined and given in the programme structure of each programme.

1. **Learning Resources**

Amity University has appropriate information & learning resources to support educational objectives of all our management programmes. The University has very rich learning resources as:

* Central and Institutional Library
* Online Journals
* Computer Labs

Appropriate number of books needed for study and teaching as recommended by the course faculty and other experts are maintained in the library.

**Amity Central Library**

The students and Faculty members have an open access to library during the operating hours.University has more than 3,00,000 books and 700 journals

* Amity University Central Library’s sprawling building has three floors of resources which has more than 2,00,000 books, 17,000 e-journals, CDs and many other useful reference materials for students to get knowledge and expertise in their respective fields.
* The 58000 sq ft of knowledge is organized and managed by a dedicated team of Library professionals who are available to guide the students. There are cubicles and Research Rooms for PhD Scholars.
* A large number of computer terminals with Wi-Fi enabled internet facilities is available for students to access the online resources in the Library and search the catalogue of books in KOHA, an advanced Library Software System. They can be checked in the Amity Portal (library.amizone.net).
* Students can search for details of books by title, author, subject or keywords to get to the relevant resource for borrowing.
* The Circulation staff helps in issuing and returns of books and the latest new technological system helps them to self -check in and check out for easy circulation.

In addition to central library some departments have departmental libraries. Amity is also a member of the **British Council Library** and **American Library Centre.**

In addition to the libraries Amity University **has also subscribed to the following on-line journals. :**

1. **UGC- Infonet Digital Library Consortium – about 3559 leading journals**

Under this consortium Amity University has subscribed to a number of Online Journals that are available on Amizone (Intranet) from UGC – Infonet. Through this the Faculty and Students get access to world class online research articles, journals, research papers by the best Publishers, Universities, Research Institutes etc.

1. **EBSCO- host** offers a variety of proprietary of 2300 journals and full text and popular databases from leading information providers.

University is the Institutional Member of **DELNET**, a database that has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries.

1. **Scopus** is a bibliographic database containing abstracts and citations for academic journal article
2. **e-Learning Studio (**Accessing Knowledge Online): e-Learning Studios are for blended teaching-learning.

The libraries have subscriptions to on-line journals and databases in various areas of learning/subjects which are accessible through the intranet from all the terminals. There is a downloading facility for e-material.

The University has over 309 **stat-of-the-art labs** in various domains with high-end Research Equipments.

**External Libraries:**

Amity University is an educational member for various other professional / academic institutions. Students, Faculty and Staff members of the University are given access to avail/utilize the online library of such external institutions. Details of learning resources provided by some of such external libraries are as below:

* **The Association to Advance Collegiate School of Business (AACSB, USA)**
  + **BizEd:** BizEd is an award-winning, bi-monthly magazine on business education. BizEdarticles include interviews with executives, challenges and trends facing business schools, business education news and insights, book reviews, professional development opportunities, and technology advancements in the classroom.
  + **eNEWSLINE and eNEWSLINE Live:** NEWSLINE is a bi-monthly electronic newsletter on business education. It includes business school news, articles from business school deans, data analysis, open business school positions, and more. eNEWSLINE Live is a bi-monthly live broadcast featuring guests from the management education industry.
  + **White Papers:** AACSB International produces a variety of white papers on specific topics for management educators. Topics have included distance learning, faculty qualifications, and Assurance of Learning. White papers are available to the general public for download.
* **Thomson Reuters, USA:** Following Intellectual Property are online accessible:
  + Online Journals
  + eBooks
  + Webinars, etc.

**IT Infrastructure At Amity:**

As a hi-tech smart campuses, Amity University at Noida & Lucknow have wireless broadband internet connectivity with over 75 kms. of fiber optic/ LAN cable backbone structure. Some of the features that it can boast of as part of its hi – tech IT infrastructure are:

* 600 MB Internet Bandwidth from multiple ISP to maintain redundancy and hassle free internet connectivity.
* 40 Servers are Virtualized through VM ware on HP Blades (HP-C3000 with BL 460).
* 24 TB of useable EMC NAS storage with fiber channel connectivity.
* One Network across the country. All Amity Campuses are connected through MPLS VPN of 4MB/2 MB link each.
* High end Catalyst CISCO 6500 Series Switches with Hot Standby Router Protocol ( HSRP) for load balancing and high availability.
* Three Firewall box in redundant mode with high level of content/URL filtering and bandwidth management.
* Mac. Address base authentication for all Wi-Fi users and tracking.
* BGP Router with own IP Pool for bandwidth aggregation and load balancing.
* Campus is covered with high through put Wi-Fi with 400 Nos. APs Access point by using secured and managed Controller of Aruba.
* Centrally IT resource management, monitoring and communication over intranet in between campuses.
* Smart Camera Surveillance with IP Cameras through the Campus.
* Lecture Recordings & Live transmission of ‘on demand’ Class Lectures & Events over Intranet & Internet.

All the faculty members are provided with computers / laptops with internet browsing facility for the preparation of teaching, learning material and research in their respective departments.

1. **Outcome Assessment Plan- Direct and Indirect methods for Assessment of Programme Learning Outcomes –** An outcome assessment plan is developed to ensure that the Programme learning outcomes are assessed, each by atleast one direct and one indirect method. The Assessment tools used to evaluate the extent of accomplishment of each learning outcomes are given in the assessment plan for the Masters programme of faculty of Management studies, mentioned as under:

|  |  |  |  |
| --- | --- | --- | --- |
| # | **PLO** | **Direct** | **Indirect** |
| 1 | Student shall be able to define and summarize concepts in Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media and apply it in multi-disciplinary context, able to describe and critically analyse problems. | \*Comprehensive Exam/ Viva on annual basis | Student Exit Survey |
| 2 | Students shall develop ability to acquire and evaluate new knowledge through different research methods, ability to identify, define, investigate and solve critical issues, analyse data/information and interpret results in the field of Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media | Term paper, Seminar, Internship, Comprehensive Exam | Feedback of Industry/ Internship Guide |
| 3 | Student shall be able to use various IT tools and technologies for data processing. | \*Comprehensive Exam | Student Exit Survey |
| 4 | Shall be able to critically think and apply range of approaches for solving problems and decision making related to Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media | \*Comprehensive Exam | Student Exit Survey |
| 5 | Student shall be able to communicate proficiently in oral, writing, presentation, information searching and be a good listener in professional think-tank setting | \* Rubrics  \*Comprehensive Exam | Student Exit Survey |
| 6 | Student shall develop a range of leadership skills and demonstrate excellent interpersonal skills, understanding of group dynamics and effective team work, including awareness of personal strengths and limitations | \*Behavioural Science Course Result Analysis of all semesters, Journal of Success  \* Rubrics  \*Comprehensive Exam | Student Exit Survey |
| 7 | Student shall bale to understand global issues from different perspectives, recognize the opportunities that wider world offers learning from and respecting different cultures, apply different forms of communication in different cultural settings. | \* Foreign Business Language Result Analysis of all semesters  \*Rubrics  \*Comprehensive Exam | Student Exit Survey |
| 8 | Student shall be able to understand and practice the highest standards of ethical behaviour associated with their profession | \*Comprehensive Exam | Feedback of Industry Internship Guide  Indiscipline cases |
| 9 | Student shall be able to find opportunities and develop, display basic skills in the field of Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media | \*Comprehensive Exam  \*Rubrics | Student Exit Survey |
| 10 | Student shall be competent to acquire knowledge on their own through Newspapers/ magazines/ Library/ Databases/ Internet for knowledge assimilation, creation, dissemination for life-long learning | \*Rubrics  \*Comprehensive Exam | Student Exit Survey |
| 11 | Student shall be to demonstrate empathetic and compassionate feelings towards clients, stakeholders in the field of Arts, Humanities & Social Sciences, Journalism/ Mass Communication/ Media | \*Rubrics | Student Exit Survey |

1. **Examination System Progression & Passing Standards–**

**15.1 Attendance**

* 1. Students are expected to have 100% attendance.
  2. Every teaching faculty handling a class will take attendance till the last day of the class. The percentage of attendance upto this day will be calculated and forwarded to Examination Department by the HoI for issue of Admit Cards.
  3. Relaxation of maximum 25% may be allowed to cater for sickness or other valid reasons beyond the control of the students for which written permission of HoI/ HoD is mandatory.
  4. A student whose attendance is less than 75%, whatever may be the reason for shortfall, will not be permitted to appear in the End Semester Examination (ESE).
  5. Under extreme special circumstances, Vice Chancellor may condone attendance up to 5% below 75% on the recommendation of HoI.
  6. **Course Assessment**
  7. The assessment components at the course level are defined in consideration with Course objectives
  8. The assessment plan for the **theory courses** clearly defines the weightage of Continuous Internal Assessment and Final Assessment, which have various components to assess various learning outcomes. The weightage of CIA and Final Assessment is as under:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **Continuous Internal Assessment** | **Attendance** | **Final Assessment** | **Course Type** |
| 1 | 35 | 5 | 60 | Value addition courses |
| 2 | 35 | 5 | 60 | All other courses |

* 1. **Components of Continuous Internal Assessment (CIA)**

Depending upon the nature of the course, the components of internal assessment may vary. The internal assessment will be completed within the semester. Some of the components of Internal Assessment are as follows:

|  |  |
| --- | --- |
| **S.No.** | **Component of Evaluation** |
| 1 | Case Discussion/Analysis |
| 2 | Presentation |
| 3 | Home Assignment |
| 4 | Project |
| 5 | Seminar |
| 6 | Viva - Voce |
| 7 | Quiz |
| 8 | Class Test (s) |
| 9 | Term Paper |
| 10 | Rubrics |
| 11 | Any other, as recommended by the Board of Studies (BoS) |

* 1. **Assessment of Lab based Courses**

The weightage of CIA and Final Assessment for lab/studio based courses will be as under as prescribed in the course syllabus:

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Continuous Internal Assessment** | **Final Assessment** |
| 1 | 50 | 50 |
| 2 | 40 | 60 |
| 3 | 30 | 70 |

* 1. **Assessment of Non Teaching Credit Courses (NTCC)**

|  |  |  |  |
| --- | --- | --- | --- |
| The weightage of CIA and Final Assessment will be as under as per NTCC regulations and Guidelines: | | | |
|  | | | |
| **S.No.** | **Continuous Internal Assessment** | **Final Assessment** | **Credit Units** |
| 1 | 50 | 50 | > 8 Credit Units |
| 2 | 40 | 60 | 5-8 Credit Units |
| 3 | 30 | 70 | Upto 4 Credit Units |

The breaks up (components and their weightage) of continuous internal assessment are given as under:

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Title** | **(CIA = 40%)** | **(CIA = 50%)** |
| 1 | |  | | --- | | Timely Registration | | 1 | 1 |
| 2 | |  | | --- | | Topics & Synopsis Approval | | 2 | 2 |
| 3 | |  | | --- | | **WPRs**  No. of WPR Submitted)  Satisfactory WPR) | | 8  7 | 10  10 |
| 4 | |  | | --- | | 2 Periodic Progress Review by a board of faculty through presentation | | 8 | 8 |
| 5 | |  | | --- | | 1st Draft on time | | 1 | 1 |
| 6 | |  | | --- | | 2nd Draft on time | | 1 | 1 |
| 7 | |  | | --- | | Final Report (Report with <10% Plagiarism) | | 1 | 1 |
| 8 | |  | | --- | | Final Report timely submission | | 1 | 1 |
| 9 | |  | | --- | | Final Report Assessment | | 10 | 15 |

* 1. **Minimum & Maximum Duration Of Academic Programmes**
  2. The maximum permissible period for completing a programme for the programmes of more than two academic years duration, the maximum permissible period shall be n+2 academic years (four semesters), where “n” represents the minimum duration of the programme. On request from the student and recommendation of HoI/Dean, Vice Chancellor may grant extension of one more year(1) i.e. n+1+(1) for 2 years course
  3. **Grading System**

1. The level of students academic performance as the aggregate of continuous evaluation and end term examination shall be reflected by letter grades on a ten point scale according to the connotation as per Table - A

**TABLE - A**



|  |  |  |
| --- | --- | --- |
| **Grade** | **Qualitative Meaning** | **Grade Point Attached** |
| A+ | Outstanding | 10 |
| A | Excellent | 9 |
| A- | Very Good | 8 |
| B+ | Good | 7 |
| B | Above Average | 6 |
| B- | Average | 5 |
| C+ | Satisfactory | 4 |
| C | Border Line | 3 |
| F | Fail | 0 |
| I | Incomplete | 0 |
| (F) DE | Debarred | 0 |
| AB | Absent | 0 |
| U | Unsuccessful | - |
| S | Successful | - |

**15.5 Passing Criteria**

A student has to fulfill the following conditions to pass in their programme of study:

* 1. A student who has earned minimum number of credits prescribed for their programme as per the Structure, Curriculum and Scheme of Examinations, shall be declared to have passed the programme of study.

1. Internal Assessment Evaluation
   1. A student is required to secure minimum 30% marks to pass in End Semester Examination and minimum aggregate marks 40% to be considered 'PASS' in each course unit. Passing in Internal Assessment is not mandatory
   2. **There will be no provision for re-appearing in any component of Internal Assessment in subsequent semesters.**

*The students who are unable to score passing SGPA & CGPA for award of degree because of having obtained Zero mark in the Internal assessment in any course/courses shall be eligible to repeat the internal assessment of the relevant course/courses in the following cases:*

* + 1. *Extended period (n+1) or (n+2) or beyond as the case may be*
    2. *Year Back*
  1. Students should also pass in each term/semester separately by securing a minimum Semester Grade Point Average (SGPA) of 5.0 for PG on a 10 point scale.
  2. A student who has reappeared/repeated the examination of course unit(s), the best of the two scores obtained shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree.

**The student must pass in Summer Training / Internship, Project, Dissertation (wherever prescribed), by securing at least C+ Grade.**

* 1. **Promotion To Next Semester/Year**

Promotion will be considered at the end of each academic year.

1. A student will be eligible for promotion from 1st year to 2nd year and so on provided he has minimum SGPA and CGPA as under:

|  |  |
| --- | --- |
| **SGPA (First Year)** | **4.5** |
| **CGPA** | **5.0** |

1. Promotion from 1st year to 2nd year: – If a student does not fulfill the above criteria may be promoted to 2nd year on the recommendation of HoI and he/she will be placed on “Academic Probation” provided he/ she has cleared at least 60% of number of Courses /Credit units.
2. Student who is promoted to next year by meeting the promotion criteria but is not meeting qualifying criteria (passing criteria) for award of degree, will be placed on Academic Probation for one year to improve his/her SGPA/CGPA.
3. A student who is not eligible for promotion will have the option to either Repeat the Year / take an Academic Break/Repeat a Semester or Withdraw from the programme
   1. **Academic Probation (PAP)**
   * Students who fail to clear Promotion Criteria but are promoted to next Academic Year or not meeting qualifying criteria for award of Degree will be placed on Academic Probation for one year.
   * The student who does not clear the Passing Criteria at the end of the Academic Probation will not be eligible for promotion to the subsequent years. She/he will have the option either to Repeat the Year or Withdraw from the Programme.
   1. **Promotion with Academic Warning (PAW)**

Students who fail to get promoted under PAP may be promotedto next Academic year under following conditions:-

1. if a student meets passing/promotion SGPA & CGPA criteria but has back papers in any of previous semesters
2. if the student has scored Passing Criteria of SGPA in all semesters except one, in which he/she has Promotion Criteria of SGPA of previous year(s) and also has Promotion Criteria of SGPA & CGPA in current year.

All students who are promoted to next year under PAP/PAW category will be required to sign an Undertaking stating that they are under Academic Probation/ Warning and will be required to score minimum passing/promotion SGPA & CGPA criteria as required at the end of Academic Probation/ Warning Period.

* 1. **Academic Break**
  2. Students who apply for Academic Break and the case is recommended by the Heads of Institutions for justifiable reasons to be recorded, can be granted Academic Break of one year to the students of two years course.
  3. However, the total period to qualify the course will not exceed the prescribed n+1 year for upto two years course and n+2 years for three years and above courses.
  4. **Re-Appearing**
  5. A student who has fulfilled the attendance requirements and is eligible to appear in an Examination, fails to appear in the examination shall be required to subsequently appear in the examination when scheduled for next batch of students on payment of prescribed fee.
  6. A student who has not fulfilled the minimum attendance requirement in any Course Unit(s) shall not be allowed to appear in the end term Examination of that Course Unit but shall be allowed to subsequently appear in the examination when scheduled for the next batch of students, on payment of prescribed examination fee and fulfillment of such eligibility conditions as prescribed in the Regulations.
  7. Guided Self Study Course
     1. All students having back paper are required to register themselves for GSSC within one week (7 days) from the date of commencement of the semester.
     2. Any assignment/evaluation of GSSC will not be considered for award of marks for continuous Internal Assessment.
     3. No Student will be permitted to appear for back paper(s) in the end term examinations without registering for GSSC and getting suitability report from allotted faculty.
  8. A student who has failed to secure minimum C+ Grade (Grade Point 4) in a course unit shall be eligible to re-appear / repeat the examination of such course units with a view to secure minimum qualifying/passing score.
  9. A student, who has failed to secure the required qualifying/passing SGPA i.e. 5.0 for PG Courses shall, in order to secure a passing SGPA, apart from fulfilling the requirements has the option to reappear in the end termexaminations also of the Course Units of the concerned term in which he/she desires to improve his/her performance, when these examinations are held on normal schedule.

