



लेडी श्री राम कॉलेज फॉर वुमन  
(दिल्ली विश्वविद्यालय)

*Lady Shri Ram College For Women*

(UNIVERSITY OF DELHI)  
NAAC 'A' Accredited

**Lady Shri Ram College for Women**

**University of Delhi**

**Additional Supporting Documents for 1.3.1**

**Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

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Lajpat Nagar, New Delhi - 110 024 Phone : 91-11-26434459, 45494949 Fax : 91-11-26216951  
E-mail : [lsrc@lsrc.edu.in](mailto:lsrc@lsrc.edu.in) Website : [www.lsrc.edu.in](http://www.lsrc.edu.in)

	<b>Name of Courses</b>	<b>Values Addressed</b>	<b>Course Outcomes</b>	<b>Link to Syllabus</b>
<b>ECONOMICS</b>				
<b>2016-17</b>	Development Economics I Development Economics II	Gender, Human Values & Environment and sustainability	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf</a>
<b>2017-18</b>	Development Economics I Development Economics II	Gender, Human Values & Environment and sustainability	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf</a>

			<p>axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.</p>	
<b>2018-19</b>	Development Economics I Development Economics II	Gender, Human Values & Environment and sustainability	<p>This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.</p>	<p><a href="https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/19082015_B.A.%20(Hons.)%20Economics.pdf</a></p>
<b>2019-20</b>	Development Economics I Development Economics II	Gender, Human Values & Environment and sustainability	<p>This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and</p>	<p><a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a></p>

			connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.	
<b>2020-21</b>	Environmental Economics	Concern for equity and welfare of future generations in making policy decisions, understanding intrinsic value of environmental resources.	Understanding the importance of resource preservation and conservation from the perspective of intergenerational equity. Students also understand process of environmental policy making.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a>
	Development Economics II Development Economics I	Gender, Human Values & Environment and sustainability	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a>

	Understanding the Economic Survey & the Union Budget (SEC)	Gender equity and importance in the budget	Understanding Policy Decision , which should be equitable.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a>
	Contemporary Economic Issues (SEC)	Gender equity and importance in the budget.	Understanding Contemporary Issues in the Economy via official documents such as Union budget & Economic Survey.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a>
	Political Economy II (DSE)	Gender issues in labour market.	Understanding the Neoliberal framework and changing paradigm of the world market	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Economics.pdf</a>
<b>ENGLISH</b>				
<b>2016-17 (CBCS)</b>	Women's Writing	Gender	To help students discuss women's writing (poems, short-stories, autobiographies etc.) as an act of resistance. Other flashpoints are sexual politics and social reforms.	<a href="http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf">http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf</a>
	Literary Theory (Feminism)	Gender	To understand important feminist theoretical terms to analyze literary and non-literary discourses.	<a href="http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf">http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf</a>
	Postcolonial Literatures	Human Values	Familiarizes students with the variety of postcolonial writing from Africa, Latin America and South Asia. Explores the issue of identity politics through these texts. It tries to build up a relation between texts and social contexts.	<a href="http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf">http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf</a>

	American Literature	Gender	A section of this paper explores the politics and struggle of Black Women's Writing. (Refer to Toni Morrison's novel Beloved)	<a href="http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf">http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf</a>
	Indian Writing in English	Human Values	This paper explores the aesthetics of Indian culture, language and literature through the embeddedness of Indian English Novels in its larger social and political context.	<a href="http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf">http://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20English.pdf</a>
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<b>2019-20 (LOCF)</b>	Literary Theory (Feminism):D SE	Gender	This particular unit of the paper aims to help students examine the methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established in Feminist Literary Discourses.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Women's Writing	Gender	To help students understand the intersectionality of the position of womanhood with caste, class, race, disability, education, slavery etc. by discussing women's writing (poems, short-stories, autobiographies etc.) as an act of resistance	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Partition Literature (DSE)	Human Values and Gender	The paper encompasses literatures from Punjab, Pakistan, West Bengal, the Northeast and Bangladesh and looks at the subcontinent's most traumatic histories of vivisection, trauma and violence (gender based, religion based etc.).	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Readings on Indian Diversities and Literary Movements (GE)	Human Values (Diversity)	By Studying different authors and literary movements of India, students get an overview of the rich linguistic and cultural heritage of India	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Media and Communication Skills (GE)	Professional ethics	To understand the basic theories, ethics and skills of media today---India and globally	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>

	AECC	Professional skills	This paper trains students in a number of skills related to reading, writing and speaking skills	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Science Fiction in Popular Literature	Environment, Human Values	The particular unit from this paper creates an awareness of the process of dehumanization and exploitation embedded in scientific discourses. Through short-stories, it also offers insights on science and ecology	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Individual and Society (GE)	Gender, Environment and Human Values	The paper serves as an effective entry point to an understanding of areas like caste, class, gender etc that students will encounter in their higher studies and daily lives, and aims to provide them with a holistic understanding of these issues and their complexities.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
<b>2020-21 (LOCF)</b>	Language, Literature and Culture	Human Values (Diversity)	To familiarize students with how language is influenced by the socio-political, cultural realities of India	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Indian Writing in English	Human Values	enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Literature in Cross-cultural Encounters: Individual and Society (SEC)	Gender, Environment	To introduce students to the various issues that face society today – caste, class, race, gender violence, and globalization. Aims to offer a holistic understanding of these issues and their complexities	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>



