



## SCHOOL OF HUMANITIES & SOCIAL SCIENCES

#### **Bachelors of Arts in Political science**

(As per NEP, 2020 according to guidelines from UPHED)

**Programme Code: SLC0106** 

BATCH: 2021-25

**Duration – 3/4 YEARS** 

#### PROGRAM STRUCTURE

**AND** 

**CURRICULUM & SCHEME OF EXAMINATION** 

2021-22



- 1. Standard Structure of the Program at University Level
- 1.1 Vision, Mission and Core Values of the University

### Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

### Mission of the University

Transformative educational experience
Enrichment by educational initiatives that encourage global outlook
Develop research, support disruptive innovations and accelerate
entrepreneurship
Seeking beyond boundaries

**Core Values** 

Integrity Leadership Diversity Community



#### 1.2 Vision and Mission of the School

#### Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

### Mission of the School

- M1. To promote learning and employability skills among students.
- M2. To promote study of humankind and its manifestations.
- M3. To help students succeed in their academic and professional lives.
- M4. To encourage research and promote knowledge creation.

#### **Core Values**

Integrity Leadership Diversity Community



#### 1.3 Programme Educational Objectives (PEO)

#### **1.3.1 Programme Educational Objectives (PEO)**

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

PEO1: The graduates will analyze the theories, basic principles of political science to facilitate progressive careers in social sciences.

PEO2: The graduates will develop rhetorical and communication abilities in a variety of contexts.

PEO3: The graduates will demonstrate analytical writing ability that effectively integrates theoretical and experiential knowledge.

PEO4: The graduates will analyze and interpret new developments in political science which would enablethem to cultivate ethical approaches towards the fallacies of the changing world.



#### 1.3.2 Program Outcomes of the BA (Hons) Political Science:

PO1: **Political Literacy:** Understanding of the political concepts; institutions, processes, constitutional background and policy outcomes of Indian Government and the ability to compare Indian Government to that of other countries around the world.

PO2: **Global Understanding:** Understand and analyze key theories and concepts, historical developments, organizations and modern issues in international relations.

PO3: **Applications of Political Science:** Learn to analyze and apply basic political science concepts to current events.

PO4: **Critical and Independent Thinking:** Promote critical thinking including the ability to form an argument, detect fallacies, and martial evidence, about key issues of public policy and politics.

PO5: **Holistic Learning and Evaluation:** Appraise the interrelationship among the historical, political, economic, cultural and geographical dimensions in political science.

PO6: **Utility of Political Theories:** Explore advanced theories of politics and appraise their importance. Apply that knowledge to the practical tasks.

PO7: **Political and Social Ethics:** Become productive citizens dedicated to serving their communities, their nations and the world.

PO8: **Political Ideologies:** The students will explore theoretical differences among the various authors discussed and considerable attention is devoted to the practical implications of their competing arguments.



#### **Program Specific Outcomes (PSO's)**

### Program Specific Outcomes of the BA (Hons) Political Science:

PSO1: To engage students in the study of the national and global political system and its linkage with economic and social life.

PSO2: To equip students with an understanding of politically sensitive issues and development of generalized problem-solving skills.

PSO3: To prepare students for careers in Central, State, Local Governments for taking leadership/ administrative positions and to make a valuable contribution to the nation. Besides, they can also join law, NGO, electoral analytics, political journalism, research and teaching.

# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: I



S. No.	SU SubjectCode	Subjects   Load					Core/Elective Pre- Requisite/ Co Requisite
THEC	ORY SUBJECTS		L	1	P		
1.	BPO151	Understanding Political Theory	5	1	0	6	CC
2.	BPO 152	BPO 152 Constitutional Government and Politics 4 0 0		4	CC		
3.	BPO 153	Colonialism in India	4	0	0	4	Major-3
4.	BPO 154	. Reading Gandhi	4	0	0	4	Minor Elective
5.		To be chosen from SHSS Basket	-	-	-	3	Vocational
6.	Z010101T/ COC101	Food, Nutrition and Hygiene	2	0	0	2	Co-Curricular
Practi	cal	•		1	1	1	<u> </u>
7.	BOP155	Awareness of Rights & Law	0	0	4	2	Core
		TOTAL CREDITS		ı		25	