1. Students who have passed all courses (Minimum C+ Grade) but not meeting Promotion/Passing SGPA criteria i may be permitted to appear in Supplementary Examination with a view to improve grade and score Passing/Promotion SGPA of the respective semesters.
2. Students who are eligible to re-appear in an examination, or are repeating the course(s) shall have to apply to the Controller of Examinations to be allowed to reappear in an examination or to repeat the course(s), and pay the fees prescribed by the University.
3. The Departments/Constituent Units may, at their discretion, arrange for additional teaching in the form of GSSC for students repeating the examination of course(s) during the breaks. The modus operandi of such instructions shall be as notified by the Department/Constituent Unit. Extra fee shall be charged from such students for attending GSSC.

In all cases of re-appearing, the marks obtained by the students who have re-appeared willbe converted to the appropriate letter grade not exceeding B+.

* 1. **Supplementary Examinations**
  2. For the final year & pre-final students, supplementary examinations for those who have not secured passing grades, or were debarred/detained from appearing in anyexamination and they made up the deficiency in attendance as per provisions of these Regulations, will normally be held within thirty days after the declaration of results of the final Semester Examinations.
     1. A student who fails to appear or qualify in Supplementary Examinations shall reappear in the examinations when scheduled for the next batch of students within the time span prescribed for the programme.
     2. A student wishing to appear/reappear in the Supplementary Examination shall apply to the Head of Department/Constituent Unit on line in the prescribed form within fifteen days of the date of declaration of result or date announced by Exam Department along with prescribed Examination Fee.
     3. The eligibility of a student for appearing in the Supplementary Examination shall be verified by the Head of Department/Constituent Unit and a list of eligible students containing the details of Course Units in which the students are recommended for appearing in the supplementary examination shall be forwarded to the Controller of Examinations within one week along with prescribed fee payment receipts, after the last date for submission of examination forms.
     4. Better of two scores obtained after Supplementary Examination in repeat course unit(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree/diploma.

1. **Academic Discipline** 
   1. **Acts of Unfair Means:**

The following are considered as the act of unfair means:

* Talking to another student or any person, inside or outside the examination hall, during the examination without the permission of a member of the supervisory staff.
* Leaving the examination hall without handing over the answer book and/ or continuation sheet, if any, or any other specifically designed response sheet to the Invigilator or Supervisor concerned or Centre Superintendent or the authorized officer of the University deputed to the examination centre, and taking away, tearing off or otherwise disposing off the same or any part thereof.
* Writing matter connected with or relating to a question or solving a question any thing (such as piece of paper or cloth, scribbling pad) , other than the answer book, the continuation sheet, any other response sheet specifically provided by the University to the student.
* Writing or sketching abusive or obscene expressions on the answer book or the continuation sheet or any other response sheet.
* Deliberately disclosing one's identity or making any distinctive marks in the answer book for that purpose.
* Making appeal to the Examiner/Evaluator soliciting favour through the answer book or through any other mode.
* Possession by a Student or having access to books, notes, paper or any other material, whether written, inscribed or engraved, or any other device, which could be of help or assistance to him in answering any part of the question paper.
* Possession of mobile phone, laptop or any electronic device which can be of help or assistance to the student in answering any part of the question paper.
* Concealing, destroying, disfiguring, swallowing, running away with, causing disappearance of or attempting to do any of these things in respect of any book, notes, paper or other material or device, used or attempted to be used by a student for assistance or help in answering a question or a part thereof.
* Passing on or attempting to pass on, during the examination hours, a copy of a question paper, or a part thereof, or solution to a question paper or a part thereof, to any other student or to any person.
* Smuggling into the examination hall and/ or receiving/attempting to receive an answer book or a continuation sheet, or any other form of response sheet or a solution to a question paper or to a part thereof or taking out or arranging to send an answer book or continuation sheet, or replacing or attempting to get replaced the answer book or continuation sheet or any other response sheet during or after the examination with or without the help of or in connivance with any person connected with the examination, or through any other agency, whatsoever.
* Approaching or influencing directly or indirectly a paper setter, examiner, evaluator, moderator, tabulator or printer or any other person connected with the university examination with the object, directly or indirectly, of influencing him to leak out the question paper or any part thereof, or stealing/procuring the question paper from any source before the examination or to enhance marks, or favourably evaluate, or to change the award in favour of the student.
* Any attempt by a student or by any person on his behalf to influence, or interfere with, directly or indirectly, the discharge of the duties of a member of the supervisory or inspecting staff of an examination centre before, during or after the examination. Provided that without prejudice to the generality of the provision of the clause, this would include any such person who:
  + 1. abuses, insults, intimidates, assaults any member of the supervisory or inspecting staff, or threatens to do so.
    2. abuses, insults, intimidates, assaults any other student or threatens to do so, shall be deemed to have interfered with or influenced the discharge of the duties of the Supervisory and the inspecting staff.
* Copying, attempting to copy, taking assistance or help from any book, notes, paper or any other material or device or from any other student, to do any of these things or facilitating or rendering any assistance to any other student to do any of these things.
* Arranging to impersonate for any person, whosoever he may be, or for himself or impersonating for the other student at the examination.
* Forging a document or using a forged document knowing it to be forged in any manner relating to the examination.
* Any other act of omission or commission declared by the Academic Council/Executive Council to be unfair means in respect of any or all the examinations.

**16.2 Discipline Committee:** A student discipline committee is constituted to ensure disciplinary control in the University

* 1. At the time of admission, every student signs a declaration that on admission, he submits himself to the disciplinary jurisdiction of the Vice Chancellor and several authorities of the University vested with the authority to exercise discipline.
  2. Without prejudice to the generality of the power to maintain and enforce discipline, the following amounts to acts of indiscipline or misconduct on the part of a student of the University:
     1. Physical assault or threat to use physical force against any member of the teaching and non-teaching staff of any Department / Institution / School / College / Constituent Unit / Centre and against any student within Amity University Uttar Pradesh.
     2. Unauthorisedly remaining absent from the class, test or examination or any other curricular or co-curricular activity which he/she is expected to participate in.
     3. Carrying of, use of or threat to use of any weapons.
     4. Misbehavior or cruelty towards any other student, teacher or any other employee of the University, a college or institution.
     5. Use of drugs or other intoxicants except those prescribed by a qualified doctor.
     6. Any violation of the provisions of the Civil Rights Protection Act, 1976.
     7. Indulging in or encouraging violence or any conduct which involves moral turpitude.
     8. Any form of gambling.
     9. Discrimination against any student or a member of staff on grounds of caste, creed, language, place of origin, social and cultural background or any of them.
     10. Practicing casteism and untouchability in any form or inciting any other person to do so.
     11. Any act, whether verbal or otherwise, derogatory to women.
     12. Smoking, use of narcotics, possession and consumption of alcoholic beverages or gambling in any form.
     13. Any attempt at bribing or corruption of any manner or description.
     14. Willful destruction of the property of the University or its Departments / Institutions / Schools / Colleges / Constituent Units / Centre’s etc.
     15. Behaving in rowdy, intemperate or disorderly manner in the premises of the University or the college or the institution, as the case may be, or encouraging or inciting any other person to do so;
     16. Creating discord, ill-will or intolerance among the students on sectarian or communal grounds or inciting any other student to do so
     17. Causing disruption of any manner of the academic functioning of the University system
     18. Indulging in or encouraging any form of disruptive activity connected with tests, examinations or any other activity of the University or the college or the institution, as the case may be
     19. Unpunctuality
     20. Ragging
     21. Violation of the status, dignity and honour of students, in particular female students and those belonging to a scheduled caste or a scheduled tribe or other backward class
     22. Any practice whether verbal or otherwise, derogatory to women
     23. Verbal abuse, mental or physical torture, aggression, corporal punishment, harassment, trauma, indecent gesture and obscene behaviour of students
     24. Indulging in or encouraging any form of disruptive activity connected with tests, examinations or any other activity of the University or the college or the institution, as the case may be.

**16.3 Anti Ragging Cell:** A cell is constituted to ensure that students do not induldge in any kind of ragging activities. Following comes under ragging and accounts to disciplinary action

* 1. Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.
  2. Indulging in rowdy or indisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;
  3. Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.
  4. Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher;
  5. Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students;
  6. Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students;
  7. Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
  8. Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student;
  9. Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

**Prohibition of Ragging**

1. Ragging within the University Campus including its Institutions / Departments /Hostels or/ and any part of Amity University system as well as on public transport system outside the campus is strictly prohibited.
2. Ragging in any form is prohibited also in the private lodges/buildings where these University students are staying.
3. **Student Support System & Services – In order to provide support to students, following systems are in place**

**17.1 –Amizone -** The University has an intranet known as “**Amizone**” where information and learning resources are uploaded regularly. The following are the online facilities under Amizone:

* + On-line journals
  + Conference / Workshop / Seminars
  + Session Plan and Course materials
  + Class Time-table / Schedule
  + Student’s Handbook
  + University Regulations & Guidelines
  + Syllabus and Programme Structures for various batches / semesters / programmes
  + Display of various information/circulars/notices such as:
    - Academic Calendar
    - Examination schedule
    - Calendar of events and event details with photos
    - Guidelines for Placements, Events, Guest Lectures, Projects, Term Papers, Farewell Party, Orientation Programmes etc.,
    - Holidays list
    - Invites are being sent for various conferences, meets, summits and admission boards
    - Online poll/Quiz
  1. **Programme Leaders/Coordinators –** A programme leader is appointed for every programme who is responsible for:
* Timely uploading of information on Amizone
* Dissemination of information related to academics to all the students enrolled in the respective programme
* Addressing students’ queries and doubts
* Smooth conduct of routine activities
  1. **Guided Self Study Course (GSSC)** - Guided Self Study courses are conducted to prepare the students for back papers
* The institutions prescribe “ Guided Self Study Course” for the course units in which the students failed or are detained due to shortage of attendance in a semester and arrange counseling sessions for the students on week ends and holidays in the same odd or even semesters.
* The students who are detained due to shortage of attendance in any subject of a semester shall register with their Department/Constituent Unit for guided self study course in the beginning of next semester/trimester/year scheduled for next batch of students. They will be required to pay a fee per subject as prescribed by the Department/Constituent units.
* The Departments/Constituent Units may prescribe term papers / home assignments which the students will submit to their teachers subject-wise within the due dates.
* The regularity in attending the classes and prompt submission of assignments by due date will determine whether a debarred or detained candidate is permitted to take the re-examination or not. The schedule for regular collection and submission of term paper/ home assignments will be announced by the Department/ Constituent Unit.
* Only those students who register for Guided Self Study Course (GSSC) and complete the requirements as prescribed by the Department/Constituent Units will be permitted to take the examination in the respective subject when the examinations of such Course Units are conducted in normal schedule along with the next batch of students. The scheme of re-examination will be announced by the University on receipt of report from the Department/Constituent Unit. The student will be permitted to appear in examination on satisfactory performance in GSSC.
  1. **Class Representative (CR) System** - A Class Representative is a responsible, prestigious and challenging position. Students are encouraged to take up this leadership position. To become a representative of the class, a student must have the values of trustworthiness, honesty, transparency and commitment.

The roles and responsibilities of the Class Representative –

Class Data Collection & Analysis: for each student for various activities and issues.

* + Advocacy: influencing the student community for positive outcomes with respect to academics, discipline and participation in co-curricular and extra-curricular activities.
  + Monitoring: attendance, time table, syllabus progress, discipline and related issues.
  + Quality enhancement: by representing the legitimate concerns and problems of classmates and giving feedback to both the classmates and authorities.
  + Coordination: with various authorities in the Institute and University.
  1. **Mentor-Mentee System** - Mentoring is to support and encourage students to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.

Mentoring is a partnership between two people, Mentor & Mentee, based on mutual trust and respect.

At Amity, mentoring encourages students to take guidance and develop partnerships with four types of mentors:

* + Faculty Mentor
  + Alumni Mentor
  + Industry Mentor
  + Parent Mentor

All four Mentors jointly collaborate towards the development of the student through a process of experiential guidance and learning.

Every Amity institution arranges appointment of faculty, industry and alumni mentor for each student. Formal meetings are scheduled between mentors and mentees so that learning is progressed across functions, groupings, and cultures for maximum benefit. Students aims are decided mutually between mentor and mentee and the progress towards the desired goals would be tracked throughout the duration of his/her stay with Amity. We are proud to say that our mentoring system is unique to Amity and has helped many of our students stand out amongst their peers. They have excelled on both their personal and professional fronts as a result of the mentoring system.

17.6 **Educational Loan, Financial Support and Scholarships** - Amity University offers a variety of scholarships to the meritorious students. The scholarship is in the form of financial aid. Following are the types of scholarships offered to the Amity students:

1. On Admission Merit Scholarship – There are three types of these scholarships as mentioned below:
   * 100% Dr. Ashok K. Chauhan Scholarships
   * 50% On Admission Merit Scholarships
   * 25% On Admission Merit Scholarships (Applicable to Lucknow Campus)

These scholarships are granted at the time of admission on the basis of school and /or graduation results. Scholarship is granted on annual basis and continuation in second and further years of the program is subject to the academic performance (Merit List based on CGPA) & other conditions as laid down in the regulations.

1. On Admission Sports Scholarship – To attract talent in sports scholarship are given –
   1. 100% Scholarship – International Players\*
   2. 50% Scholarship – National Medal Winners\*
   3. 25% Scholarship – National Participation\*
2. Merit-Scholarship During the Programme – These scholarships are granted from second year onwards for encouraging students to achieve higher performance during their studies in their respective academic programme. The amount of scholarship is 30% of the academic year tuition fee. The number of scholarships depends upon the no. of students in the programme. (max.limit is three).
3. Merit-Cum-Means (MCM) Scholarship - These scholarships is granted to the students who are academically good and need financial assistance to continue their education in the University. The amount of scholarship is upto 50% of academic year tuition fee. Students need to apply for such scholarships to their respective Head of Institution as per the prescribed format (uploaded on Amizone) & support documents at the commencement of the Academic Session. Continuation of the scholarship is based on students' merit, academic & extra/co-curricular activities performances & family financial position.
4. Special Scholarships - These scholarships are granted to the students showing extraordinary achievements in extra- curricular activities. The amount of scholarship depends on individual cases. Students are required to apply for the same as per the prescribed format (uploaded on Amizone) at the commencement of the Academic Session.
5. Other Scholarships – These scholarships are instituted by Grants from individuals, Trusts, Organizations, Institutions etc with a view to provide financial assistance to needy students
   1. **Medical Services** - Hostellers are advised to get themselves inoculated against communicable diseases at their own initiative and expense.

First-aid Medical Treatment is available within the campus. Amity Clinic has a resident doctor and nursing staff. Students contributing to group medi-claim policy are provided medical treatment of up to Rs 25,000/- in the following hospitals - Kailash Hospital (Noida), Indraparstha Apollo Hospital (New Delhi), Noida Medicare Centre, Vinayak Hospital (Noida).

On falling sick, the hostellers are to inform the Warden who will arrange medical help. If a hosteller is advised hospital admission, necessary communication is sent to parents/local guardians, Programme Director and Director Finance. Amity University also offers a medical insurance plan to all students.

* 1. **Career Counseling& Placement**

Amity endeavors to nurture competitive and accomplished business leaders, entrepreneurs and professionals. The Corporate Resource Center (CRC) at Institutional level, is established to groom the students to take up the corporate responsibilities, soon after they pass out from the campus

The CRC provides holistic comprehensive career-planning services to students by providing expertise, resources, and support. The CRC empowers students to build bridges to successful future careers.

It aims to help students make a successful transition from their educational environment to employment or further educational pursuits. The programs and services are designed to increase the students’ confidence and provide the necessary skills and information to succeed in pursuing a career.