	Partition Literature (DSE)	Gender, Environment, Human Values	The paper encompasses literatures from Punjab, Pakistan, West Bengal, the Northeast and Bangladesh and looks at the subcontinent's most traumatic histories of vivisection, trauma and violence (gender based, religion based etc.).	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Postcolonial Literature	Environment, Human Values, Gender	Through a variety of texts from South Asia, Latin America and Africa, the paper puts into question the ideas of centres and margins of cultural spaces, and offers definitions of mainstream and 'vernacular' discourses	<a href="http://www.svc.ac.in/SVC_MAIN/Syllabus/LOCF/LOCF%20B.A.%20Hons.%20English.pdf">http://www.svc.ac.in/SVC_MAIN/Syllabus/LOCF/LOCF%20B.A.%20Hons.%20English.pdf</a>
	World Literatures (DSE)	Environment, Human Values, Gender	To offer perspectives on gender and representation, history and memory, race and class	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	Women's Writing	Gender	To help students understand the intersectionality of the position of womanhood with caste, class, race, disability, education, slavery etc. by discussing women's writing (poems, short-stories, autobiographies etc.) as an act of resistance	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
	AECC	Professional Skills	This paper trains students in a number of skills related to reading, writing and speaking skills	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-English-Semester-2-6.pdf</a>
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EVS				
<b>2015-16</b>	Environmental studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.</li> <li>• Acquisition of values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.</li> <li>• Encouraging adoption of sustainability as a practice in life, society, and industry</li> </ul>	<a href="http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf">http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf</a>
<b>2016-17</b>	Environmental studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.</li> <li>• Acquisition of values and attitudes towards understanding complex environmental-economic-</li> </ul>	<a href="http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf">http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf</a>

			<p>social challenges, and active participation in solving current environmental problems and preventing the future ones.</p> <ul style="list-style-type: none"> <li>• Encouraging adoption of sustainability as a practice in life, society, and industry</li> </ul>	
<b>2017-18</b>	Environmental studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.</li> <li>• Acquisition of values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.</li> <li>• Encouraging adoption of sustainability as a practice in life, society, and industry</li> </ul>	<a href="http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf">http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf</a>
<b>2018-19</b>	Environmental studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.</li> </ul>	<a href="http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf">http://www.du.ac.in/uploads/departments/Environmental%20Studies/courses/25072014_Env-st_syllabus.pdf</a>

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<b>2019-20</b>	Ability Enhancement Compulsory Course (AECC-I) Environmental Studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.</li> <li>• Acquisition of values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.</li> <li>• Encouraging adoption of sustainability as a practice in life, society, and industry</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-Ability-Enhancement-Compulsory-Course-Environmental-Studies.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-Ability-Enhancement-Compulsory-Course-Environmental-Studies.pdf</a>
<b>2020-21</b>	Ability Enhancement Compulsory Course (AECC-I) Environmental Studies	Environment awareness	<p>To gain in-depth knowledge on natural processes and resources that sustain life and govern economy.</p> <ul style="list-style-type: none"> <li>• Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.</li> <li>• Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-Ability-Enhancement-Compulsory-Course-Environmental-Studies.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-Ability-Enhancement-Compulsory-Course-Environmental-Studies.pdf</a>

			<p>of biodiversity, environmental equity, and sustainable development.</p> <ul style="list-style-type: none"> <li>• Acquisition of values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.</li> <li>• Encouraging adoption of sustainability as a practice in life, society, and industry</li> </ul>	
<b>HINDI</b>				
<b>2016-17</b>	हिन्दी भाषा और उसकी लिपि का विकास CBCS HCC 01	लिपि के विकास का ऐतिहासिक परंपरा का नमूने सहित विश्लेषण।	<p>हंद (वशेष) थम वष पायम का उेय हद भाषा और िलप के आरंभिक प सेलेकर आधिनक ु काल क वकास याा को बताना रहा है। भारत के संवधान मदेवनागर िलप मिलखत हंद को संघ क राजभाषा घोषत कया गया है। हंद (वशेष) को पढ़नेवालेवािथय के िलए पायम के आरंभ म ह हंद भाषा संबंधी सामाय जानकार देना अयंत अवयक है। साथ ह पर ू दिनया ु नेवीकरण ै यगु मवेश कर िलया है। बाज़ार और यवसाय नेदेश क सीमाएं लांघ द ह। अतः ऐसेमभाषा का मजबतू होना आवयक है। यह पायम बाज़ारवाद और भमंडलीकर ू ण क वक ै गित के बीच सेह हंद भाषा और उसक िलप के मायम सेह राीय गित को भी सिनु त करेगा । यक सश भाषा के बना कसी रा क उनित संभव नहं है। यह पायम वतमान संदभ के अनकुूल है। साथ ह इस पायम का आधिनु क प रोजगारपरक भी है। कंयटरू को हंद सेजोड़ना वािथय को यावहारक पहलूसेअवगत करा सकेगा ।</p>	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf</a>