### Program Structure School of Humanities and Social Sciences B.A. (H) Political Science

**SEMESTER: II** 

S. No.	Subject Code  Subjects  Load  L T 1		Teaching Load Credits		Credits	Core/Elective Pre- Requisite/	
			L	T	P		Co Requisite
THEO	RY SUBJECTS			1	1		1
1.	BPO 156	Concepts and Debates in Political Theory	5	1	0	6	CC
2.	BPO 157	Political Process in India	4	0	0	4	CC
3.	BPO 158	Nationalism in India	4	0	0	4	Major-III
4.	BPO 159	Political Ideologies	4	0	0	4	Minor Elective
5.		To be chosen from SHSS Basket		-	-	3	Vocational
6.	COC201	First-Aid and Health	2	0	0	2	Co-Curricular
Praction	cal						
7.	BOP 160	Field Work: Political Process in India	0	0	4	2	CC
		TOTAL CREDITS				25	

# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: III



S. No.	SU SubjectCode	SU Subject Subjects Tea L					
	J		L	T	P		Co Requisite
THE	ORY SUBJECTS						
1.	BPO251	Introduction to Comparative Government and Politics	4	0	0	4	CC
2.	BPO252	Perspectives on International Relations & World History	5	1	0	6	CC
3.	BPO253	Elections, Electoral Process in India	4	0	0	4	Major-3
4.		To be chosen from SHSS Basket	-	-	-	3	Voc.
5.	BPO 254	Your Laws, Your Rights	4	0	0	4	Minor Elective
6.	COC301	Human Values and Environmental Studies	2	0	0	2	Co-curricular
Practi	ical						
7.	BOP 255	Field Work Traditions in Political Science-I	2	0	8	6	Survey / Project
		TOTAL CREDITS				29	



# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science

**SEMESTER: IV** 

S. No.	SU SubjectCode	Subjects	Teaching Load				Load Cre			Credits	Core/Elective Pre- Requisite/ Co Requisite
			L	. T P			Co Requisite				
THE	ORY SUBJECTS										
1.	BPO256	Research Methods in Political Science	5	1	0	6	CC				
2.	BPO257	Global Politics	5	1	0	6	CC				
3.	BPO258	Political Processes and Institutions in Comparative Perspectives	4	0	0	4	Major-3				
4.	BPO259	India's Foreign Policy	4	0	0	4	Minor Elective				
5.		To be chosen from SHSS Basket	-	ı	-	3	Voc.				
6.	COC401	Physical Education and Yoga	2	0	0	2	Co-curricular				
Pract	ical										
7.	BOP 260	Minor Project in Political Science	1	0	4	3	Survey / Project				
		TOTAL CREDITS				28					



# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: V

S. No.	SU SubjectCode	Subjects  Teaching Load L T P					Core/Elective Pre- Requisite/ Co Requisite
THE	ORY SUBJECTS	I			_		l
1.	BPO351	Political Philosophy-I	5	1	0	6	CC
2.	BPO352	Indian Political Thought-I	5	1	0	6	CC
3.	BPO353	Public Administration: Issues and Perspectives	4	0	0	4	Major-3
4.	BPO 354	Reading Ambedkar	4	0	0	4	Minor Elective
5.	BPO 355	To be chosen from SHSS Basket Dilemmas in Politics	2	1	0	3	Voc.
6.	Z050501	Analytical Ability and Digital Awareness	2	0	0	2	Co-Curricular
		TOTAL CREDITS				25	



# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: VI

S. No.	SU SubjectCode	Subjects			ng l	Credits	Core/Elective Pre- Requisite/
	L T P						Co Requisite
THE	DRY SUBJECTS						
1.	Tomas I mosophy II		5	1	0	6	CC
2.	BPO357	Indian Political Thought-II A060601T	4	0	0	4	CC
3.	BPO358/ BPO359	United Nations / Development Process and Social 4 0 0 Movements in India					DSE
4.	BPO360	Rural Entrepreneurship and Policy study	4	0	0	4	Minor Elective
5.	BPO361	To be chosen from SHSS Basket Public Opinion Survey	1	0	4	3	Vocational
6.	COC601	i i					Co-curricular
Prac	etical						
7.	7. BOP362 Field Work Traditions in Political Science-II 0 0 1 2		6	Major Training Project			
		TOTAL CREDITS				29	



# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: VII

S. No.	SU SubjectCode	Subjects			ng l	Credits	Core/Elective Pre- Requisite/ Co Requisite
			L	T	P		Co Requisite
THE	ORY SUBJECTS						
1.	BPO451 Moral Foundations of Politics 5				0	6	CC
2.	BPO452/ BPO453	Governance: Issues and Challenges/ Human Rights	5	5 1 0		6	Minor Elective
Prac	etical						
3.	BOP454	Internship-I	0	0	12	6	Major Training
		TOTAL CREDITS				18	



# Program Structure School of Humanities and Social Sciences B.A. (H) Political Science SEMESTER: VIII

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre- Requisite/ Co Requisite	
			L	T	P		Co Requisite	
THE	ORY SUBJECTS							
1.	BPO455/ BPO456	Tribal Studies / Feminism: Theory and Practice	4	0	0	4	Minor Elective	
Prac	etical							
2.	BOP458	Internship-II	0	0	12	6	Major practical Training	
3.	BPO457	Dissertation	0	1	10	6	CC	
		TOTAL CREDITS				16		



Scho	ol: SHSS	Batch2021-2025
	ram: BA	
	anities	Compactory
Bran		Semester: I BAE455
2		Understanding Political Theory
3	Credits	06
4	Contact	5-1-0
	Hours (L-T-P)	
	Course	Major
	Status	
5	Course	1. This course aims to introduce the students to the idea of politics and
	Objective	politicaltheory, its history
		2. This course aims to imbibe the approaches of political theory, and an
		assessment of its critical and contemporary trends.
		3. This course aims to blend the conceptual approach to political theory
		withboth elements of the history of ideas and the application of ideas to political
		issues.
		4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course	CO1: The student will be able to define political theory and concepts.
	Outcomes	CO2: The student will be able to understand, interpret and explain the relevance
		ofpolitical theory, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept to a political
		argument. CO4: The course will help the students to reflectively analyse and appraise social
		practices through the relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing political and
		social practices based on a sound knowledge of the set texts.
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through
		alternative frameworks both within the formal structure of the classroom and
		beyond it.

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7	Course	This is an introductory paper trying to expose students to some basic ideas and
	Descriptio	concepts in Political Science. It introduces the students to the idea of political
	n	theory, its history and approaches, and an assessment of its critical and
		contemporary trends. It has designed to reconcile political theory and practice
		through reflections on the ideas and practices related to democracy.
		This unit five deals with the nature of, and justifications for, democratic politics, and
		their relations to Enlightenment and Anti-Enlightenment political thinking.
8	Outline syllab	
	Unit 1	Introduction to Political theory
	A	What is Politics: Theorizing the 'Political'
	В	Why do we need Political Theory? Relevance of Political
		Theory
	С	Liberal & Marxist Traditions of Political Theory
	Unit 2	Traditions & Approaches & Perspectives of Political
		Theory
	A	Anarchist & Conservative Traditions of Political Theory
	В	Approaches to Political Theory: Normative, Historical &
		Empirical
	С	Critical and Contemporary Perspectives in Political
		Theory: Feminist and Postmodern
	Unit 3	State & Sovereignty
	A	Introduction and different conceptions of state &
		Sovereignty
	В	Modern nation state; liberal, Marxist and feministconceptions of state.
	С	State and Governmentality
	Unit 4	The Grammar of Democracy
	A	Democracy: The history of an idea
	В	Procedural Democracy and its critique
		Deliberative Democracy
	С	Participation and Representation
	Unit 5	This unit deals with the nature of, and justifications for, democratic politics, and
		their relations to Enlightenment and Anti-Enlightenment political
		thinking.
	A	<b>Democracy</b> : Democracy and its critics, The Federalist