* 1. **Guidance and Counseling Cell** - Students face difficulties like separation from their families, growing up and learning to function as independent adults, developing new and closer relationships, as well as defining and establishing themselves on a possible career. The counseling center is committed to provide a broad range of high quality, innovative and ethical services that address the psychological, educational, social and development needs of the students.

Students are advised to make full use of the ACGC whenever they wish to share thoughts regarding their emotional, personal & professional needs. All interactions with students are kept strictly confidential.

17.9 **Amity Women Help Desk**

Amity Women Help Desk has been established as a part of the measures undertaken for the welfare of the female fraternity of the University. Following the UGC mandate, it focuses on women safety and security in all respects and provides support services to ensure safe environment.

Female students, faculty and staff members may contact Amity Women Help Desk 24X7 for any kind of complaints (sexual, physical, psychological /emotional harassment etc.,), queries and suggestions. The same may be posted on Amizone (Amity intranet).

The help Desk acts as a link between the complainant and Redressal Authority in the University and ensure grievance redressal within a stipulated period of time.

17.10 **Suggestions and Grievance Redressal System** - In order to make student's stay in AUUP comfortable and stress free, Amity has a multi layered student grievance redressal system. Student having a problem will approach the Academic and General Counseling Cell at his/ her department level. Student's problems that cannot be resolved at the department level will be referred to the appropriate Committee. Issue will definitely get resolved within a short period of time.

* 1. The suggestion / grievances by students/parents can also be sent on-line through Amizone.
  2. In addition, problems related to the wellbeing of students warranting urgent attention can be submitted directly to the Dean Student Welfare (msahni@amity.edu) and/or Students Satisfaction and Happiness Mission (SSHM) at sshm@amity.edu
  3. Pursuant to regulation of UGC on promtion of Equity in HIE's as notified in the Gazette of India, dated January 19, 2013, all the issues related to “Equity” as defined in the said UGC Regulations shall be dealt by Equal Opportunity Cell, constituted for the purpose.

1. **Extra-curricular and Co-curricular activities**

Various Extra curricular and Co-curricular activities are organized beyond classroom for the holistic development of students. Some of the activities are:

1. Club –Committee Activities

* Sports Club
* Cultural Committee
* Specialty Club, eg. Marketing Club, HR Club, IT Club, Robotics Club, etc.
* Placement Committee
* Alumni Committee

1. Conferences, workshops seminars, etc
2. Inter-University competitions, Sports Competitions, corporate competitions
3. Conducting Outdoor Activities Based Courses (OABC) which includes
   * + Military training camps (MTC) for both boys and girls
     + Imparting training to students through amity cadet corps (ACC)
     + Human Values and Community Outreach (HVCO)Course
     + Entrepreneurship Awareness Camps(EAC)
     + Performing Arts (PA) Courses
     + Basic skills course in sports
     + Yoga classes for mental and physical wellbeing
4. Human Values Quarter/year where students organize various activities such as blood donation camp, visit to old age homes, spastic children home & orphanages etc, street plays, awareness campaigns, debates etc.
   * + 1. **Relevant Policy, Regulations & Guidelines**

The students are governed by the regulations and guidelines of AUUP and such other regulations and guidelines as may be notified by AUUP from to time. It is important that the students read these regulations and guidelines, already available in the 'Amizone' which can be accessed by the students using their password.

**19.1 Regulations**

1. Conduct of Examinations Scheme of Evaluation and Discipline among Students in Examinations.
2. Research Degree Programmes: M.Phil, Ph.D and Post-Doctoral Programmes D.Litt, D.Sc. and LLD.
3. Lateral Entry Admissions and Transfer of Credits.
4. Maintenance of Discipline among Students.
5. Hostel Accommodation.
6. Scholarship, Awards, Medals and Special Awards.
7. Conduct of Convocation.
8. Admissions & Enrolment of Students and Examination & Evaluation for Distance Learning Programmes.
9. Admissions & Enrolment of Students and Examination & Evaluation for Online Programmes.
10. Prevention of Sexual Harassment.
11. Regulation/ Directive for Banning Ragging & Anti-Ragging Measures.
12. Regulations on Choice Based Credit System

**19.2 Guidelines**

1. Attendance for Official Duty.
2. Conduct of Concluding Ceremony.
3. Student's educational Tour/Industry visits/Seminars/Conference.
4. Guidelines for Fresher's Party.
5. Guidelines for Farewell Function.
6. Library Guidelines.
7. Students Grievance Redressal.
8. Guidelines for PG students for early joining for final placement.
9. Mentoring Programme.
10. Project Training.
    * + 1. **Concluding Ceremony and Convocation**

**Concluding Ceremony**

There has been a tradition at the Amity Institutions to conduct a Concluding Ceremony when the students of a programme have undergone and completed all the academic activities of a programme. The students of the outgoing batch are awarded Provisional Certificate for completion of the programme and selected students are presented awards (in the form of Citations, Salvers, Books etc.) in recognition of their contribution and achievements in various fields.

**Convocation**

Amity Convocation for successfully qualified Graduands of several Programs, is held every year in the month of December for award of Degrees/ Diplomas, Medals (Gold, Silver and Bronze), Trophies, Citations and Corporate Awards. Few selected eminent personalities having outstanding contribution in their respective fields, are also conferred upon honorary degrees to acknowledge their work. Alumni are specially invited for the Convocation, and during the ceremony, they handover the flag to the passing out graduands to welcome them for being part of the great Amity Alumni Family.

**Appendices**

**Appendix A**

**Definition and Descriptions**

Thus, in framing a suitable curriculum for the *programme in Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media domain,* the following definitions/descriptions must be followed. This is expected to help in maintaining uniformity of preparing the final programme structure, *Syllabi* and scheme of instructions for *Programmes* offered by various institutions.

***A.1 Semester System:***

Each*Bachelor’s programme in Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media domain* to be ordinarily of 3 academicyears (=6 Semesters) with the year being divided into two Semesters, each for course work, followed by Continuous Assessment *(CA/IA)* in the Semester & End Semester Examination *(ESE)*.

**A.2 Annual Academic Calendar:**

Amity University follows semester system for conduct of classes. Annual Academic calendar have odd Semesters (I, III, V) and even semesters (II, IV, VI). Date of Commencement of each semester and last teaching day of semester is finalized well in advance in the detailed ‘Annual Academic Calendar’ for a programme in accordance with ‘Block Academic Calendar’ of the University.

***A.3 Credit System:***

A system enabling quantification of course work, with *one creditbeing assigned to each unit* after a student completes its teaching-learning process, and assessment (both *CA/IA & ESE).* Further, *Choice Based Credit System(CBCS)* to be helpful in customizing the course work for a student, through *Core & Electives (both professional and open electives).*

***A.4 Credit Courses:***

All Courses registered by a student in a*Semester*to earn*credits*; In awidely accepted definition, students to earn *One Credit* by registering and passing:

* + One hour/week/Semester for *Theory/Lecture (L) Courses;*or *Tutorials (T)* and,
  + Two hours/week/Semester for *Laboratory/Practical(P) Courses;*

***NOTE****:* Other student activities not demanding intellectual work or enabling properassessment like, study tour, club Committee activities and guest lectures not to carry *Credits;*

***A.5 Credit Representation:***

*Credit*values for different academic activities to berepresented by following the well accepted practice, as per the example in Table 1:

**Table 1: Credit Representation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lectures | Tutorials | Practical Work | *Credits* | Total |
| (hrs/wk/Sem.) | (hrs/wk/Sem.) | (hrs/wk/Sem.) | (L: T: P) | *Credits* |
|  |  |  |  |  |
| 3 | 0 | 0 | 3:0:0 | 3 |
| 2 | 2 | 0 | 2:2:0 | 4 |
| 2 | 0 | 2 | 2:0:1 | 3 |
| 2 | 2 | 2 | 2:2:1 | 5 |
| 0 | 0 | 6 | 0:0:3 | 3 |
| 3 | 0 | 2 | 3:0:1 | 4 |
| 3 | 1 | 2 | 3:1:1 | 5 |

*One Credit Unit will be equivalent to 10-12 hrs of Classroom Teaching (L-T) and 20-24 hrs of Lab practical’s and 50-60 hrs of field work/industry work.*

***A.6 Course Load:***

Every student to register for a set of*Courses*in each*Semester,*withthe total number of their *Credits* being limited by considering the permissible *weeklyCredit hours load: 30/Week*. This is meant to enable the students to engage in home work assignments, self-learning outside the Class rooms/Laboratories, Extra/Co-Curricular activities and *add-on Courses,* if any, for their overall development. UGC guidelines prescribe:

1. **The total periods provided for contact teaching shall not be less than 30 hours a week.**
2. **The time provided for practical, fieldwork, Library, utilization of computer and such other facilities shall not be less than 10 hours a week**

***A.7 Course Registration:***

Every student to formally re-register for programme and prescribed *Courses (Credits)*under ***HoD/PL/PC*** advice in each *Semester* for the Institution to maintain proper record; Helpful for monitoring the *CA/IA, ESE* performance in each case and to assist the students in self-paced learning by dropping/withdrawing from *Course(s)* and add new programmes to avail *CourseFlexibility for CBCS with prior approval of Course Advisory Committee (CAC)/HoI.*

***A.8 Course Evaluation:***

*CA/IA*and*ESE*to constitute the major evaluations prescribed foreach *Course,* with only those students maintaining a minimum standard in *CA/IA* (to be fixed by the institution) being permitted to appear in *SEE* of the *Course; CA/IA* and E*SE* to carry 30% and 70% respectively, to enable each *Course* to be evaluated for 100 marks, irrespective of its *Credits;*

***A.9 Continuous Assessment (CA/IA):***

To be normally conducted by the*Course faculty*and include mid-term/weekly/ fortnightly class tests, home work, problem solving, group discussion, quiz, mini-project & seminar throughout the *Semester*, with weightage for the different components being fixed at the institutional level; *Faculty* also to discuss on *CA/IA* performance with students;

***A.10 End-Term Examination (ESE):***

To be normally conducted at the institutional level as per the University Examination regulations and guidelines.For this purpose, *Syllabi* to be modularized and *ESE* questions to be set fromeach module, with choice if any, to be confined to module concerned only. The questions to be comprehensive emphasizing analysis, synthesis, design, problems & numerical quantities;

***A.11 Grading:***

To be normally done using*Letter Grades*as qualitative measure ofachievement in each *Course,* as described in student handbook and examination regulations, based on the marks(%) scored in *(CA/IA+ESE)* of the *Course* and conversion to *Grade* done by *Relative Grading.*

***A.12 Grade Point(GP):***

Students to earn*GP*for a*Course*based on its*Letter Grade;*e.g., ona typical 10-point scale, *GP* to be: *A+=10, A=09, A-=08,B+=07,B=06,B-=5, C+=04 & F=00;* Useful to assess students‟ achievement quantitatively & to compute *Credit Points(CrP)= GP X Credits* for the *Course;* Student passing a *Course* only when getting *C+ Grade.* Minimum passing marks in a course shall be 40%

***A.13 Grade Point Average(GPA):***

Computation of*Semester GPA (SGPA)*to be done bydividing the sum of *CrP* of all *Courses* by the total number of *Cr* registered in a Semester, leading finally to *CGPA* for evaluating student’s performance at the end of two or more *Semesters* cumulatively; This reform serving as a better performance index than total marks or %;

***A.14 Passing Standards:***

Both*SGPA & CGPA*serving as useful performance measures inthe *Semester System;* Student to be declared successful at the *Semester-end orProgramme-end* only when getting *SGPA >=4.5 and CGPA >=5.00 for Bachelor’s Degree.*

***A.15 Credits Required for Degree Award:***

Number of*Credits*to be earned by a studentfor the *Award* of degree fixed by Institutions and approved by Academic council to be normally in the range of:

* *Master’s programme in Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media* - 108Credit Units (CU) i.e. equivalent to 30+hrs /Sem.

**A.16 Organization of Course Curriculum:**

The Content of each Course has been organized into:

1. **Course Description:** general introduction to the course
2. **Course Objectives:** to elucidate the basic aims of the course
3. **Pre-Requisite:** courses, Equivalent skills or prior experience that a student possesses that prior to registration in a specific course
4. **Student Learning Outcomes (SLOs):** focus on the intended abilities, knowledge, values, and attitudes of the student after completion of the program
5. **Course Syllabus –** having 5-6 modules having topics/descriptors under each module depending depth, width to be covered in order to achieve the course objectives and Student learning Outcomes.
6. **Teaching Learning Pedagogy:**an array of different teaching learning strategies best suitable for the delivery of particular course used in different combinations to improve learning outcomes.
7. **Assessment Plan -** The plan providing details of all methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place.
8. **Text Books & Reference Books –** list of books that matches the course contents
9. **Additional reading material –** list of journals, research papers or any other study material other than books which can be referred by student

**A.17 Model Curriculum Framework / Programme Structure:**

The Model Framework includes following:

* 1. **Programme description**: brief introduction of the programme
  2. **Programme Educational Objectives/goal**: statements that describe the expected accomplishments and professional status of the students after completion of the program
  3. **Programme Learning Outcomes**: describes the measurable knowledge, skills, abilities, or behaviors that students to be able to demonstrate by the time they complete their degree
  4. **Curriculum Programme Structure /Framework**: defines the course type and credit structure semester wise and overall credits prescribed as per University norms
  5. **Outcome Assessment Plan**: The plan providing details of all methods of assessing student learning outcome in the programme to gauge the extent of the learning that is taking place. (As per attached format)
  6. **Employability of Graduands:**embedding set of attributes in the curriculum and imparting knowledge to develop desired skills & competencies and equip students to compete in the global marketplace
  7. **Resource Planning:** It indicates what resources will be provided for the delivery of the courses and how has the department planned for the allocation of those resources**.**

**A.18 Outcome Based Education System**

The Learning outcomes are clearly defined at the programme level and course level. The **Programme Learning Outcomes (PLOs)** describes the student learning, i.e. what students will know and be able to do as a result of completing the programme. The **Student Learning Outcomes** (SLOs) describes the learning of student after completing a course.

**A.19 Course Types**

|  |  |  |
| --- | --- | --- |
| **#** | **Course Types** | **Description** |
| **1** | Core Courses (CC) | Courses that are relevant to the chosen specialization/branch of particular programme and must successfully be completed to receive the Degree and which cannot be substituted by any other course. |
| **2** | Allied Courses (AC) | These courses are from the allied / multidisciplinary area which supports the main discipline. Students have to take all the courses offered as allied by the institution and there is no choice available with them |
| **3** | Specialization Elective Courses (SEC) | These courses are discipline centric and students make a choice of courses from the list of specialization electives offered by the institution. They are relevant to the chosen specialization/branch of a particular programme |
| **4** | Open Elective Courses (OEC) | Courses offered by other domains and chosen as per interest of the students. This course can be chosen from a **Basket of courses** and provides an extended scope and exposure to some other discipline/ domain or nurtures the candidate’s proficiency/ skill. |
| **5** | Domain Electives (DEC) | These courses are offered by the institutions under the same domain of study. Numbers of courses are offered by the institutions under the same domain and the students make their choice as per their interest and academic abilities |
| **6** | Value Addition Courses (VAC) | VAC is considered as add on courses to add professional and ethical values in students. The courses like Behavioral Science, Business Communication (BC), Business Communication/ Communication Skills and Foreign Business Language (FBL) under VAC. Multiple Language Options such as Sanskrit, Russian, Chinese, Arabic, Japanese, French, and German & Spanish are being offered and it's mandatory that a student takes one language in each semester. A student can not choose more than one language during the programme of study. |
| **7** | Non Teaching Credit Courses (NTCC) | Non Teaching Credit Courses are self exploratory courses for professional development of students as well as to allow them to pursue their interest. It includes Summer Training, Dissertation, Term paper, Seminar and/or Minor project; these courses are conducted as per University Guidelines. |
| **8** | Outdoor Activity Based Courses (OABC) | OABC are offered centrally to all the students of UG and PG level. These are general education courses which includes courses like Military Training Camp (MTC), various Sports and Human Values & Community Outreach |
| **9** | Study Abroad Programme (SAP) Courses | SAP courses are offered in lieu of Open Electives, Domain Electives, Specialization Electives, Outdoor Activity Based Courses and Value Addition Courses. The compulsory /core courses of a programme and their credits are not permitted to be replaced by other courses studied and assessed during SAP. |
| **10** | Skill Enhancement Courses (SKE) | Skill enhancement courses are designed to develop the profession skills of students in the chosen area of study so that the students become industry ready. |
| **11** | Human Social Sciences & Management Courses | Human Social Sciences & Management courses are compulsory to all first year students. |

**Appendix B**

**Detailed Programme Structure**

1. Master of Arts (Sociology) ………………………………………………… Appendix B1
2. Master of Arts (Development Studies)………….………………………….. Appendix B2
3. Master of Political Science …………………………………………...…….. Appendix B3
4. Master of Social Work……………………………………………….…….. Appendix B4
5. Master of Arts (History)………………………… ……………….…………Appendix B5
6. Social Responsibility and Community Engagement……………….…………Appendix B6
7. Universal Human Values…………………………………….…………Appendix B7

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**Institution: Amity Institute of Social Sciences Appendix – B1**

**Programme Title: M.A. Sociology**

**Level –: PG**

**Duration of the program (in yrs.): 2 Years No. of Semesters: 4**

**Programme Mission:**

**To provide an excellent Multidisciplinary program and to prepare students with comprehensive knowledge of the discipline of sociology**

**Programme Description:**

The two year master’s program of Sociology is a package of knowledge with skills. Our syllabus provides a vast range of practical knowledge with a firsthand experience. Sociology offers rich potential for growth and fame. Masters in Sociology create an understanding of Indian Social System.. This program also enhances the knowledge of society and Indian SocialStructure and Culture.