	हिन्दी कविता आधुनिक काल छायावाद तक CBCS HCC 06	समसामयिक सामाजिक समस्याएँ	यह प्रश्नपत्र आधुनिक काल में छायावाद तक की कविताओं में वर्णित विभिन्न सामाजिक मुद्दों व विमर्शों पर रची गई है	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf</a>
	हिन्दी कहानी CBCS HCC07	दलित विमर्श, स्त्री विमर्श, पर्यावरण संबंधी विषय	इस प्रश्नपत्र में समाज के विभिन्न उपेक्षित वर्गों की सामाजिक आर्थिक स्थिति और उनके संदर्भों द्वारा विद्यार्थियों में संवेदनशीलता पैदा करना है	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf</a>
	हिन्दी कविता छायावाद के बाद CBCS HCC 09	पराधीन भारत में विभिन्न सामाजिक विषयों का विवेचन	आज भूमंडलीकरण का युग है ऐसे में हिन्दी कविता अन्य देशों में मानवीय सम्बन्धों को सुदृढ़ करने में महत्वपूर्ण भूमिका निभा सकती है। सीखनेक इस या महंद कवता को मजबूती ू दान करना है। कालम सेवाथ छायावाद के बाद के यगबोध को ठक से जान सकगे जो वतमान संदभ के अनकुल होगा । छायावादी कवता के मायम सेउसमिनहत मानवतावाद कोण को बेहतर तरके सेजान सकगे। हंद	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Hindi.pdf</a>
<b>HISTORY</b>				
<b>2017-18</b>	Perspectives on Environmental History (CBCS - GE)	Environmental Studies/ Environmental History/ Sustainability	The course introduced the students to an over view histories of environment, and environmental relations in South Asian Past. Engaged with issues of Pre-Colonial and Colonial Environment and impact of colonial and post colonial polices/actions on Nature and issues around Environmental Sustainability	<a href="http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf">http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf</a>
<b>2018-19</b>	Perspectives on Environmental History (CBCS	Environmental Studies/ Environmental History/	The course introduced the students to an over view histories of environment, and environmental relations in South Asian Past. Engaged with issues of Pre-Colonial and Colonial Environment and impact of	<a href="http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf">http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf</a>

	- GE)	Sustainability	colonial and post colonial policies/actions on Nature and issues around Environmental Sustainability	
	Global Environmental Perspectives (DSE - Sem 5) CBCS - Revised	Environmental Studies/ Environmental History/ Sustainability	This course will examine the relationship between society and nature from prehistoric times to the present. Drawing on environmental, political ecology, historical geography and gender studies perspectives, the course will introduce students to the concepts, methods and ideas of global ecological histories. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-ecological histories. With a long-term perspective on the overlapping nature of historical and geological time, the course provides critical perspectives on how social differences including class, gender, caste, ethnicity and nationality were articulated ecologically.	<a href="http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf">http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf</a>
	Gender in Indian History, upto 1500 (DSE - Sem 5) CBCS - Revised	Women Studies/Gender/Masculinities	The course teaches how 'Gender' is not an innocent term denoting biological differences but a social and culturally constructed unequal relationship that needs careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspects of masculinities as well as alternative sexualities, spanning temporal frames from prehistory to 1500 CE. There is an added emphasis on learning inter-disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste, and environment that enriches an understanding of historical processes.	<a href="http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf">http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf</a>

	Gender in Indian History, c. 1500-1950 (DSE - Sem 6) CBCS - Revised	Women Studies/Gender/Masculinities	The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The course also tries to give students a critical overview of the tangled historiographical paradigm that labels women as 'victims and agents' and 'objects and subjects'.	<a href="http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf">http://du.ac.in/uploads/Syllabus2016/20092016_Revi_BA_H.pdf</a>
<b>2019-20</b>	Global Environmental Perspectives (DSE - Sem 5) CBCS - Revised	Environmental Studies/ Environmental History/ Sustainability	This course will examine the relationship between society and nature from prehistoric times to the present. Drawing on environmental, political ecology, historical geography and gender studies perspectives, the course will introduce students to the concepts, methods and ideas of global ecological histories. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-ecological histories. With a long-term perspective on the overlapping nature of historical and geological time, the course provides critical perspectives on how social differences including class, gender, caste, ethnicity and nationality were articulated ecologically.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf</a>



	Gender in Indian History, upto 1500 (DSE - Sem 5) CBCS - Revised	Women Studies/Gender/Masculinities	The course teaches how 'Gender' is not an innocent term denoting biological differences but a social and culturally constructed unequal relationship that needs careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspects of masculinities as well as alternative sexualities, spanning temporal frames from prehistory to 1500 CE. There is an added emphasis on learning inter-disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste, and environment that enriches an understanding of historical processes.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf</a>
	Gender in Indian History, c. 1500-1950 (DSE - Sem 6) CBCS - Revised	Women Studies/Gender/Masculinities	The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The course also tries to give students a critical overview of the tangled historiographical paradigm that labels women as 'victims and agents' and 'objects and subjects'.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf</a>
<b>2020-21</b>	Politics of Nature GE - (3rd Sem)	This introductory course familiarises students with the	Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective · Discuss environmental issues within a social and	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.-H-History.pdf</a>