This Program deals with the theoretical evolution and approaches to the study of society.A well designed Masters in Sociology course suitably develops a talented workforce that can be expected to participate in the all-round development skills of an individual.

Master’s degree in Sociology must ensure to imbibe the following skills into future Social Scientist:

1. **Research capabilities:** This deals with learning social research methods to motivate other individuals for better productivity.
2. **Presentation skills:** Pertains to improving public speaking abilities and other interpersonal skills.
3. **Time Management:** It deals with an art of planning and controlling your time to effectively accomplish your goals.
4. **Team Building Capabilities:** Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.
5. **Problem Solving Skills:** This deals with learning how to handle difficult situations by implementing strategies to manage employee performance problems.
6. **Strategic Planning:** activities that are used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

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| **S. No** | **Graduate Attributes** | **INDICATORS** |
| 1 | Subject Knowledge & Understanding of Sociology | Define Sociology as a comprehensive discipline keeping in mind the interdisciplinary approach. |
| 2 | Research and Enquiry | Paraphrase the multiple sources and critically evaluate research strategies and methods. |
| 3 | Critical Thinking skills | Demonstrate critically conceptual, theoretical and empirical information |
| 4 | Communication Skills | Categorize and apply research knowledge and skill to undertake research communicate socialand social ideas. |
| 5 | Team work, Leadership and Behaviour skills | Create the spirit of team work and leadership through coherent and sound knowledge of theories, principals, concepts and practices in sociology. |
| 6 | Ethics Social and professional understanding | Invent communication skills and methods for case studies, report writing and policy formation by using original ideas. |
| 7 | Employability and Entrepreneurship | Judge the knowledge gained after studying the curriculum at the P.G level for the professional arena. |
| 8 | Global Citizenship | Solve the issues related with management of current global issues by analyzing various socialtheories |
| 9 | Information and Digital Literacy | Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology |
| 10 | Lifelong learning | Construct an environment to implement and to make use of various government sponsored projects and schemes launched for the betterment of the people. |

**Programme Educational Objectives**

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| PEO1: Students shall be able to develop critical thinking relating to the study of Sociology, Sociological ideologies and philosophies; study of society; state and economy. |
| PEO2: To provide relevant training in Sociological theories and methods for engaging in research and development work at Regional, National and International levels. The programs also prepares students with academic competency for higher training and research by developing analytical and critical appreciation of the different courses offered for study |
| PEO3: Students shall be able to demonstrate critical conceptual knowledge, theory and empirical information. |
| PEO4: Students shall be able to think critically, independently and creatively identify and formulate cases, issues, solutions related to Sociology |
| PEO5: Students shall be able to develop range of leadership skills and exhibit imitativeness while working in collaboration and demonstrate ability to work in team with self-awareness of personal strengths and limitation. |
| PEO6: Students shall demonstrated highest level of ethical conduct; discuss professionalism and professional responsibility when involved in work place. |
| PEO7: Students shall be able to discuss and demonstrated professional skills which will lead to employability and exhibit capability to pursue alternate career paths such as doctoral training, post-doctoral research and advanced training certification |
| PEO8: Students shall be able to understand global issues from different perspectives and apply them in the field of sociology. |
| PEO9: Students shall be able to develop ability to update themselves using information technology. |
| PEO 10:Students shall develop ability and inquisitiveness to continuously update themselves with respect to the recent trends in the field of sociology |

**Programme Operational Objective**

1.Create appropriate teaching learning resources, infrastructure and conducive environment for excellence in teaching, learning, research and professional development of students

2.Provide Professional development programmes/opportunities to the faculty and staff to regularly upgrade their knowledge and skills and bring excellence in teaching, learning and research

3.Demonstrate sensitivity to the diverse needs of students and accordingly develop facilities and services.

4.Continuously strive to build strong industry interaction, alumni networks and empanelment of expertise from industry.

5.Continually improve the quality of facilities, services, resources and processes with an aim to attainnational and international accreditations and institutional ranking.

6.Arrange all necessary support system for the students to facilitate campus recruitment, higher education or starting their own ventures.

7.Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs

8**.**Create opportunities for international exposure for its students and faculty**.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester I**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | AATP600 | Term Paper | Non Teaching Credit Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | 0 | | 2.00 | | 2 | PSCI613 | Theory and Practice of Public Administration - I | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 3 | RUR601 | Rural Poverty and Livelihoods Promotion | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 3 | 0 | 0 | 0 | 0 | 0 | | 3.00 | | 4 | SOC601 | Indian Social Structure and Problems | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 5 | SOC604 | Sociology of India-I | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 6 | SOC605 | Sociological Thinkers-I | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 7 | SOC606 | Family, Marriage and Kinship | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 8 | SOC611 | Theoretical Approaches to Sociology I | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | |
|  |
| **Semester II**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | AASM600 | Seminar | Non Teaching Credit Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | 0 | | 2.00 | | 2 | PSCI622 | Research Methods in Social Sciences | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 3 | SOC603 | Fundamentals of Sociology | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 4 | SOC607 | Sociology of India-II | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 5 | SOC608 | Sociological Thinkers-II | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 6 | SOC609 | Social Stratification and Inequality | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 7 | SOC710 | Theoretical Approaches to Sociology II | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | |
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| **Semester III** | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | AASI600 | Summer Internship | Non Teaching Credit Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | 0 | | 4.00 | | 2 | AHSJCS601 | Case Study - I | Mandatory Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | 0 | | 3.00 | | 3 | ANTH712 | Tribal Transformation and Development | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 3 | 1 | 0 | 0 | 0 | 0 | | 4.00 | | 4 | PSCI702 | India and The World | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 5 | SOC701 | Indian Society, Structure and Change | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 6 | SOC702 | Polity and Society | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 7 | SOC703 | Gender and Society | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 8 | SOC704 | Sociology of Media | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 9 | SOC708 | Urban Sociology: Theory and Practice | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 10 | SW701 | Social Policy and Planning | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | |
| **Semester IV**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | AADS600 | Dissertation | Non Teaching Credit Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | 0 | | 8.00 | | 2 | EDU638 | SOCIOLOGY OF EDUCATION | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 3 | 1 | 0 | 0 | 0 | 0 | | 4.00 | | 3 | PSCI715 | Women and The Political Process | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 4 | SS712 | Social Demography and Migration | Core Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 5 | SW702 | Human Resource Development and Labour Laws | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 6 | SW725 | Social Work and Disaster Management | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | 7 | SW742 | Rural Community Issues and Responses | Specialisation Elective Courses | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | 0 | 0 | | 3.00 | | |
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**Total Credits for the Programme: 108**

**Minimum Credits Prescribed by the University:**

**(a) Semester Level 27 (b) Programme Level 108**

**Programme Learning Outcomes (PLOs):**

1. Define Sociology as a comprehensive discipline keeping in mind the interdisciplinary approach.
2. Paraphrase the multiple sources and critically evaluate research strategies and methods.
3. Demonstrate critically conceptual, theoretical and empirical information.
4. Categorize and apply research knowledge and skill to undertake research communicate socialand social ideas.
5. Create the spirit of team work and leadership through coherent and sound knowledge of theories, principals, concepts and practices in sociology.
6. Invent communication skills and methods for case studies, report writing and policy formation by using original ideas.
7. Judge the knowledge gained after studying the curriculum at the P.G level for the professional arena.
8. Solve the issues related with management of current global issues by analyzing various socialtheories.
9. Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology.
10. Construct an environment to implement and to make use of various government sponsored projects and schemes launched for the betterment of the people.

**Programme Operational Outcomes (POOs)**

1. To provide state of the art teaching-learning infrastructure and wide range of courses in sociology through choice based credit system.
2. To introduce key texts books, source books, journals, theorists and develop expertise among students in critically evaluating them.
3. To inculcate expertise in understanding, critically evaluating and innovating concepts in Sociology.
4. To facilitate students to use Sociology concepts to interpret the international relations and their dynamics.
5. To enhance student's capability towards strategic expert of international relations.

**Linkage of PEO & PLOs:**

**Matrix Of PEO`s and PLO`s**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEO/PLO** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** |
| PLO 1 | **√** | **√** | **√** |  | **√** |
| PLO 2 | **√** | **√** | **√** | **√** |  |
| PLO 3 | **√** | **√** |  | **√** | **√** |
| PLO 4 | **√** | **√** | **√** | **√** | **√** |
| PLO 5 | **√** |  | **√** |  | **√** |
| PLO 6 | **√** | **√** | **√** | **√** | **√** |
| PLO 7 | **√** | **√** |  | **√** | **√** |
| PLO 8 | **√** |  | **√** |  | **√** |
| PLO 9 | **√** |  | **√** | **√** | **√** |
| PLO 10 | **√** | **√** | **√** |  | **√** |

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| **#** | **PLO** | **Direct** | **Indirect** |
| 1 | State the subject knowledge of Sociology, International relations and public Administration. | \*Comprehensive Exam/Viva on annual basis | Student Exit Survey |
| 2 | Illustrate in systematic manner the interpretation of socialinstitutions, issues, socialoutputs of governance and socialprocesses. | Term Paper, Seminar, Internship, Dissertation (Rubrics) | Feedback of Industry Internship Guide |
| Comprehensive Exam |
| 3 | Apply the developments in sociology and international politics to demonstrate and understand socialphenomenon | \*Comprehensive Exam | Student Exit Survey |
| 4 | Analyse and compare the key transferable skills including analysis of opinion, argument and facts, evolution of evidence and hypothesis. | \*Business Simulation (Rubrics) | Student Exit Survey |
| \*Comprehensive Exam |
| 5 | Develop the skills of sociology and international relations for the understanding of theories propounding by noted scholars. | \*Business Communication Course Result analysis of all semesters | Student Exit Survey |
| \*Rubrics |
| \*Comprehensive Exam |
| 6 | Categorize the study of real politics to explore issues related with religion, caste, class and gender. | \* Behavioural Science Course Result analysis of all semesters, Journal of Success | Student Exit Survey |
| \* Rubrics |
| \* Comprehensive Exam |
| 7 | Design an understanding of key issues of sociology and international relations to enhance the employability | \*Foreign Business Language Result Analysis of all semesters | Student Exit Survey |
| \* Rubrics |
| \* Comprehensive Exam |
| 8 | Demonstrate the keenness to intervene and solve issues pertaining to current socialand social scenarios nationally and internationally | \*Plagiarism Checking of Dissertation | Feedback of Industry Internship Guide |
| \* Comprehensive Exam | Indiscipline Cases |
| 9 | Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology. | \*Scoring Rubrics | Student Exit Survey |
| \*Comprehensive Exam | Alumni Survey |
| 10 | Recommend opportunities how to properly form schemes and projects with an aim to create a welfare state. | \*Quiz (Rubrics) | Student Exit Survey |
| \*Comprehensive Exam |

**Annual Outcome Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Assessment/PLO** | **PLO1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **PLO 8** | **PLO 9** | **PLO 10** |
| **Direct** | Comprehensive examinations | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
|  | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations) | **√** |  |  |  |  |  |  |  |  |  |
|  | Viva Voce | **√** |  |  |  |  |  |  |  |  |  |
|  | Practicum / Internship evaluations |  | **√** |  |  |  |  |  |  |  |  |
|  | Plagiarism check |  |  |  |  |  |  |  | **√** |  |  |
|  | Scoring Rubrics |  | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |
|  | Thesis or Dissertation Projects |  | **√** |  |  |  |  |  |  |  |  |
| **Indirect** | Exit interviews | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
|  | External Reviewers |  | **√** |  |  |  |  |  | **√** |  |  |
|  | Alumni surveys |  |  |  |  |  |  |  |  | **√** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**Programme Operational Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment/POO`s** | **POO 1** | **POO 2** | **POO 3** | **POO 4** | **POO 5** |
| Placement records of graduates | **√** | **√** | **√** |  |  |
| Faculty and Staff Performance Reviews | **√** |  | **√** |  |  |
| Curriculum/Program Reviews | **√** | **√** |  |  |  |
| Student Satisfaction Surveys | **√** | **√** | **√** |  | **√** |
| Alumni/Employer Surveys | **√** | **√** |  |  |  |
| Course Evaluations | **√** | **√** | **√** |  |  |
| Benchmarking Studies (analyses of comparisons with similar institutions) | **√** | **√** | **√** | **√** | **√** |
| Strategic Plan Performance (achievement of goals and objectives) | **√** | **√** | **√** | **√** | **√** |

**Competencies & Skill Developed**

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| **Attributes** | **SocialAnalyst** | **Analyst in international relations** | **Sociology Researcher** | **SocialStrategist** |
| Subject Knowledge and understanding of Sociology | **Expert** | **Advanced** | **Advanced** | **Advanced** |
| Research and Enquiry | **Advanced** | **Advanced** | **Expert** | **Advanced** |
| Critical Thinking Skills. | **Advanced** | **Advanced** | **Advanced** | **Advanced** |
| Communication Skills | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Behavioral Skills, Teamwork and Leadership | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Ethical, Social and professional understanding | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Employability, Enterprise & Entrepreneurship | **Intermediate** | **Advanced** | **Advanced** | **Intermediate** |
| Global Citizenship | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Information and Digital Literacy | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Lifelong Learning | **Intermediate** | **Advanced** | **Advanced** | **Advanced** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Employability of grandaunts (Specify Industry/Sector & Level):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Industry/Sector** | **SocialAnalyst** | **Analyst in international relations** | **Sociology Researcher** | **SocialStrategist** | **Teacher** | | Education |  |  |  |  |  | | Research & Innovation |  |  |  |  |  | | Knowledge Management |  |  |  |  |  | | Media & Entertainment |  |  |  |  |  | | Public Policy |  |  |  |  |  | | Defence |  |  |  |  |  | |
| **Name of Relevant Statutory /Accrediting Body/Bodies other than UGC, if any: N.A** |

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**Institution: Amity Institute of Social Sciences Appendix – B2**

**Programme Title: Master of Arts (Development Studies)**

**Level –: PG**

**Duration of the program (in yrs.): 2 Years No. of Semesters: 4**

**Programme Mission:**

To provide an excellent program to prepare students for engaging in development sector, inculcate amongst students analytical thinking related to theories and issues in development and change.

**Programme Description:**

MA in Development Studies is a multidisciplinary program informing the on development process and the challenges facing social and economic development in developing societies. Analyze development and relationships within the region and the world. The diverse courses inform the student on social and economic development, development assistance; gender relations, social security and Human Rights, environment and sustainability, poverty alleviation, research and communication skills.. It is designed for those wishing to take up careers in the domain of development or to pursue MPhil/ PhD studies

|  |  |  |  |
| --- | --- | --- | --- |
| Sl.No | Institution Graduate Attributes | Programme Graduate Attributes | Indicators |
| 1 | Subject Knowledge and Understanding | Subject Knowledge and Understanding | Define concepts, theoretical perspectives and historical trends in development process. |
| 2 | Research and Enquiry | Research and Enquiry | Describe application of social research methods and techniques for development studies. |
| 3 | Critical Thinking Skills | Critical Thinking Skills | Apply critique theories of development and select approaches to development |
| 4 | Communication Skills | Communication Skills | Analyze knowledge, skills and ingenuity in communicating with a wide range of audiences. |
| 5 | Behavioral Skills, Teamwork and Leadership | Behavioral Skills, Teamwork and Leadership | Develop conduct to work with dignity, curiosity , objectivity and confidence. |
| 6 | Ethical, Social and professional understanding | Ethical, Social and professional understanding | Justify awareness, appreciation and application of the core values in development process. |
| 7 | Employability, Enterprise & Entrepreneurship | Employability, Enterprise & Entrepreneurship | Create an understanding of various development agencies and Non Government Organization for employment opportunities in development agencies.. |
| 8 | Global Citizenship | Global Citizenship | Develop analytical thinking for engaging in globalization process |
| 9 | Information and Digital Literacy | Information and Digital Literacy | Demonstrate knowledge, efficiency and skills in using information technology. |
| 10 | Lifelong Learning | Lifelong Learning | Apply well-grounded knowledge of development studies with multidisciplinary perspectives, offering a strong foundation for life long learning. |

**Programme Educational Objectives/Goals:**

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| 1 | Students will create knowledge about Development Studies from an interdisciplinary perspective. |
| 2 | Students will learn about relevant training in social science theory and methods for engaging in research and development work at regional, national and international levels. |
| 3 | Students will prepare for career in the domain of development within governments, non-governmental organizations, international agencies, and/ or private sector enterprises.. |
| 4 | Students will demonstrate knowledge with academic competency for higher training and research by developing analytical and critical appreciation of different courses offered for study. |

**Programme Operational Objectives**

|  |  |
| --- | --- |
| 1 | Masters in Development Studies program will provide state of the art teaching-learning infrastructure and wide range of inter-disciplinary courses in development studies through choice based credit system |
| 2 | Masters in Development Studies program will introduce key texts books, source books, journals, theorists on development. |
| 3 | Masters in Development Studies program will facilitate students to use multidisciplinary concepts to interpret the domain of development |
| 4 | Masters in Development Studies program will facilitate students through discussion with scholars towards synthesizing their learning towards better analysis of the social world and its development concerns |
| 5 | Masters in Development Studies program will facilitate students to critically analyze and evaluate socially and ethically relevant issues such as social justice, equality, equity, gender justice, vulnerable populations and minorities, global phenomena and good governance. |
| 6 | Masters in Development Studies program will inculcate professional values and expertise among students through curricula, research guidance, and industry interaction |

**Programme Structure as per prescribed programme framework**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SS613 | Quantitative Analysis | Core Courses | 3 | 0 | 0 0 | 4 |
| ECON601 | Development Economics | Core Courses | 3 | 0 | 0 0 | 3 |
| ESCM644 | Development and Environment | Core Courses | 4 | 0 | 0 0 | 4 |
| RUR601 | Rural Poverty and Livelihoods Promotion | Core Courses | 3 | 0 | 0 0 | 3 |
| ECON614 | Economic Analysis | Core Courses | 3 | 1 | 0 0 | 4 |
| HSNT601 | Term Paper | Non-Teaching Credit Courses | 3 | 0 | 0 0 | 3 |
| **Semester II** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| ECON602 | Public Economics | Core Courses | 3 | 1 | 0 0 | 4 |
| ECON613 | Research Methodology in Economics | Core Courses | 3 | 1 | 0 0 | 4 |
| PSCI614 | Theory and Practice of Public Administration - II | Core Courses | 3 | 0 | 0 0 | 3 |
| SS612 | Gender and Development | Core Courses | 2 | 1 | 0 0 | 3 |
| SS605 | Participatory Development, Community Organization and Social Action | Core Courses | 3 | 1 | 0 0 | 4 |
| SW704 | Social Work with Elderly | Core Courses | 2 | 1 | 0 0 | 3 |
| AASM600 | Seminar | Non-Teaching Credit Courses | 0 | 0 | 0 0 | 2 |
| **Semester III** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SS705 | Globalization and Development | Core Courses | |  | | --- | | 2 | | 1 | 0 0 | 3 |
| RUR702 | Rural Micro Finance Management | Core Courses | |  | | --- | | 3 | | 0 | 0 0 | 3 |
| SS704 | Humanitarian and Development Aid | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW705 | Social Work in Corporate Sector | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW724 | Urban Community Issues and Responses | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| NRSD705 | Sustainability and Development | Specialisation Elective Courses | 3 | 0 | 0 0 | 3 |
| PSCI703 | International Economic Relations | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| AASI600 | Summer Internship | Non Teaching Credit Courses | 3 | 0 | 0 0 | 3 |
| **Semester IV** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SS712 | Social Demography and Migration | Core Courses | 2 | 1 | 0 0 | 3 |
| SS711 | Public Policy and Social Development | Core Courses | 2 | 1 | 0 0 | 3 |
| SS702 | Development Planning | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| AADS600 | Dissertation | Non-Teaching Credit Courses | 0 | 0 | 0 0 | 3 |
| SW732 | Disabled Population and Social Work | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW725 | Social Work and Disaster Management | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW742 | Rural Community Issues and Responses | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| PSCI721 | International Organizations and World Order | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW702 | Human Resource Development and Labour Laws | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| ECON743 | International Monetary System and Financial Institutions | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SS712 | Social Demography and Migration | Core Courses | 0 | 0 | 0 0 | 4 |

**Total Credits for the Programme: 108**

**Minimum Credits Prescribed by the University:**

**(a) Semester Level 27 (b) Programme Level 108**

**Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| PLO 1 | Define concepts, theoretical perspectives and historical trends in development process. |
| PLO 2 | Describe application of social research methods and techniques for development studies |
| PLO 3 | Apply critique theories of development and select approaches to development |
| PLO 4 | Analyze knowledge, skills and ingenuity in communicating with a wide range of audiences. |
| PLO 5 | Develop conduct to work with dignity, curiosity , objectivity and confidence |
| PLO 6 | Justify awareness, appreciation and application of the core values in development process. |
| PLO 7 | Create an understanding of various development agencies and Non-Government Organization for employment opportunities in development agencies. |
| PLO 8 | Develop analytical thinking for engaging in globalization process |
| PLO 9 | Demonstrate knowledge, efficiency and skills in using information technology. |
| PLO 10 | Apply well-grounded knowledge of development studies with multidisciplinary perspectives, offering a strong foundation for lifelong learning. |

**Linkage of PEO & PLOs:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEOs**  **PLOs** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO4** | **PEO5** |
| Programme Learning Outcome 1 | **√** | **√** | **√** | **√** |  |
| Programme Learning Outcome 2 |  |  | **√** | **√** |  |
| Programme Learning Outcome 3 |  |  | **√** | **√** | **√** |
| Programme Learning Outcome4 |  |  | **√** | **√** |  |
| Programme Learning Outcome 5 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 6 |  | **√** | **√** |  |  |
| Programme Learning Outcome 7 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 8 |  |  |  | **√** | **√** |
| Programme Learning Outcome 9 | **√** |  |  | **√** | **√** |
| Programme Learning Outcome10 |  | **√** | **√** | **√** |  |

**Annual Outcome Assessment Plan:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Components of Assessment**  **Outcomes** | **Direct** | **Indirect** |
| **A** | **Programme Learning Outcome** |  |  |
| **1** | Student shall able to define, summarize concepts in development studies and apply it in multi-disciplinary context, able to describe and critically analyze development problems in changing local and global environment | Comprehensive Exam including Viva on semester/annual basis | Quality of interaction and engagement in learning. |
| **2** | Student has ability to acquire and evaluate new knowledge using research methods. Ability to design study for development research, identify, define, investigate, and solve critical development issues throughdata collection, analysis of data/information and interpret results for driving optimum solutions. | Term Paper, Seminar, Internship, Dissertation (Rubrics) | Feedback of Industry Internship Guide |
| **3** | Student shall able to use various IT tools and technologies for data processing and analysis, making presentations and reports. Effective communication skills for communication and listening , using psychological theories and development perspectives. | Comprehensive Exam comprising of reports of Term Paper, Seminar and Internship Reports. | Feedback of Industry guide and external assessors for term paper and seminar. |
| **4** | Student shall able to critically think and apply range of strategies for solving a problem and decision making. | Case studies, class test, assignments and Comprehensive Examination | Class interaction and Student Exit Survey |
| **5** | Student shall able to communicate proficiently, in oral, written, presentation, information searching and listening skills for development profession in global /cross cultural environment. Display empathy and compassion. | Group presentation, case discussion and end of term examinations. | Student Exit Survey |
| **6** | Student shall develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations. | Classtest, group discussion, rubrics and end -term exam. | Student Exit Survey |
| **7** | Student shall able to understand development using global perspectives and influences .Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings. | Examination in the course on Globalization and Development and FBL. & Rubrics. | Student Exit Survey |
| **8** | Student shall able to understand and practice the highest standards of ethical behavior associated with development work and activities. | Case studies and Rubrics. | student Exit Survey |
| **9** | Student shall able to find opportunities to improve the development work as an employee and or social entrepreneur. The student can find alternate career paths through further education and training. | Report of Internship. | Feedback Industry Internship Guide.  Alumni Survey |
| **10** | Engage in lifelong learning through journals, development reports, media and newspapers; social indicators; | Self-directed learning competencies demonstrated through NTCC Courses- Term Paper, Seminar, Internship and Dissertation. | Student Exit Survey |

**Annual Outcome Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Assessment/PLO** | **PLO1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **PLO 8** | **PLO 9** | **PLO 10** | **PLO11** | **PLO 12** |
| **Direct** | Comprehensive examinations | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
|  | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, , Presentations) | **√** |  |  |  | **√** |  |  |  |  |  |  |  |
|  | Viva Voce | **√** |  |  |  |  |  |  |  |  |  |  |  |
|  | Practicum / Internship evaluations |  | **√** |  |  |  |  |  |  |  |  |  |  |
|  | Scoring Rubrics |  | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |  |  |
|  | Thesis or Dissertation Projects |  | **√** |  |  |  |  |  |  |  |  | **√** |  |
| **Indirect** | Exit Survey | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |

**Programme Operational Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment/POO`s** | **POO 1** | **POO 2** | **POO 3** | **POO 4** | **POO 5** |
| Student Satisfaction Surveys | **√** | **√** | **√** |  |  |
| Alumni/Employer Surveys | **√** |  | **√** |  |  |
| Course Evaluations | **√** | **√** |  |  |  |
| Exit Surveys | **√** | **√** | **√** |  | **√** |
| Execution of Action Plans | **√** | **√** |  |  |  |
| SWOT Analyses | **√** | **√** | **√** |  |  |
| Benchmarking Studies (analyses of comparisons with similar institutions) | **√** | **√** | **√** | **√** | **√** |
| Strategic Plan Performance (achievement of goals and objectives) | **√** | **√** | **√** | **√** | **√** |
| Faculty and Staff Performance Reviews | **√** | **√** |  | **√** |  |
| Placement records of graduates |  |  | **√** |  | **√** |

**Role & Competency Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job position/ Roles**  **Competencies/skills** | Social Policy Expert | Social Researcher | Social Entrepreneur | Development Officer |
| Subject Knowledge and Understanding | Intermediate | Intermediate | Intermediate | Intermediate |
| Research and Enquiry | Intermediate | Intermediate | Intermediate | Intermediate |
| Critical Thinking Skills | Intermediate | Intermediate | Intermediate | Intermediate |
| Communication Skills | Intermediate | Intermediate | Intermediate | Intermediate |
| Behavioral Skills, Teamwork and Leadership | Intermediate | Intermediate | Intermediate | Intermediate |
| Ethical, Social and professional understanding | Intermediate | Intermediate | Intermediate | Intermediate |
| Employability, Enterprise & Entrepreneurship | Intermediate | Intermediate | Intermediate | Intermediate |
| Global Citizenship | Intermediate | Intermediate | Intermediate | Intermediate |
| Information and Digital Literacy | Intermediate | Intermediate | Intermediate | Intermediate |
| Lifelong Learning | Intermediate | Intermediate | Intermediate | Intermediate |

**Employability of Graduands (Specify Industry / Sector & Level):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job position/ Roles**  **Industry /**  **Sector** | Social Policy Expert | Social Researcher | Social Entrepreneur | Development Officer |
| HR, Recruitment, Training & Placement Consultant |  | **√** | **√** | **√** |
| Education | **√** | **√** | **√** | **√** |
| Research & Innovation | **√** | **√** | **√** | **√** |
| Public Policy | **√** | **√** | **√** | **√** |
| Healthcare | **√** | **√** | **√** | **√** |
| Event Management | **√** | **√** | **√** | **√** |
| Safety and Security | **√** | **√** |  | **√** |
| Hospitality | **√** | **√** | **√** | **√** |
| Media & Entertainment | **√** | **√** | **√** |  |
| Consultancy firms |  | **√** |  |  |

**Name of Relevant Statutory /Accrediting Body/Bodies other than UGC, if any:**

University Grants Commission

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**Institution: Amity Institute of Social Sciences Appendix – B3**

**Programme Title: M.A. Political Science**

**Level –: PG**

**Duration of the program (in yrs.): 2 Years No. of Semesters: 4**

**Programme Mission:**

To develop the overall personality of Masters in Political Science students by making them not only excellent Political Scientist in the area of Politics, Public administration and International Relations but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

**Programme Description:**

The two year master’s program of Political Science is a package of knowledge with skills. Our syllabus provides a vast range of practical knowledge with a firsthand experience of visit to parliament and working with political parties and Media groups. Political Science careers offer rich potential for growth and fame. Masters in Political Science create an understanding of Indian Political System and International order. This program also enhances the knowledge of society, Indian Political Culture and Public Administration.

This Program deals with the theoretical evolution and approaches to the study of politics. The paper intends to highlight on variations in systematic characteristics and processes, to equip us with a sound grasp of methodology of comparison & to enable the students to understand alternative theoretical models and explanations.

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A well designed Masters Political Science course suitably develops a talented workforce that can be expected to participate in the all-round development skills of an individual.

Master’s degree in Political Science must ensure to imbibe the following skills into future Social Scientist:

1. **Research capabilities:** This deals with learning social research methods to motivate other individuals for better productivity.
2. **Presentation skills:** Pertains to improving public speaking abilities and other interpersonal skills.
3. **Time Management:** It deals with an art of planning and controlling your time to effectively accomplish your goals.
4. **Team Building Capabilities:** Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.
5. **Problem Solving Skills:** This deals with learning how to handle difficult situations by implementing strategies to manage employee performance problems.
6. **Strategic Planning:** activities that are used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

|  |  |  |
| --- | --- | --- |
| **S. No** | **Graduate Attributes** | **INDICATORS** |
| 1 | Subject Knowledge & Understanding of Political Science | Define Political Science as a comprehensive discipline keeping in mind the interdisciplinary approach. |
| 2 | Research and Enquiry | Paraphrase the multiple sources and critically evaluate research strategies and methods. |
| 3 | Critical Thinking skills | Demonstrate critically conceptual, theoretical and empirical information |
| 4 | Communication Skills | Categorize and apply research knowledge and skill to undertake research communicate political and social ideas. |
| 5 | Team work, Leadership and Behaviour skills | Create the spirit of team work and leadership through coherent and sound knowledge of theories, principals, concepts and practices in political science. |
| 6 | Ethics Social and professional understanding | Invent communication skills and methods for case studies, report writing and policy formation by using original ideas. |
| 7 | Employability and Entrepreneurship | Judge the knowledge gained after studying the curriculum at the P.G level for the professional arena. |
| 8 | Global Citizenship | Solve the issues related with management of current global issues by analyzing various political theories |
| 9 | Information and Digital Literacy | Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology |
| 10 | Lifelong learning | Construct an environment to implement and to make use of various government sponsored projects and schemes launched for the betterment of the people. |

**Programme Educational Objectives**

1. Students will create knowledge and develop critical thinking relating to the study of political science – political ideologies and philosophies; study of government; political processes and political systems.
2. Students will prepare for higher learning and research degrees.
3. Students will prepare for careers in the domain of politics and political science.
4. Students will demonstrate knowledge of political institutions/International Relations/public administration. Students will describe the contemporary social values, including social protection, feminism and ecological conservation and how the call for greater democratization is restructuring political scenario.
5. Students will describe the Constitutional design and institutional framework of Indian government.