	CBCS - LOCF	major themes in the history of human organization of nature -- for food, energy and raw materials. This will help students understand the ecological articulation of social inequalities including class, gender, ethnicity, caste, and nationality.	political (or social scientific?) framework · Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local · Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights · Locate solutions to environmental problems within a framework of greater democratisation of resource use · Problematise (or critique?) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.	
<b>JOURNALISM</b>				
<b>2016-2018</b>	Introduction to Journalism (CBCS)	Responsibility to Society, Ethics in journalism	To introduce students to their responsibilities towards the society and ethical duties as a journaist	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Media and Cultural (CBCS)	Representation of nation, class, caste and gender issues in Media and Social Media Ethics	This introduces the students about representing in a diverse country like India	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Advertising and Public Relations (CBCS)	Ethical issues in PR	This introduces to the students about Ethical issues in Social Media, PR-Apex bodies in PR- IPRA code - PRSI,PSPF and their codes.	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>

	Introduction to New Media (CBCS)	New Media and Ethics	To introduce to the students the world of new media and its ethics which has become essential in the contemporary time	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Development Communication (CBCS)	Human development, Sustainable Development and Gender and development	This course provide a basic understand on the concept of development communication and how different approaches can be used for the benefit f the community, genre and work towards sustainable development (especial in rural areas)	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Advanced New Media (CBCS)	digital media ethics, Gender and new media- digital media and identities,	To make the students understand the ethical concerns in the world of new media nd also the genre cocerns	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Media Ethics and the Law (CBCS)	Ethical Framework And Media practice, Media Technology and Ethical Parameters, Representation and ethics, Media and Social Responsibility	To educate the students with ethical values in the media, their uses and practices their everyday professional life	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Photography (Elective Discipline Specific)	Ethics and Law in Digital Imaging	This introduces the students with the Ethicality while photographing a subject/issue & editing the image – issue of unethical morphing etc	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
	Media, Gender and Human rights (Elective Discipline Specific)	Unit II Gender	This full unit introduces the studies various concepts and theories related to gender studies from historical to contemporary period	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>

	Basics of Journalism (Elective Generic)	Ethics in journalism	This introduces the students with the ethical issue and principles in the working filed	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Journalism.pdf</a>
<b>2019-20</b>	Advanced Photography (LOCF)	Photojournalism	This introduced the students the delicacy of an images, its ethical concerns especially in today's era of visual communication	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Print Journalism and Production (LOCF)	Ethical debates in print Journalism	This makes the students famaliar with reporting on specialized beats and Objective: The course will familiarize students with reporting on specialized beats and understand the principles of print production and its ethical concerns.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Mobile Journalism (LOCF)	Ethical and Legal Aspects of MOJO	In the era of convergence of media and internet this helps the students to identify their dutied and responsibilities while using technology	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Documentary production (LOCF)	Ethical Debates in the Documentary Encounter	This course will enable the students to learn basics of the non-fiction documentary form, its power as a form of story telling and its ethical concerns dealing with common people with uncommon stories	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Web Journalism (LOCF)	Web journalism ethics and rise of humanitarian code of ethics	This helps the students to understand the essential of ethics and rise in concern in the field of web journalism espeically where there is a rise of infodemic	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Law, Media and Society (LOCF)	Unit-I Ethical Framework and Media practice, Unit-II Media Technology and Ethical Parameters, Unit-III-	This paper will lead the students to the ethical and legal debates pertaining to journalism. This will give them an overview about the ethical framework, media regulations and its practice.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>

		Representation and ethics, Unit V-Media and Social Responsibility		
	Print Journalism (LOCF)	Ethics of Journalism Regulatory Body – PCI	This paper lay the foundation stone for the student to decipher the world of print journalism. This paper will provide a detailed overview of almost every important dimension of print journalism.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-III-VI.pdf</a>
	Introduction to Journalism (LOCF)	Responsibility to Society, Contemporary debates and issues relating to media, Ethics in journalism	This helps the students to the basic concepts of journalistic ethical concerns, its duties, responsibilities to the mass and the society.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-I.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Journalism-Semester-I.pdf</a>
<b>PHILOSOPHY</b>				
<b>2016-17</b>	Applied Ethics (CBCS)	Human, Rights, Respect for Animals and Ecology, Professional Ethics	Involves students in discussions on moral responsibilities	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Bio-Ethics [GE] (CBCS)	Human Dignity and Human Rights, Justice, Diversity and Co-operation	Apprises students of the moral dilemmas at the level of a biological life.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Feminism [GE] (CBCS)	Women and Society	Engages students in deliberation on the specific challenges associated with gender identities.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>

	Social and Political Philosophy	Liberty, Equality, Justice, Nationalism, Secularism	Engages students in reflection on their social and political situation and attendant obligations	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
<b>2017-18</b>	Applied Ethics (CBCS)	Human, Rights, Respect for Animals and Ecology, Professional Ethics	Involves students in discussions on moral responsibilities	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Philosophy of Law [DSE] (CBCS)	Law and obligation	Engages students in debates about the bases for legal obligations	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Feminism [DSE] (CBCS)	Women and Society	Engages students in deliberation on the specific challenges associated with gender identities.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Bio-Ethics [DSE] (CBCS)	Human Dignity and Human Rights, Justice, Diversity and Co-operation	Apprises students of the moral dilemmas at the level of a biological life.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
<b>2018-19</b>	Social and Political Philosophy	Democracy, Power, Liberty	Engages students in reflection on their social and political situation and attendant obligations	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Applied Ethics (CBCS)	Human, Rights, Respect for Animals and Ecology, Professional Ethics	Involves students in discussions on moral responsibilities	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Philosophy of Law [DSE] (CBCS)	Law and obligation	Engages students in debates about the bases for legal obligations	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
	Feminism [DSE] (CBCS)	Women and Society	Engages students in deliberation on the specific challenges associated with gender identities.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>

	Bio-Ethics [DSE] (CBCS)	Human Dignity and Human Rights, Justice, Diversity and Co-operation	Apprises students of the moral dilemmas at the level of a biological life.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Philosophy.pdf</a>
<b>2019-20</b>	Ethics in the Public Domain [GE] (LOCF)	Professional Ethics, Animal Ethics	Involves students in discussions on moral responsibilities	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf</a>
	Feminism [GE] (LOCF)	Body and Gender, Women, Society and Environment	Engages students in deliberation on the specific challenges associated with gender identities.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf</a>
	Bio-Ethics [GE] (LOCF)	Human Dignity and Human Rights, Justice, Diversity and Co-operation	Apprises students of the moral dilemmas at the level of a biological life.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf</a>
	Social and Political Philosophy (LOCF)	Civil Governance, Fairness, Rights, Multiculturalism	Engages students in reflection on their social and political situation and attendant obligations	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf</a>
	Applied Ethics (LOCF)	Human Rights, Environmental Ethics, Professional Ethics and Public Policy	Involves students in discussions on moral responsibilities	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Philosophy.pdf</a>
<b>PSYCHOLOGY</b>				
<b>2016-17</b>	Introduction to Psychology (CBCS)	Professional Ethics in Research	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>

	Psychological Research (CBCS)	Professional Ethics in Research	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Applied Social Psychology (CBCS)	Environment, Human Values	To help student understand social problems and gain knowledge about intervention strategies.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Development of Psychological Thought (CBCS)	Gender	This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective. · Review the development of psychological thought and introduce the issues and debates in contemporary psychology.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Counseling Psychology (Three Year Full Time Programme)	Professional ethics	To help the student understand the basic concepts, processes and key applications of counseling.	<a href="http://www.du.ac.in/uploads/old-ug-courses/2062011_BA_H_Psy.pdf">http://www.du.ac.in/uploads/old-ug-courses/2062011_BA_H_Psy.pdf</a>
<b>2017-18</b>	Introduction to Psychology (CBCS)	Professional Ethics in Research	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Youth, Gender & Identity (CBCS)	Human Values (Diversity)	To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface. · To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>



	Educational Psychology	Human Values (Diversity)	To understand the applications of psychology in the area of education.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Psychological Research (CBCS)	Professional Ethics in Research	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
	Applied Social Psychology (CBCS)	Environment, Human Values	To help student understand social problems and gain knowledge about intervention strategies.	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
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<b>2018-19</b>	Introduction to Psychology (CBCS)	Professional Ethics in Research	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life	<a href="http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf">http://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-06.pdf</a>
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<b>2019-20</b>	Introduction to Psychology (LOCF)	Professional Ethics in Research	To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Psychological Research (CBCS)	Professional Ethics in Research	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Applied Social Psychology (CBCS)	Environment, Human Values (Respect for Diversity)	To help student understand social problems and gain knowledge about intervention strategies.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Psychology of Peace (CBCS)	Human Values (Peace and Conflict Resolution)	· To explore concepts of peace and conflict from a psychological perspective · Create awareness about national and international peace and conflict process and how psychology can play an important role.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>

	Counseling Psychology (CBCS)	Professional ethics (Latest version of American Counselling Association)	<ul style="list-style-type: none"> <li>· To develop an understanding of basic concepts, processes, and techniques of Counseling.</li> <li>· To acquaint the learner with the challenges of Counseling.</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
<b>2020-21</b>	Introduction to Psychology (LOCF)	Ethics in Research	<ul style="list-style-type: none"> <li>• To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life</li> <li>• Appreciation of the scope and the field of psychology</li> <li>• Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Intergroup Relations (LOCF)	Human Values (Diversity, Conflict Resolution)	<p>Understanding the role groups play in our life and the significance of healthy inter-group relations</p> <ul style="list-style-type: none"> <li>• Understanding the nature of relationship between groups in terms of cooperation, competition and conflict</li> <li>• Realizing the relevance and consequence of social categorization</li> <li>• Understanding how group memberships shapes one's social identity and colors our perception of others.</li> <li>• Knowing ways to resolve and manage inter-group conflicts</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Development of Psychological Thought (CBCS)	Gender	<p>This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.</p> <ul style="list-style-type: none"> <li>· Review the development of psychological thought and introduce the issues and debates in contemporary psychology.</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>
	Psychological Research (LOCF)	Ethics in Research	<ul style="list-style-type: none"> <li>• Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>