**Programme Operational Objective**

1. M.A Political Science program will provide state of the art teaching-learning infrastructure and wide range of courses in political science through choice based credit system.
2. M.A Political Science program will introduce key texts books, source books, journals, theorists and develop expertise among students in critically evaluating them.
3. M.A Political Science program will inculcate expertise in understanding, critically evaluating and innovating concepts in Political Science.
4. M.A Political Science program will facilitate students to use Political Science concepts to interpret the international relations and their dynamics.
5. M.A Political Science program will enhance student's capability towards strategic expert of international relations.

|  |
| --- |
| **Semester I** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **S.No.** | **Course Code** | **Course Title** | **Course Type** | |  |  |  | | --- | --- | --- | | Credit | | | | L | T | PS | FW | | **Credit Units** | | 1 | AATP600 | Term Paper | Non Teaching Credit Courses | |  |  |  |  | | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | | 2.00 | | 2 | PSCI601 | Dynamics of International Relations | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 3 | PSCI602 | History of Political Theory - I | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 4 | PSCI604 | Comparative Political Analysis - I | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 5 | PSCI613 | Theory and Practice of Public Administration - I | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 6 | PSCI615 | International Relations 1914 - 1945 | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 7 | PSCI621 | Indian Government and Politics | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 8 | SOC604 | Sociology of India-I | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | |
| **Semester II** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **S.No.** | **Course Code** | **Course Title** | **Course Type** | |  |  |  | | --- | --- | --- | | Credit | | | | L | T | PS | FW | | **Credit Units** | | 1 | AASM600 | Seminar | Non Teaching Credit Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 2.00 | | 2 | PSCI603 | History of Political Theory - II | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 3 | PSCI605 | Comparative Political Analysis - II | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 4 | PSCI612 | Changing International Public Order | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 5 | PSCI614 | Theory and Practice of Public Administration - II | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 6 | PSCI622 | Research Methods in Social Sciences | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 7 | SOC603 | Fundamentals of Sociology | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | |
| Semester III | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **S.No.** | **Course Code** | **Course Title** | **Course Type** | |  |  |  | | --- | --- | --- | | Credit | | | | L | T | PS | FW | | **Credit Units** | | 1 | AACB600 | Case Based Report | Mandatory Courses | |  |  |  |  | | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | | 3.00 | | 2 | AASI600 | Summer Internship | Non Teaching Credit Courses | |  |  |  |  | | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | | 4.00 | | 3 | NRSD705 | Sustainability and Development | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 4 | PSCI702 | India and The World | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 5 | PSCI703 | International Economic Relations | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 6 | PSCI705 | Modern Indian Political Thinkers | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 7 | PSCI722 | Indian Administration - I | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 8 | SOC701 | Indian Society, Structure and Change | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 9 | SS705 | Globalization and Development | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 10 | SW701 | Social Policy and Planning | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | |
| **Semester IV** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **S.No.** | **Course Code** | **Course Title** | **Course Type** | |  |  |  | | --- | --- | --- | | Credit | | | | L | T | PS | FW | | **Credit Units** | | 1 | AADS601 | Dissertation - I | Non Teaching Credit Courses | |  |  |  |  | | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | | 8.00 | | 2 | PSCI701 | Political Theory & Indian Politics | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 3 | PSCI704 | Western Political Thought | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 4 | PSCI711 | Indian Administration- II | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 5 | PSCI713 | Politics in India | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 6 | PSCI715 | Women and The Political Process | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 7 | PSCI721 | International Organizations and World Order | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 8 | PSCI723 | Dynamics of International Law | Specialisation Elective Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | 9 | PSCI801 | Contemporary International Policies | Core Courses | |  |  |  |  | | --- | --- | --- | --- | | 2 | 1 | 0 | 0 | | 3.00 | | |

**Total Credits for the Programme: 108**

**Minimum Credits Prescribed by the University:**

**(a) Semester Level 27 (b) Programme Level 108**

**Programme Learning Outcomes (PLOs):**

1. Define Political Science as a comprehensive discipline keeping in mind the interdisciplinary approach.
2. Paraphrase the multiple sources and critically evaluate research strategies and methods.
3. Demonstrate critically conceptual, theoretical and empirical information.
4. Categorize and apply research knowledge and skill to undertake research communicate political and social ideas.
5. Create the spirit of team work and leadership through coherent and sound knowledge of theories, principals, concepts and practices in political science.
6. Invent communication skills and methods for case studies, report writing and policy formation by using original ideas.
7. Judge the knowledge gained after studying the curriculum at the P.G level for the professional arena.
8. Solve the issues related with management of current global issues by analyzing various political theories.
9. Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology.
10. Construct an environment to implement and to make use of various government sponsored projects and schemes launched for the betterment of the people.

**Programme Operational Outcomes (POOs)**

1. To provide state of the art teaching-learning infrastructure and wide range of courses in political science through choice based credit system.
2. To introduce key texts books, source books, journals, theorists and develop expertise among students in critically evaluating them.
3. To inculcate expertise in understanding, critically evaluating and innovating concepts in Political Science.
4. To facilitate students to use Political Science concepts to interpret the international relations and their dynamics.
5. To enhance student's capability towards strategic expert of international relations.

**Linkage of PEO & PLOs:**

**Matrix Of PEO`s and PLO`s**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEO/PLO** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** |
| PLO 1 | **√** | **√** | **√** |  | **√** |
| PLO 2 | **√** | **√** | **√** | **√** |  |
| PLO 3 | **√** | **√** |  | **√** | **√** |
| PLO 4 | **√** | **√** | **√** | **√** | **√** |
| PLO 5 | **√** |  | **√** |  | **√** |
| PLO 6 | **√** | **√** | **√** | **√** | **√** |
| PLO 7 | **√** | **√** |  | **√** | **√** |
| PLO 8 | **√** |  | **√** |  | **√** |
| PLO 9 | **√** |  | **√** | **√** | **√** |
| PLO 10 | **√** | **√** | **√** |  | **√** |

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **PLO** | **Direct** | **Indirect** |
| 1 | State the subject knowledge of Political Science, International relations and public Administration. | \*Comprehensive Exam/Viva on annual basis | Student Exit Survey |
| 2 | Illustrate in systematic manner the interpretation of political institutions, issues, political outputs of governance and political processes. | Term Paper, Seminar, Internship, Dissertation (Rubrics) | Feedback of Industry Internship Guide |
| Comprehensive Exam |
| 3 | Apply the developments in political science and international politics to demonstrate and understand political phenomenon | \*Comprehensive Exam | Student Exit Survey |
| 4 | Analyse and compare the key transferable skills including analysis of opinion, argument and facts, evolution of evidence and hypothesis. | \*Business Simulation (Rubrics) | Student Exit Survey |
| \*Comprehensive Exam |
| 5 | Develop the skills of political science and international relations for the understanding of theories propounding by noted scholars. | \*Business Communication Course Result analysis of all semesters | Student Exit Survey |
| \*Rubrics |
| \*Comprehensive Exam |
| 6 | Categorize the study of real politics to explore issues related with religion, caste, class and gender. | \* Behavioural Science Course Result analysis of all semesters, Journal of Success | Student Exit Survey |
| \* Rubrics |
| \* Comprehensive Exam |
| 7 | Design an understanding of key issues of political science and international relations to enhance the employability | \*Foreign Business Language Result Analysis of all semesters | Student Exit Survey |
| \* Rubrics |
| \* Comprehensive Exam |
| 8 | Demonstrate the keenness to intervene and solve issues pertaining to current political and social scenarios nationally and internationally | \*Plagiarism Checking of Dissertation | Feedback of Industry Internship Guide |
| \* Comprehensive Exam | Indiscipline Cases |
| 9 | Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology. | \*Scoring Rubrics | Student Exit Survey |
| \*Comprehensive Exam | Alumni Survey |
| 10 | Recommend opportunities how to properly form schemes and projects with an aim to create a welfare state. | \*Quiz (Rubrics) | Student Exit Survey |
| \*Comprehensive Exam |

**Annual Outcome Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Assessment/PLO** | **PLO1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **PLO 8** | **PLO 9** | **PLO 10** |
| **Direct** | Comprehensive examinations | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
|  | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations) | **√** |  |  |  |  |  |  |  |  |  |
|  | Viva Voce | **√** |  |  |  |  |  |  |  |  |  |
|  | Practicum / Internship evaluations |  | **√** |  |  |  |  |  |  |  |  |
|  | Plagiarism check |  |  |  |  |  |  |  | **√** |  |  |
|  | Scoring Rubrics |  | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |
|  | Thesis or Dissertation Projects |  | **√** |  |  |  |  |  |  |  |  |
| **Indirect** | Exit interviews | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
|  | External Reviewers |  | **√** |  |  |  |  |  | **√** |  |  |
|  | Alumni surveys |  |  |  |  |  |  |  |  | **√** |  |

**Programme Operational Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment/POO`s** | **POO 1** | **POO 2** | **POO 3** | **POO 4** | **POO 5** |
| Placement records of graduates | **√** | **√** | **√** |  |  |
| Faculty and Staff Performance Reviews | **√** |  | **√** |  |  |
| Curriculum/Program Reviews | **√** | **√** |  |  |  |
| Student Satisfaction Surveys | **√** | **√** | **√** |  | **√** |
| Alumni/Employer Surveys | **√** | **√** |  |  |  |
| Course Evaluations | **√** | **√** | **√** |  |  |
| Benchmarking Studies (analyses of comparisons with similar institutions) | **√** | **√** | **√** | **√** | **√** |
| Strategic Plan Performance (achievement of goals and objectives) | **√** | **√** | **√** | **√** | **√** |

**Competencies & Skill Developed**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Political Analyst** | **Analyst in international relations** | **Political Science Researcher** | **Political Strategist** |
| Subject Knowledge and understanding of Political Science | **Expert** | **Advanced** | **Advanced** | **Advanced** |
| Research and Enquiry | **Advanced** | **Advanced** | **Expert** | **Advanced** |
| Critical Thinking Skills. | **Advanced** | **Advanced** | **Advanced** | **Advanced** |
| Communication Skills | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Behavioral Skills, Teamwork and Leadership | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Ethical, Social and professional understanding | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Employability, Enterprise & Entrepreneurship | **Intermediate** | **Advanced** | **Advanced** | **Intermediate** |
| Global Citizenship | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Information and Digital Literacy | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Lifelong Learning | **Intermediate** | **Advanced** | **Advanced** | **Advanced** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Employability of grandaunts(Specify Industry/Sector & Level):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Industry/Sector** | **Political Analyst** | **Analyst in international relations** | **Political Science Researcher** | **Political Strategist** | **Teacher** | | Education |  |  |  |  |  | | Research & Innovation |  |  |  |  |  | | Knowledge Management |  |  |  |  |  | | Media & Entertainment |  |  |  |  |  | | Public Policy |  |  |  |  |  | | Defence |  |  |  |  |  | |

**Name of Relevant Statutory /Accrediting Body/Bodies other than UGC, if any: N.A**

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**Institution: Amity Institute of Social Sciences Appendix – B4**

**Programme Title: MSW**

**Level –: PG**

**Duration of the program (in yrs): 2 Years No. of Semesters: 4**

**Programme Mission:**

The mission of the programme is to create a cadre of professionals to listen, understand and compassionately act at the sight of human suffering with a sense of human and ecological rights, justice, and values.

**Programme Description:**

The Full Time Master of Social Work program of four semester provides advanced professional study for women and men in social work. The primary MSW curriculum goal is to educate and train advanced social work practitioners who demonstrate the knowledge, skills, values and ethics of the profession and who are competent for specialized practice and scholarly pursuits at the post graduate level. The MSW curriculum is designed to prepare students for advanced-level professional practice. In addition to content on research, policy, human behavior and practice, students select an area for concentration.

|  |  |  |  |
| --- | --- | --- | --- |
| Sl.No | Institution Graduate Attributes | Programme Graduate Attributes | Indicators |
| 1 | Subject Knowledge and Understanding | Subject Knowledge and Understanding | Define the understanding of the role and value of social work in different settings. |
| 2 | Research and Enquiry | Research and Enquiry | describe and apply research knowledge and skills to undertake research congruent with social work values and ethics. |
| 3 | Critical Thinking Skills | Critical Thinking Skills | Demonstrate the knowledge of frameworks of critical analysis and reflective practice. |
| 4 | Communication Skills | Communication Skills | Analyse clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form. |
| 5 | Behavioral Skills, Teamwork and Leadership | Behavioral Skills, Teamwork and Leadership | Develop the professional approach with empathy in dealing with client groups. |
| 6 | Ethical, Social and professional understanding | Ethical, Social and professional understanding | Define the ability to think through, recognise and explain ethical issues, and act ethically. |
| 7 | Employability, Enterprise & Entrepreneurship | Employability, Enterprise & Entrepreneurship | Describe social work as a creative profession and its role in the contemporary human service industry. |
| 8 | Global Citizenship | Global Citizenship | Demonstrate the knowledge of developments in the global environment impacting upon wellbeing, social policy and on social work. |
| 9 | Information and Digital Literacy | Information and Digital Literacy | Justify both the potential for and the implications of information and communication technologies for social work practice and the delivery of human services.. |
| 10 | Lifelong Learning | Lifelong Learning | Describe the ongoing engagement as an active participant in learning to advance knowledge of social work practice. |

**Programme Educational Objectives/Goals:**

1. Students will create knowledge about education and training in professional social work in order to provide manpower in social welfare, development and allied fields capable of working at various levels of micro, mezzo and macro systems.
2. Students will develop knowledge, skills, attitudes and values appropriate to the practices of social work profession.
3. Students will develop creative thinking and ability to apply theoretical knowledge in practice of social work.
4. Students will promote and support research and knowledge development to improve the effectiveness of social work practice, policies and programs. Students will learn about presentation skills to manage relationships with various stakeholders
5. Students will develop capacity and capability for leadership in public and private social service agencies.

**Programme Operational Objectives**

1. Masters in Social Work Program will provide state of the art teaching-learning through Social Work discipline and field work orientation.
2. Masters in Social Work Program will facilitate students to use social work concepts & principles to interpret the world around and deliver meaningful professional social work services
3. Masters in Social Work Program will train Social Work students in state of art research skills
4. Masters in Social Work Program will encourage and allow students to have open minded approach towards texts, theories, arguments and social interventions
5. Masters in Social Work Program will equip the students to inculcate professional values through curricula, fieldwork guidance and industry interaction

**Programme Structure as per prescribed programme framework**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SW602 | Human Growth and Development Theories for Social Work | Core Courses | 2 | 1 | 0 0 | 3 |
| SOC601 | Indian Social Structure and Problems | Core Courses | 2 | 1 | 0 0 | 3 |
| SW603 | Social Case Work | Core Courses | 2 | 1 | 0 0 | 3 |
| HSNT603 | Concurrent Fieldwork | Core Courses | 0 | 0 | 0 0 | 4 |
| SW601 | Social Work - Concept and Development | Core Courses | 3 | 1 | 0 0 | 4 |
| SW612 | Social Welfare Administration | Core Courses | 3 | 1 | 0 0 | 4 |
| **Semester II** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SW604 | Working with Social Groups(PG | Core Courses | 2 | 1 | 0 0 | 3 |
| SW605 | Community Work and Social Action | Core Courses | 2 | 1 | 0 0 | 3 |
| SW611 | Social Work Research | Core Courses | 2 | 1 | 0 0 | 3 |
| SW704 | Social Work with Elderly | Core Courses | 2 | 1 | 0 0 | 3 |
| SW721 | International Social Work | Core Courses | 2 | 1 | 0 0 | 3 |
| AARC600 | Rural Camp | Non Teaching Credit Courses | 0 | 0 | 0 0 | 2 |
| AACF-II600 | Concurrent Field work-II | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |
| **Semester III** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SW701 | Social Policy and Planning | Core Course | 2 | 1 | 0 0 | 3 |
| SW703 | Management of Development Organisation | Core Course | 2 | 1 | 0 0 | 3 |
| SW723 | Counseling in Social Work Practice | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW705 | Social Work in Corporate Sector | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW715 | Gender and Social Work | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW724 | Urban Community Issues and Responses | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW731 | Social Work in Medical Setting | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| AABP600 | Block Placement | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |
| AACF-III600 | Concurrent Field work-III | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |
| **Semester IV** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| SW733 | Social Work and Human Rights | Core Courses | 2 | 1 | 0 0 | 3 |
| SW702 | Human Resource Development and Labour Laws | Specializations Elective Courses | 2 | 1 | 0 0 | 3 |
| SW741 | Family Social Work and Child Welfare | specializations Elective Courses | 2 | 1 | 0 0 | 3 |
| SW742 | Rural Community Issues and Responses | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW732 | Disabled Population and Social Work | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| SW725 | Social Work and Disaster Management | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |
| AACF-IV600 | Concurrent Field Work-IV | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |
| AADS600 | Dissertation | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |

**Total Credits for the Programme: 108**

**Minimum Credits Prescribed by the University:**

**(a) Semester Level 27 (b) Programme Level 108**

**Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| PLO 1 | Define the understanding of the role and value of social work in different settings. |
| PLO 2 | Describe and apply research knowledge and skills to undertake research congruent with social work values and ethics. |
| PLO 3 | Demonstrate the knowledge of frameworks of critical analysis and reflective practice. |
| PLO 4 | Analyse clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form. |
| PLO 5 | Develop the professional approach with empathy in dealing with client groups. |
| PLO 6 | Define the ability to think through, recognise and explain ethical issues, and act ethically. |
| PLO 7 | Describe social work as a creative profession and its role in the contemporary human service industry. |
| PLO 8 | Demonstrate the knowledge of developments in the global environment impacting upon wellbeing, social policy and on social work. |
| PLO 9 | Justify both the potential for and the implications of information and communication technologies for social work practice and the delivery of human services. |
| PLO 10 | Describe the ongoing engagement as an active participant in learning to advance knowledge of social work practice. |

**Linkage of PEO & PLOs:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEOs**  **PLOs** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO4** | **PEO5** |
| Programme Learning Outcome 1 | **√** | **√** | **√** | **√** |  |
| Programme Learning Outcome 2 |  |  | **√** | **√** |  |
| Programme Learning Outcome 3 |  |  | **√** | **√** | **√** |
| Programme Learning Outcome4 |  |  | **√** | **√** |  |
| Programme Learning Outcome 5 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 6 |  | **√** | **√** |  |  |
| Programme Learning Outcome 7 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 8 |  |  |  | **√** | **√** |
| Programme Learning Outcome 9 | **√** |  |  | **√** | **√** |
| Programme Learning Outcome10 |  | **√** | **√** | **√** |  |

**Annual Outcome Assessment Plan:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Components of Assessment**  **Outcomes** | **Direct** | **Indirect** |
| **A** | **Programme Learning Outcome** |  |  |
| **a.1** | Demonstrate knowledge of theoretical and empirical bases underpinning the construction, implementation and interpretation of social work theories and assessment techniques. Develop ability to deliver context-specific analysis and intervention in accordance with the professional social work principles regarding helping individuals, groups and communities. | End-term Exam, Class test, Case discussion, group discussion | Class interaction, and Student Exit Survey |
| **a.2** | Student shall develop the ability to design and conduct basic studies to address Social Work issues Acquired an ability to develop and deliver individual and team interventions for enhancement of well-being of individuals. | Report of Term Paper, Seminar, Internship/ Viva voce of term paper, seminar and internship (Rubrics) | Class interaction, and Student Exit Survey |
| **3** | Student shall develop ability to adopt flexible techniques to communicate sensitively and effectively wit h diverse ethnic and cultural partners, including in the context of team-work. Develop effective interpersonal communication skills including the abilities to: listen accurately and actively; use social work knowledge in working with organizations, individuals, groups, community & society at large. | Case discussion, class test and home assignment | Feedback of Industry, non-governmental organization, welfare organization internship Guides |
| **4** | Student shall able to critically think and apply range of strategies for solving a problem and decision making in issues concerning agencies, organizational management, community issues, group process and individual case handling.. | Case discussion, class test and home assignment | Class interaction, and Student Exit Survey |
| **5** | Student shall develop empathetic understanding of micro and macro social work issues and start practicing compassionate conduct towards all individuals in different set-ups. | Group presentation, case discussion and End-term exam | Student Exit Survey |
| **6** | Student shall develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, Management of Social Welfare Organizations, fieldwork skills including professional use of selfawareness towards solving individual, group and community related problems and issues. | Class test, group discussion, Rubrics and End-term exam | Student Exit Survey |
| **7** | Student shall able to understand international social work practices from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings. | End-term exam of Social Work papers, fieldwork reports, and successful social work interventions in association with the agencies the students are placed and Rubrics | Student Exit Survey |
| **8** | Student shall develop practices of confidentiality, informed consent in counseling, training, and practice. Students also develop skills to understand social and individual problems in their uniqueness. | Rubrics and case studies | Student Exit Survey |
| Feedback of Industry/NGO Internship Guide |
| **9** | Students shall demonstrate continous advanced competency in the practice of Social Work. The students should demonstrate capability to pursue alternate career paths such as doctoral training, post doctoral research, advanced training certifications | Group Discussion, Field interaction, report of field work. Viva voce of field work | Student Exit Survey and Alumni Survey |
| **10** | Student shall be competent to acquire knowledge on one's own fieldwork experiences, through analysis of social issues, skilled in interpreting News and Views/ Business Magazines/ Library/ Databases/ Internet for knowledge assimilation, creation, dissemination for life-long learning | Project/ Term paper/ NTCC / fieldwork practicum/ Seminar | Student Exit Survey |
| **11** | Students shall display empathetic understanding of micro and macro social issues and practice compassionate conduct towards all in a various set ups. | Internship | Class interaction, and Student Exit Survey |

**Annual Outcome Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Assessment/PLO** | **PLO1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **PLO 8** | **PLO 9** | **PLO 10** | **PLO11** | **PLO 12** |
| **Direct** | Comprehensive examinations | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
|  | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, , Presentations) | **√** |  |  |  | **√** |  |  |  |  |  |  |  |
|  | Viva Voce | **√** |  |  |  |  |  |  |  |  |  |  |  |
|  | Practicum / Internship evaluations |  | **√** |  |  |  |  |  |  |  |  |  |  |
|  | Scoring Rubrics |  | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |  |  |
|  | Thesis or Dissertation Projects |  | **√** |  |  |  |  |  |  |  |  | **√** |  |
| **Indirect** | Exit Survey | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |

**Programme Operational Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment/POO`s** | **POO 1** | **POO 2** | **POO 3** | **POO 4** | **POO 5** |
| Student Satisfaction Surveys | **√** | **√** | **√** |  |  |
| Alumni/Employer Surveys | **√** |  | **√** |  |  |
| Course Evaluations | **√** | **√** |  |  |  |
| Exit Surveys | **√** | **√** | **√** |  | **√** |
| Execution of Action Plans | **√** | **√** |  |  |  |
| SWOT Analyses | **√** | **√** | **√** |  |  |
| Benchmarking Studies (analyses of comparisons with similar institutions) | **√** | **√** | **√** | **√** | **√** |
| Strategic Plan Performance (achievement of goals and objectives) | **√** | **√** | **√** | **√** | **√** |
| Faculty and Staff Performance Reviews | **√** | **√** |  | **√** |  |
| Placement records of graduates |  |  | **√** |  | **√** |

**Role & Competency Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job position/ Roles**  **Competencies/skills** | Project Coordinator | CSR Manager | Counsellor | Labour Welfare Officer |
| Subject Knowledge and Understanding | Intermediate | Intermediate | Intermediate | Intermediate |
| Research and Enquiry | Intermediate | Intermediate | Intermediate | Intermediate |
| Critical Thinking Skills | Intermediate | Intermediate | Intermediate | Intermediate |
| Communication Skills | Intermediate | Intermediate | Intermediate | Intermediate |
| Behavioral Skills, Teamwork and Leadership | Intermediate | Intermediate | Intermediate | Intermediate |
| Ethical, Social and professional understanding | Intermediate | Intermediate | Intermediate | Intermediate |
| Employability, Enterprise & Entrepreneurship | Intermediate | Intermediate | Intermediate | Intermediate |
| Global Citizenship | Intermediate | Intermediate | Intermediate | Intermediate |
| Information and Digital Literacy | Intermediate | Intermediate | Intermediate | Intermediate |
| Lifelong Learning | Intermediate | Intermediate | Intermediate | Intermediate |

**Employability of Graduands (Specify Industry / Sector & Level):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job position/ Roles**  **Industry /**  **Sector** | Project Coordinator | CSR Manager | Counsellor | Labour Welfare Officer |
| HR, Recruitment, Training & Placement Consultant |  | **√** | **√** | **√** |
| Education | **√** | **√** | **√** | **√** |
| Research & Innovation | **√** | **√** | **√** | **√** |
| Public Policy | **√** | **√** | **√** | **√** |
| Healthcare | **√** | **√** | **√** | **√** |
| Event Management | **√** | **√** |  | **√** |
| Safety and Security | **√** | **√** |  | **√** |
| Hospitality | **√** | **√** |  | **√** |
| Media & Entertainment |  | **√** |  |  |
| Consultancy firms |  | **√** |  |  |

**Name of Relevant Statutory /Accreditating Body/Bodies other than UGC, if any:**

As per UGC norms.

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**Institution: Amity Institute of Social Sciences Appendix – B5**

**Programme Title: Master of Arts (History)**

**Level –: PG**

**Duration of the program (in yrs): 2 Years No. of Semesters: 4**

**Programme Mission:**

The mission of MA- History is to enable students to learn about past through firm grounding in theoretical perspective and its application in real life situations.

**Programme Description:**

History is one of the key disciplines of Social Sciences. It is imperative for students to learn about past issues through firm grounding in theoretical perspective and its application in real life situations. Therefore there is a need to design an academic programme that can address and take cognizance of the multifaceted aspects of past. To respond to the emergent professional and social requirements, Master's degree program in History is offered.

|  |  |  |
| --- | --- | --- |
| **S. No** | **Graduate Attributes** | **INDICATORS** |
| 1 | Subject Knowledge & Understanding of History | Define History as a comprehensive discipline keeping in mind the interdisciplinary approach. |
| 2 | Research and Enquiry | Paraphrase the multiple sources and critically evaluate research strategies and methods. |
| 3 | Critical Thinking skills | Demonstrate critically conceptual, theoretical and empirical information. |
| 4 | Communication Skills | Categorize and apply research knowledge and skill to undertake research communicate political and social ideas. |
| 5 | Team work, Leadership and Behaviour skills | Create the spirit of team work and leadership through coherent and sound knowledge of theories, principals, concepts and practices in History. |
| 6 | Ethics Social and professional understanding | Invent communication skills and methods for case studies, report writing and policy formation by using original ideas. |
| 7 | Employability and Entrepreneurship | Judge the knowledge gained after studying the curriculum at the P.G level for the professional arena. |
| 8 | Global Citizenship | Solve the issues related with Historicism & Historical Conservation. |
| 9 | Information and Digital Literacy | Judge the awareness skills and ability to make use and understanding of issues concerning social sciences with the help of latest digital information technology |
| 10 | Lifelong learning | Construct an environment to implement and to make use of various government sponsored projects and schemes launched for the betterment of the people. |

**Programme Educational Objectives/Goals:**

1. To acquaint the students with the basic historical concepts and theories with a view to understand various social, cultural economic and political institutions and processes.
2. To understand dynamics of change, social stratification, address problems and learn to manage conflicts.
3. To impart in- depth analytical knowledge of history based on critical comprehension of change variables.
4. To enable students understand basic nuances of research in social sciences.
5. To critically analyze the factors that brought about a change in the past.

**Programme Structure as per prescribed programme framework**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| AATP600 | Term Paper | Non Teaching Credit Courses | 0 | 0 | 0 0 | 2 |
| HIST602 | History of Scientific Developments | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST603 | State and Governance in India from c. 2500 BCE to 200 BCE | Core Courses | 2 | 1 | 0 0 | 3 |
| HIST604 | State and Governance in India from c. 200 BCE to 750 CE | Core Courses | 2 | 1 | 0 0 | 3 |
| HIST605 | Ancient India: Economy, Society and Cultural Developments | Core Courses | 0 | 0 | 0 0 | 4 |
| HIST606 | History of Ancient Civilizations | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST607 | Epigraphy, Numismatics, Historical Archaeology and literature | Core Courses | 3 | 1 | 0 0 | 4 |
| **Semester II** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| AASM600 | Seminar | Non Teaching Credit Courses | 0 | 0 | 0 0 | 2 |
| HIST608 | Religious Traditions of India | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST609 | State and Governance Under the Delhi Sultans | Core Courses | 2 | 1 | 0 0 | 3 |
| HIST610 | State and Governance under the Mughals | Core Courses | 2 | 1 | 0 0 | 3 |
| HIST611 | Medieval India: Economy, Society and Cultural Developments | Core Courses | 2 | 1 | 0 0 | 3 |
| HIST612 | A Study of Popular Culture & Heritage of India | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST613 | Historical Methods and Historiography | Core Courses | 3 | 1 | 0 0 | 4 |
| **Semester III** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| AACB600 | Case Based Report | Mandatory Courses | 0 | 0 | 0 0 | 3 |
| AASI600 | Summer Internship | Non Teaching Credit Courses | 0 | 0 | 0 0 | 4 |
| HIST705 | History of Delhi | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| HIST706 | State and Governance in Modern India | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST707 | Research Methods in History | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST708 | Heritage Conservation and Management | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| HIST709 | History of Contemporary India | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| HIST710 | Modern India: Economy, Society and Cultural Developments | Non Teaching Credit Courses | 3 | 1 | 0 0 | 4 |
| **Semester IV** | | | | | | |
| **Course Code** | **Course Title** | **Course Type** | **Credit** | | | **Credit Units** |
|  |  |  | **L** | **T** | **P/S/FW** |  |
| AADS600 | Dissertation | Non Teaching Credit Courses | 0 | 0 | 0 0 | 8 |
| HIST701 | Political History of South East Asia | Core Courses | 3 | 1 | 0 0 | 4 |
| HIST702 | Socio Cultural History of South East Asia | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| HIST703 | History of Modern Europe | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| HIST704 | History of International Relations | Specialisation Elective Courses | 3 | 1 | 0 0 | 4 |
| PSCI721 | International Organizations and World Order | Specialisation Elective Courses | 2 | 1 | 0 0 | 3 |

**Total Credits for the Programme: 108**

**Minimum Credits Prescribed by the University:**

**(a) Semester Level 27 (b) Programme Level 108**

**Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| PLO 1 | Knowledge & understanding in History |
| PLO 2 | Apply social awareness in the digital environment |
| PLO 3 | Illustrate issues of societal relevance through research in history. |
| PLO 4 | Develop team building, interpersonal skills and leadership qualities for managing various situations in society. |
| PLO 5 | Apply the knowledge gained in social sciences regarding societal concerns transcending geographical boundaries at global level |
| PLO 6 | Justify the learning’s of social sciences with high ethical standards and professionalism |
| PLO 7 | Recommend knowledge of client groups in various social sciences discipline |
| PLO 8 | Develop lifelong learning though on-going, voluntary and self motivated pursuit of knowledge gained through social sciences. |
| PLO 9 | Develop compassionate attitude towards the marginalized and empathize with their issues |
| PLO 10 | Analyze effective communication during social interaction with various stakeholders |

**Linkage of PEO & PLOs:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEOs**  **PLOs** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO4** | **PEO5** |
| Programme Learning Outcome 1 | **√** | **√** | **√** | **√** |  |
| Programme Learning Outcome 2 |  |  | **√** | **√** |  |
| Programme Learning Outcome 3 |  |  | **√** | **√** | **√** |
| Programme Learning Outcome4 |  |  | **√** | **√** |  |
| Programme Learning Outcome 5 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 6 |  | **√** | **√** |  |  |
| Programme Learning Outcome 7 |  | **√** | **√** | **√** |  |
| Programme Learning Outcome 8 |  |  |  | **√** | **√** |
| Programme Learning Outcome 9 | **√** |  |  | **√** | **√** |
| Programme Learning Outcome10 |  | **√** | **√** | **√** |  |

**Annual Outcome Assessment Plan:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Components of Assessment**  **Outcomes** | **Direct** | **Indirect** |
| **A** | **Programme Learning Outcome** |  |  |
| **1** | Knowledge & understanding in History. | End-term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **2** | Apply social awareness in the digital environment | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **3** | Illustrate issues of societal relevance through research in history. | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **4** | Develop team building, interpersonal skills and leadership qualities for managing various situations in society. | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **5** | Apply the knowledge gained in social sciences regarding societal concerns transcending geographical boundaries at global level | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **6** | Justify the learning’s of social sciences with high ethical standards and professionalism | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **7** | Recommend knowledge of client groups in various social sciences discipline | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **8** | Develop lifelong learning though on-going, voluntary and self motivated pursuit of knowledge gained through social sciences.  Develop compassionate attitude towards the marginalized and empathize with their issues | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **9** | Analyze effective communication during social interaction with various stakeholders | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |
| **10** | Recommend knowledge of client groups in various social sciences discipline | End- term Exam, Class test, Case discussion, group discussion | Student Exit Survey |

**Annual Outcome Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Assessment/PLO** | **PLO1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **PLO 8** | **PLO 9** | **PLO 10** |
| **Direct** | Comprehensive examinations | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
|  | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations) | **√** |  |  |  |  |  |  |  |  |  |
|  | Viva Voce | **√** |  |  |  |  |  |  |  |  |  |
|  | Practicum / Internship evaluations |  | **√** |  |  |  |  |  |  |  |  |
|  | Plagiarism check |  |  |  |  |  |  |  | **√** |  |  |
|  | Scoring Rubrics |  | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |
|  | Thesis or Dissertation Projects |  | **√** |  |  |  |  |  |  |  |  |
| **Indirect** | Exit interviews | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
|  | External Reviewers |  | **√** |  |  |  |  |  | **√** |  |  |
|  | Alumni surveys |  |  |  |  |  |  |  |  | **√** |  |