			<p>in human research.</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to plan simple researches and state its requirements.</li> <li>• Developing familiarity with different kinds of measures and techniques for assessing individual differences.</li> <li>• Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.</li> <li>• Understanding the importance of maintaining ethical and moral integrity of the researcher.</li> <li>• To educate students with the process and the methods of quantitative and qualitative psychological research traditions.</li> </ul>	
Applied Social Psychology (LOCF)	Environment, Human Values (Respect for Diversity)	<p>Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context.</p> <ul style="list-style-type: none"> <li>• Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity.</li> <li>• Learning to apply theoretical knowledge of social psychology in designing intervention systems.</li> <li>• Developing insights into issues related to groups, environment and the legal system.</li> </ul>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>	
Community Psychology (CBCS)	Human Values (Respect for Diversity)	<p>To learn the link between individuals and communities and deal with social issues more effectively with people's participation.</p>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>	
Psychology of Disability (CBCS)	Human Values (Respect for Diversity, Inclusivity)	<p>The objective of the course is to provide students with an overview of the disability from the psychological perspective.</p>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Psychology.pdf</a>	

		)	<ul style="list-style-type: none"> <li>· Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.</li> <li>· Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations,</li> <li>· What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?</li> </ul>	
<b>SANSKRIT</b>				
<b>2016-17</b>	Self-Management in the Gītā (Three Year Full Time Programme)	Professional Ethics and Human Values	To introduce students the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course helps to acquisition of moal qualities.	<a href="https://drive.google.com/file/d/1TdWh0x5IemZ_0VxEg547Gcs7nJ6kSha/view?usp=sharing">https://drive.google.com/file/d/1TdWh0x5IemZ_0VxEg547Gcs7nJ6kSha/view?usp=sharing</a>
	Indian Culture and Social Issues (CBCS)	Gender	To help student understand the status and rights of women in ancient Indian society.	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Vedic Literature (Three Year Full Time Programme)	Human Values	By understanding the depth of Vedic knowledge , students are able to know and achieve some higher attributes from Vedic heritage about morals and thoughts. Also the strength of Unity, power of mind, and realization the importance of earth in their life.	<a href="https://drive.google.com/file/d/1TdWh0x5IemZ_0VxEg547Gcs7nJ6kSha/view?usp=sharing">https://drive.google.com/file/d/1TdWh0x5IemZ_0VxEg547Gcs7nJ6kSha/view?usp=sharing</a>

	Indian Social Institutions and Polity (CBCS)	Gender	To Learn and develop a critical approach about the institution of caste and women's issues that makes the participants sensitive to discriminating practices.	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
<b>2017-18</b>	Self-Management in the Gītā (CBCS)	Professional Ethics and Human Values	To introduce students the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course instills leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
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	Vedic Literature (CBCS)	Human Values	By understanding the depth of Vedic knowledge , students are able to know and achieve some higher attributes from Vedic heritage about morals and thoughts. Also the strength of Unity, power of mind, and realization the importance of earth in their life.	<a href="https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">https://www.du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Art of Balanced Living (CBCS)	Human Values and Professional Ethics	The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. and also it helps students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>

	Environmental Awareness in Sanskrit literature (CBCS)	Environment and Sustainability	The main objective of this course is to make the students acquainted with the basic concept of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Indian Culture and Social Issues (CBCS)	Gender	To help student understand the status and rights of women in ancient Indian society.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
<b>2018-19</b>	Self-Management in the Gītā (CBCS)	Professional Ethics and Human Values	To introduce students the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course instills leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Indian Social Institutions and Polity (CBCS)	Gender	To Learn and develop a critical approach about the institution of caste and women's issues that makes the participants sensitive to discriminating practices.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Art of Balanced Living (CBCS)	Human Values and Professional Ethics	The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. and also it helps students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Environmental Awareness in Sanskrit literature	Environment and Sustainability	The main objective of this course is to make the students acquainted with the basic concept of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>

	(CBCS)		Classical Sanskrit literature.	
	Vedic Literatur (CBCS)	Human Values	By understanding the depth of Vedic knowledge , students are able to know and achieve some higher attributes from Vedic heritage about morals and thoughts. Also the strength of Unity, power of mind, and realization the importance of earth in their life.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
	Indian Culture and Social Issues (CBCS)	Gender	To help student understand the status and rights of women in ancient Indian society.	<a href="http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf">http://www.du.ac.in/uploads/Syllabus_2015/B.A.%20Hons.%20Sanskrit.pdf</a>
<b>2019-20</b>	Self-Management in the Gītā (CBCS)	Professional Ethics and Human Values	To introduce students the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course instills leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
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	Vedic Literatur (CBCS)	Human Values	By understanding the depth of Vedic knowledge , students are able to know and achieve some higher attributes from Vedic heritage about morals and thoughts. Also the strength of Unity, power of mind, and realization the importance of earth in their life.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>



	Art of Balanced Living (LOCF)	Human Values and Professional Ethics	The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. and also it helps students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
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<b>2020-21</b>	Self-Management in the Gītā (CBCS)	Professional Ethics and Human Values	To introduce students the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course instills leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
	Indian Social Institutions and Polity (CBCS)	Gender	To Learn and develop a critical approach about the institution of caste and women's issues that makes the participants sensitive to discriminating practices.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
	Vedic Literatur (CBCS)	Human Values	By understanding the depth of Vedic knowledge , students are able to know and achieve some higher attributes from Vedic heritage about morals and	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>

			thoughts. Also the strength of Unity, power of mind, and realization the importance of earth in their life.	
	Art of Balanced Living (LOCF)	Human Values and Professional Ethics	The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. and also it helps students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
	Environmental Awareness in Sanskrit literature (LOCF)	Environment and Sustainability	The main objective of this course is to make the students acquainted with the basic concept of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
	Indian Culture and Social Issues (CBCS)	Gender	To help student understand the status and rights of women in ancient Indian society.	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sanskrit.pdf</a>
<b>SOCIOLOGY</b>				
<b>2016-17</b>	C 07 Sociology of Gender,	Gender	After studying this paper, students will be able to: 1. comprehend the social construction of gender and the persistence of gender inequality. 2. attentive to how gender intersects with other systems of inequality, such as race/ethnicity, class, and sexuality. 3. look at the world from a new perspective, and they will be able to use their critical skills to analyze how	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>

			gender is socially constructed and controlled. 4. It can help them build better friendships and relationships based on a deep understanding of who they are as an individual, rather than gender.	
	DSE 03Environmental Sociology,	Environment	Learning outcomes: 1. Sociology improves our understanding of society and increases the power of social action, capabilities, and talents. 2. Environmental sociology enables students to understand the interaction between human behavior and the natural and physical environment.	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>
	GE 04 Gender and Violence	Gender	Students will learn that 1. Gender-based violence is violence directed against a person because of their gender. 2. It is a phenomenon deeply rooted in gender inequality and continues to be one of the most notable human rights violations within all societies. 3. Learn the causes of gender-based violence in society. 4. This knowledge will help promote education on gender-based violence to reduce the stigma of victimization within the community, to take collective action against harmful gender and social norms, and to empower people to recognize, address and prevent acts of gender-based violence.	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>
<b>2017-18</b>	C 07 Sociology of Gender,	Gender	After studying this paper, students will be able to: 1. comprehend the social construction of gender and the persistence of gender inequality. 2. attentive to how gender intersects with other systems of inequality, such as race/ethnicity, class, and sexuality. 3. look at the world from a new perspective, and they will be able to use their critical skills to analyze how gender is socially constructed and controlled.	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>

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	DSE 03Environmental Sociology,	Environment	Learning outcomes: 1. Sociology improves our understanding of society and increases the power of social action, capabilities, and talents.2. Environmental sociology enables students to understand the interaction between human behavior and the natural and physical environment.	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>
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<b>2018-19</b>	C 07 Sociology of Gender,	Gender	After studying this paper, students will be able to: 1. comprehend the social construction of gender and the persistence of gender inequality. 2. attentive to how gender intersects with other systems of inequality, such as race/ethnicity, class, and sexuality. 3. look at the world from a new perspective, and they will be able to use their critical skills to analyze how gender is socially constructed and controlled. 4. It can help them build better friendships and	<a href="http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf">http://du.ac.in/du/uploads/Syllabus_2015/B.A.%20Hons.%20Sociology.pdf</a>

			relationships based on a deep understanding of who they are as an individual, rather than gender.	
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<b>2019-20</b>	C 07 Sociology of Gender	Gender	1. An understanding of concepts such as sex and gender by problematizing common-sense notions of gender. 2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements. 3. Understanding issues relating to gender both at a national and global level. 4. Places gender in juxtaposition with other forms of	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>

			stratification and identity such as caste, class, family, and work.	
	DSE 03 Environmental Sociology	Environment	<ol style="list-style-type: none"> <li>1. A understanding of the dynamic between natural and social worlds from a sociologicalmperspective.</li> <li>2. A grasp of fundamental principles and core theoretical debates of the discipline.</li> <li>3. An ability to contribute from a sociological standpoint to any research endeavors or public policy conversations that assess causes, effects, and possible solutions to environmental issues and problems.</li> <li>4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmentaljustice and ethics.</li> </ol>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>
	GE 04 Gender and Violence		<ol style="list-style-type: none"> <li>1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.</li> <li>2. Engage with different theoretical perspectives and their critiques in comprehending- individual, social, cultural, political, or economic experiences of violence.</li> <li>3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.</li> <li>4. Re-think and re- formulate ideas on various structures of struggles and strategies to counter gendered violence.</li> </ol>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>
	Gender Sensitization	Gender	1. Students will realize that gender sensitization is one basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>

			<p>understanding the opposite gender and in some acute cases even him or herself.</p> <p>2. It engenders better knowledge and understanding of gender issues at all levels of society.</p> <p>3. It aims at preparing the students to facenew realities and set new terms for interaction among young men and women.</p> <p>4. It will help them understand the need for a more systematic, well-planned, and more professional approach to inculcate this sensitivity and primarily highlight thcontribution of both genders in the creation and development of a well-balanced society.</p>	
<b>2020-21</b>	C 07 Sociology of Gender	Gender	<p>1. An understanding of concepts such as sex and gender by problematizing common-sense notions of gender.</p> <p>2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.</p> <p>3. Understanding issues relating to gender both at a national and global level.</p> <p>4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family, and work.</p>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>
	DSE 03 Environmental Sociology	Environment	<p>1. A understanding of the dynamic between natural and social worlds from a sociologicalmperspective.</p> <p>2. A grasp of fundamental principles and core theoretical debates of the discipline.</p> <p>3. An ability to contribute from a sociological standpoint to any research endeavors or public policy conversations that assess causes, effects, and possible</p>	<a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a>