**Programme Operational Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment/POO`s** | **POO 1** | **POO 2** | **POO 3** | **POO 4** | **POO 5** |
| Placement records of graduates | **√** | **√** | **√** |  |  |
| Faculty and Staff Performance Reviews | **√** |  | **√** |  |  |
| Curriculum/Program Reviews | **√** | **√** |  |  |  |
| Student Satisfaction Surveys | **√** | **√** | **√** |  | **√** |
| Alumni/Employer Surveys | **√** | **√** |  |  |  |
| Course Evaluations | **√** | **√** | **√** |  |  |
| Benchmarking Studies (analyses of comparisons with similar institutions) | **√** | **√** | **√** | **√** | **√** |
| Strategic Plan Performance (achievement of goals and objectives) | **√** | **√** | **√** | **√** | **√** |

**Competencies & Skill Developed**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Political Analyst** | **Analyst in international relations** | **Political Science Researcher** | **Political Strategist** |
| Subject Knowledge and understanding of History | **Expert** | **Advanced** | **Advanced** | **Advanced** |
| Research and Enquiry | **Advanced** | **Advanced** | **Expert** | **Advanced** |
| Critical Thinking Skills. | **Advanced** | **Advanced** | **Advanced** | **Advanced** |
| Communication Skills | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Behavioral Skills, Teamwork and Leadership | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Ethical, Social and professional understanding | **Intermediate** | **Intermediate** | **Intermediate** | **Intermediate** |
| Employability, Enterprise & Entrepreneurship | **Intermediate** | **Advanced** | **Advanced** | **Intermediate** |
| Global Citizenship | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Information and Digital Literacy | **Intermediate** | **Advanced** | **Intermediate** | **Intermediate** |
| Lifelong Learning | **Intermediate** | **Advanced** | **Advanced** | **Advanced** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Employability of grandaunts(Specify Industry/Sector & Level):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Industry/Sector** | **Political Analyst** | **Analyst in international relations** | **Political Science Researcher** | **Political Strategist** | **Teacher** | | Education |  |  |  |  |  | | Research & Innovation |  |  |  |  |  | | Knowledge Management |  |  |  |  |  | | Media & Entertainment |  |  |  |  |  | | Public Policy |  |  |  |  |  | | Defence |  |  |  |  |  | |

**Name of Relevant Statutory /Accrediting Body/Bodies other than UGC, if any: N.A**

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U T T AR P R A D E S H

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **L** | **T** | **P/S** | **SW/FW** | **TOTAL CREDIT UNITS** |
| - | - | - | 4 | 2 |

**Course Title: SOCIAL RESPONSIBILITY & COMMUNITY ENGAGEMENT**

**Course Code: SW613**

**Course Level:** Outdoor Activity Based Course (PG)

**Introduction-** New generation of students are increasingly unaware of local rural realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programmes of community service have been undertaken by HEIs, there may not be a provision of a well-designed compulsory community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about rural challenges and develop understanding of rural wisdom and life-style in a respectful manner

**Course Objectives:**

* To develop an appreciation of rural culture, life-style and wisdom amongst students.
* To learn about the status of various agricultural and rural development programmes.
* To understand causes for rural distress and poverty and explore solutions for the same.
* To apply classroom knowledge of courses to field realities and there by improve quality of learning.
* To develop and enhance the sense of individual responsibility towards society.
* To act as an agent of social change for national development.

**Pre-requisites: General**

**Course Contents/Syllabus:**

|  |  |
| --- | --- |
|  | **Weightage (%)** |
| **1.Module Title- Socio- Cultural and Community Development** | **25** |
| **Descriptors/Topics**  Descriptors  Concept of community outreach, Citizenship development, mutual aid and collective responsibility. Nature and types of Communities; rapport building; identification of needs, utilization of local resources.  Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure |
| **2. Module Title- Understanding rural economy & sustainable livelihood** | **25** |
| **Descriptors/Topics**  Selection of individual / group projects relating to community Outreach.  Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, craftsmanship, rural entrepreneurs, rural markets |
| **3. Module Title- Rural Institutions and Micro governance system** | **25** |
| **Descriptors/Topics**  Traditional rural organisations, Self-help Groups, women empowerment initiatives, youth in governance, Local governance, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration |
| **4. Module Title- Government programs for Rural Development and nation Building** | **25** |
| **Descriptors/Topics**  History of rural development in India, current national programmes: SarvaShikshaAbhiyan, BetiBachao, BetiPadhao, Ayushman Bharat, Swachh Bharat, PM AwaasYojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, etc., national programs in South East Asia-lessons learnt from India |

**Course Learning Outcomes:**

* Remember and give value to the local knowledge and wisdom of the community.
* Define an understanding of rural life, culture and social realities.
* Explain and develop a sense of empathy and bonds of mutuality with local community.
* Analyse and Identify the opportunities for contributing to community’s socio-economic improvements including use of technology for social cause
* Evaluate significant contributions of local communities to Indian society and economy.
* Create conscious practitioners of human values, realizing their potential as human beings and conduct themselves properly in the ways of the world.

**Pedagogy for Course Delivery:**

**Lecture, Group Discussions, Audio, Video**

**Assessment/ Examination Scheme:**

|  |  |  |
| --- | --- | --- |
| Mid-Semester Assessment | **Lab/Practical/Studio (%)** | **Final Assessment** |
| **50%** | **NA** | **50%** |

|  |
| --- |
| **Final Assessment** |
| **Components (Drop down) Mid-Term Assessment** | **Poster Presentation & Viva voce** | **Home Assignment**  **(Booklet Format& Case Studies)** | **WPR** | **Monthly Progress Review**  **(Student-Teacher Interaction)** | **End Term Assessment**  **Portfolio & Viva Voce** |
| **Weightage (%)** | **15** | **15** | **5** | **15** | **50** |

**Mapping Continuous Evaluation with CLOs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Level Outcomes  Assessment type | Remember and give value to the local knowledge and wisdom of the community. | Define an understanding of rural life, culture and social realities. | Explain and develop a sense of empathy and bonds of mutuality with local community. | Analyse and Identify the opportunities for contributing to community’s socio-economic improvements including use of technology for social cause | Evaluate significant contributions of local communities to Indian society and economy. | Create conscious practitioners of human values, realizing their potential as human beings and conduct themselves properly in the ways of the world.  . |
| Poster Presentation & Viva voce |  |  |  |  |  |  |
| Home Assignment |  |  |  |  |  |  |
| Monthly Progress Review |  |  |  |  |  |  |

**Text & References:**

1.Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.

2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.

3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/

4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

5.Barrett, CB, Smallholder market participation: Concepts and Evidence from Eastern and Southern Africa, Food Policy, 33 (4), 2008

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)

2. Indian Journal of Social Work, (by TISS, Bombay)

3. Indian Journal of Extension Education (by Indian Society of Extension Education)

4. Journal of Extension Education (by Extension Education Society)

**Annexure ‘CD – 01’**

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**FORMAT FOR COURSE CURRICULUM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **L** | **T** | **P/S** | **SW/FW** | **No. of PSDA** | **TOTAL CREDIT UNITS** |
| 0 | 0 | 0 | 4 | - | 02 |

**Course Title: Universal Human Values Credit Units: 02**

**Course Level:Out Door Activity Based Course PG Course Code:PHIL601**

**Introduction:**The New National Education Policy (NEP)-2019 recommends aligning education with the UN SDGs for the development of a socially conscious, knowledgeable, and skilled nation that can uplift its youths and make them future ready. In India, human civilization is known for the values that it cherishes and practices. Across various times andplaces, sages, saints and seers, drawing on their experience, developed practices that placed centralimportance on values; Truth, Love, Peace, Non-Violence and Righteous Conduct are few such Universal Human Values,which at the operational level have been named differently as sincerity, honesty, righteousness,humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace and so on. This course aims at making learners conscious about universal human values in an integral manner andmake India’s youth future ready.

**Significance of Universal Human Values**

Values have been central concept in the social sciences since their inception. According to Thinkers, Durkheim (1893, 1897) and Weber (1905), values were crucial for explaining social and personal organization and change.Values are used to characterize societies and individuals, to trace change over time, and to explain the motivational bases of attitudes and behavior (Schwartz, Shalom H, 2005).Human values play a vital role in the society; these values form the basis of human beings to lead a better life. The existence and survival of humans is not possible without the existence of the shared world and the other, we get knowledge from the things around us. To become the right decision maker, it is significant to inculcate human values as these values help us to discriminate between right and wrong or good and bad. Human values plays a significant role in bringing solutions to the problems as it gives rise to the holistic development of human beings. The importance of human values is seen right from the childhood that lays the foundational development of humans. Since knowledge about these values is a continuous process for all-inclusive development of the individual as well as the society, its relevance is not only at the early childhood period but is an ongoing way for the improvement of personality.

**Course Objectives:**

* To recall the meaning, purpose, and relevance of universal human values
* To demonstrate understanding of Gandhian ideologies and the importance of practicing Truth and Non- violence.
* To apply the relevance of values such as peace, harmony and sacrifice for the holistic development of human personality.
* To analyze the teachings and ideologies of great thinkers.
* To evaluate and implement the treasure of human values in life.
* Tocreate, inculcate and practice universal human values consciously to be a good human being and realise one’s potentials

**Pre-requisites:**NIL

**Course Contents/Syllabus:**

|  |  |
| --- | --- |
|  | **Weightage (%)** |
| * **Module I - The Universal Human Values and Ethics**   **Love, Compassion and Service** | **40 %** |
| **Descriptors/Topics**   * **Understanding of Love, Service and Compassion- Forms of love and service —for self, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living, understanding of terms Love, Compassion and Service and their inter-relatedness** * **Significance of Practicing Love, Compassion and Service in day-to-day life, Relevance of such values in transforming human personality.** * **Ethical pursuits of Universal Human Values** * **Future of Humanity** * **Gratitude and moral capabilities** * **Modern Indian thinkers who are remembered in history for practicing compassion and love: Swami Vivekananda and Sri Aurobindo and examples from other societies.** |
| **Module II - Truth and Non-violence** | **30%** |
| **Descriptors/Topics**   * **Concepts of truth** * **Understanding of Empathy, patience, tolerance and forgiveness** * **Non-violent resistant acts** * **Moral responsibility and conduct** * **Leaders of non-violence**, **Importance of practicing Truth and Non-violence** * **Gandhian concept of Truth, Ahimsa or non-violence and non-possession** |
| **Module III – Inner Peace, Harmony and Renunciation (Sacrifice)** | **30%** |
| **Descriptors/Topics**   * **Concept of Happiness, Harmony, peace for holistic development of human personality** * **Renunciation and sacrifice. Self-restrain and ways of overcoming greed.** * **Concept of Spirituality and its significance** * **Development of Humanitarian values and wisdom: Lessons from Buddha;Eight Noble Paths of Buddhism for universal development of mankind.** |
|  |

**Course Learning Outcomes:**By the end of the course the learners will be able to:

1. Remember and know about universal human values and understand the importance of values in individual, social circles, career path, and national life
2. Demonstrate understanding from case studies of lives of great and successful people who followed and practised human values and achieved self-actualisation.
3. Apply universal values to become conscious practitioner of human values and work towards being a socially responsible and committed citizens.
4. Analyze the ideologies and teachings of great Thinkers.
5. Evaluate the teachings and other universal human values that indicates the essence of human condition.
6. Create conscious practitioners of human values, realizing their potential as human beings and conduct themselves properly in the ways of the world.

Pedagogy for Course Delivery:

**Lectures/Audio/ Videos**

**List of Professional Skill Development Activities (PSDA):**

1. **\_\_\_\_\_\_**
2. **\_\_\_\_**
3. **\_\_\_\_**
4. **\_\_\_\_**

**Lab/Practicals details, if applicable:**

**List of Experiments:**

* **-------**
* **--------**
* **---------**

**Assessment/ Examination Scheme:**

|  |  |
| --- | --- |
| **Theory L/T (%)** | **Lab/Practical/Studio (%)** |
| **50 Marks** |  |

**Theory Assessment (L&T):**

|  |
| --- |
| **End Term Examination**  **(\_\_\_%)** |
| **Components (Drop down)** | **Poster Presentation and Viva** | **Home Assignment**  **(Documentation of values learnt, ideologies of Thinkers)** | **WPR** | **Monthly Progress Review**  **(Student-Teacher Interaction)** | **Portfolio & Viva** |
| **Linkage of PSDA with Internal Assessment Component, if any** |  |  |  |  |  |
| **Weightage (%)** | 15 | 15 | 5 | 15 | 50 |

**Mapping Continuous Evaluation with CLOs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Level Outcomes  Assessment type | Remember and know about universal human valuesand understand the importance of values in individual, social circles, career path, and national life | Demonstrate understanding from case studies of lives of great and successful peoplewho followed and practised human values and achieved self-actualisation. | Apply universal values to become conscious practitioner of human valuesand work towards being socially responsible and committed citizens. | Analyze the ideologies and teachings of great Thinkers | Evaluate the teachings and other universal human values that indicates the essence of human condition. | Create conscious practitioners of human values, realizing their potential as human beings and conduct themselves properly in the ways of the world. |
| Poster Presentation and Viva |  |  |  |  |  |  |
| Home Assignment |  |  |  |  |  |  |
| Monthly Progress Review |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Text Reading:**

* **Joshi Rokeach : The Nature of Human Values. New York: The Free Press,1973**
* **Ghosh, Sri Aurobindo : The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram,1998**
* **Tripathy, P, *An Introduction to Moral Philosophy,* Axis Publications, New Delhi, 2011.**
* **Patra, Avinash : The Sprirtual Life and Culture of India, Oxford University Press , 2012**
* **Shantikumar Ghosh, UniversalValues. The Ramakrishna Mission, Kolkata, 2004.**
* **Norman, R., *The Moral Philosophy- An Introduction to Ethics,* Oxford University Press, Oxford, 1998.**
* **Raghuramaraju, A. (ed.) Debating Vivekananda : A Reader. New Delhi: Oxford University Press, 2014.**
* **Parel, A.J. Gandhi’s Philosophy and the Quest for Harmony. Cambridge: Cambridge University Press. 2006.**
* **Schwartz,Shalom H, Basic Human Values, An Overview, 2005** <https://www.researchgate.net/publication/237364051_Basic_Human_Values_An_Overview>
* **McKenna, MA; Mindfulness: Achieve Inner Peace and Harmony with Mindfulness and Meditation: live Life without stress and anxiety, 2016**

**References:**

* **Aurobindo,*The Life Divine*, Pondicherry: Sri Aurobindo Ashram, 1949/1970.**
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**APPENDIX C**

|  |  |  |  |  |  |  |
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| **Dean/Domain Head:** | |  | | | | |
| **S.No** | **Institution Name** | **Head of the Institution** | **Programme Title** | **Programme Leaders** | **Programme Review Committee (PRC of 3-5 Members)** | **Role** |
| 1 | **Amity Institute of Social Sciences** | **Dr Nirupama Prakash** | Bachelors in Social Work | Dr. Pushpraj Singh | Prof. N. Prakash | Chair |
| Mr. P.R. Chauhan | Member 1 |
| Dr. Nandini Sahay | Member 2 |
| Masters in Social Work | Mr. Prashant Chauhan | Prof. N. Prakash | Chair |
| Mr. P.R. Chauhan | Member 1 |
| Dr. Nandini Sahay | Member 2 |
| Bachelors in Political Studies | Dr. S. Saxena | Prof. N. Prakash | Chair |
| Dr. Veenus Jain | Member 1 |
| Dr. S. Saxena | Member 2 |
| Ms. B. Sharma | Member 3 |
| Masters in Political Science | Dr. S. Saxena | Prof. N. Prakash | Chair |
| Dr. Veenus Jain | Member 1 |
| Dr. S. Saxena | Member 2 |
| Ms. B. Sharma | Member 3 |
| Masters in Development Studies | Mr. Prashant Chauhan | Prof. N. Prakash | Chair |
| Prof. Veenus Jain | Member 1 |
| Dr. Nandini Sahay | Member 2 |
| Dr. Rakesh Rai | Member 3 |
| BA (H) Sociology | Dr. Shruti Singh | Prof. N. Prakash | Chair |
| Dr. P. Singh | Member 1 |
| Dr. R. Rai | Member 2 |
| Dr. K. Sharma | Member 3 |
|  | BA (H) History | Dr. Pushpraj Singh | Prof. N. Prakash | Chair |
| Prof V. Jain | Member 1 |
| Dr. S. Saxena | Member 2 |
| Dr. K. Sharma | Member 3 |
|  |  |  | MA Sociology | Dr. Shruti Singh | Prof. N. Prakash | Chair |
| Dr. P. Singh | Member 1 |
| Dr. R. Rai | Member 2 |
| Dr. K. Sharma | Member 3 |