			<p>solutions to environmental issues and problems.</p> <p>4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.</p>	
	GE 04 Gender and Violence	Gender	<ol style="list-style-type: none"> <li>1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.</li> <li>2. Engage with different theoretical perspectives and their critiques in comprehending- individual, social, cultural, political, or economic experiences of violence.</li> <li>3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.</li> <li>4. Re-think and re- formulate ideas on various structures of struggles and strategies to counter gendered violence.</li> </ol>	<p><a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a></p>
	Gender Sensitization	Gender	<ol style="list-style-type: none"> <li>1. Students will realize that gender sensitization is one basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even him or herself.</li> <li>2. It engenders better knowledge and understanding of gender issues at all levels of society.</li> <li>3. It aims at preparing the students to face new realities and set new terms for interaction among young men and women.</li> <li>4. It will help them understand the need for a more systematic, well-planned, and more professional approach to inculcate</li> </ol>	<p><a href="https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf">https://lsr.edu.in/wp-content/uploads/2021/12/Syllabus-B.A.H-Sociology.pdf</a></p>



			this sensitivity and primarily highlight the contribution of both genders in the creation and development of a well-balanced society.	
<b>CTPB</b>				
<b>2016-17</b>	Introduction to Conflict Analysis and Conflict Transformation	Gender, human values, environment and sustainability	This paper familiarise students with the basic literature on the fields of Conflict Resolution and Conflict Transformation with a goal to equip them with the motivation and skills to intervene in micro and macro conflicts. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how the next generation of leaders can be empowered to prioritize coexistence and nonviolent social change. This paper also analyses the role of gender in contemporary conflict analysis.	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
	Skill-building : Dialogue, Mediation, Facilitation and Negotiation	Professional Ethics in Conflict Transformation Methodology	Students will be exposed to culturally diverse models for mediation and negotiation ranging from those used in Western societies to those employed by indigenous communities in different regions. Special attention will be given to models that look at dialogue for interethnic, inter-religious and other identity-based conflicts.	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
	Violence, Nonviolence and Conflict Transformation	Human Values	This paper frame the use of violence and nonviolence within a broader context of social change and conflict transformation. The first unit of the paper will examine the use of violence as a form or expression of power, communication, humiliation and trauma. The second unit will introduce the philosophy of nonviolence and will examine the strategy and methods for nonviolent	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>

			action, civilian-based defense, and civilian peacekeeping	
	Human Rights, Gender, Justice and Reconciliation	Gender and Human Values	It explores the interface between Human Rights, Social and Gender, Justice, and Reconciliation. It also encourages to develop gender- sensitive strategies for peacebuilding. [SEP]	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
	Research methodology workshop	Professional Ethics in Research	Students prior to writing a dissertation for the course are introduced to various research methodologies that enable researchers to become “producers of knowledge” and thereby significantly impact Conflict Transformation practice.	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
<b>2017-18</b>	Introduction to Conflict Analysis and Conflict Transformation	Gender, human values, environment and sustainability	This paper familiarise students with the basic literature on the fields of Conflict Resolution and Conflict Transformation with a goal to equip them with the motivation and skills to intervene in micro and macro conflicts. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how the next generation of leaders can be empowered to prioritize coexistence and nonviolent social change. This paper also analyses the role of gender in contemporary conflict analysis.	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
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<b>2019-2020</b>	Introduction to Conflict Analysis and Conflict Transformation	Gender, human values, environment and sustainability	This paper familiarise students with the basic literature on the fields of Conflict Resolution and Conflict Transformation with a goal to equip them with the motivation and skills to intervene in micro and macro conflicts. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>

			<p>the next generation of leaders can be empowered to prioritize coexistence and nonviolent social change.</p> <p>This paper also analyses the role of gender in contemporary conflict analysis.</p>	
	Skill-building : Dialogue, Mediation, Facilitation and Negotiation	Professional Ethics in Conflict Transformation Methodology	<p>Students will be exposed to culturally diverse models for mediation and negotiation ranging from those used in Western societies to those employed by indigenous communities in different regions.</p> <p>Special attention will be given to models that look at dialogue for interethnic, inter-religious and other identity-based conflicts.</p>	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
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	Human Rights, Gender, Justice and Reconciliation	Gender and Human Values	<p>It explores the interface between Human Rights, Social and Gender, Justice, and Reconciliation. It also encourages to develop gender- sensitive strategies for peacebuilding. [SEP]</p>	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>

<b>2020-2021</b>	Introduction to Conflict Analysis and Conflict Transformation	Gender, human values, environment and sustainability	This paper familiarise students with the basic literature on the fields of Conflict Resolution and Conflict Transformation with a goal to equip them with the motivation and skills to intervene in micro and macro conflicts. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how the next generation of leaders can be empowered to prioritize coexistence and nonviolent social change. This paper also analyses the role of gender in contemporary conflict analysis.	<a href="https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf">https://lsr.edu.in/wp-content/uploads/2022/01/LSR-CTPB-Course-Outline.pdf.pdf</a>
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			knowledge” and thereby significantly impact Conflict Transformation practice.	
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