	Papers The R	epublican Trad	ition
В	Democracy: I Deliberation in	Discovering the nthe Real Wor	General Will, Habermas' Deliberative Ideal,
С	Democracy:	Competition	
Mode of examination	Theory		,
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	New Delhi: Pe 2. O.P. G Publishers, Ne UNIT-1 & 2 & Bhargava, R. (	earson Longma auba (2009), 'A ew Delhi. 3 (2008) 'What is	charya, A. (2008) 'PoliticalTheory: An Introduction'.  An Introduction to PoliticalTheory', MacMillan  s Political Theory', in Bhargava, R and Acharya, A.  attroduction. New Delhi: Pearson Longman, pp. 2-16.
	Bellamy, R. (e University Pre Glaser, D. (19	ed.) Theories aress, pp. 1-14. 95) 'Normative	etion: The Demise and Rise of Political Theory', in and Concepts of Politics. New York: Manchester  et Theory', in Marsh, D. and Stoker, G. (eds.) Theory and London: Macmillan, pp. 21-40.
	Theory and M Christiano, Th	ethods in Polit (2008) 'Demo	ural Analysis', in Marsh, D. and Stoker, G. (eds.) ical Science. London: Macmillan, pp. 58-75. ocracy', in Mckinnon, C. (ed.) Issues in Political Jniversity Press, pp. 80-96.
	Arblaster, A. (	(1994) Democr	acy. (2nd Edition). Buckingham: Open University Press.
	Introduction. In Brighouse, H. New York: Ox	New Delhi: Pea (2008) 'Citize (ford Universit UNIT: 5	argava, R. and Acharya, A. (eds.) Political Theory: An arson Longman, pp. 130-146. nship', in Mckinnon, C. (ed.) Issues in Political Theory, y Press, pp. 241-258.
	Hamilton, Jay, 51, 62, 70, 78	, and Madison,	The Federalist Papers, Paper No. 1, 9, 10, 14, 39, 48,
		Rousseau, The 7, Book II Ch.	e Social Contract and the First and Second Discourses,

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	William H. Riker, Ch. 5, "The Meaning of Social Choice" in Liberalism against Populism, pp. 115-23
	Jürgen Habermas, "Three Normative Models of Democracy"10m James Fishkin, "Deliberative Polling: Toward a Better-Informed Democracy"10m Locke, Second Treatise of Government, Chs. 17-19
	Joseph Schumpeter, Capitalism, Socialism, and Democracy, Ch. XXI and XXII Buchanan and Tullock, The Calculus of Consent, excerpt from Ch. 6
	Shapiro, "John Locke's Democratic Theory," in Locke's Two Treatises of Government, pp. 309- 332
	Douglas Rae, "The Limits of Consensual Decision" Shapiro, "Elements of Democratic Justice." Political Theory
Other	Relevant materials will be provided by the subject teacher.
References	



Sch	ool: School of	Batch2021-2025
	nanities and	
Soci	ial Sciences	
	gram: B.A	
_ ` _	Political Science	CI
Scie	nch: Political	Semester: I
1	Course Code	
2	Course Title	Constitutional Government and Politics
3	Credits	4
4	ContactHours	4-0-0
	(L-T-P)	
	Course Status	Major
5	Course	1. This course aims to introduce students to the Indian Constitution and its
	Objective	<ul><li>integral parts.</li><li>2. This course aims to Acquaint students with the constitutional design ofstate</li></ul>
		structures and institutions, and their actual working overtime.
		3. This course aims to make students understand the concept of federalism
		and decentralization.
6	Course	CO1: The student will be able to describe philosophy, salient features of Indian
	Outcomes	constitution.
		CO2: The student will be able to understand, interpret and explain the integral
		parts and concepts of Indian Constitution.
		CO3: The student will be able to demonstrate the working of Indian Government
		and its organs.
		CO4: The student will be able to reflectively analyse and appraise the working
		and success of Indian Constitution and the organs of Indian government.
		CO5: The student will be able to evaluate and criticize the ongoing political and
		social practices based on a sound knowledge of the constitution.
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through
		alternative frameworks both within the formal structure of the classroom and
		beyond it.



7	Course	In this course students will en	gage in a deep, historical institu	utional analysis of		
'						
	Description	Indian Political System. This	course will consist of interactive	e lectures to		
		understand the structure and v	vorking of Indian government.			
8	Outline	CO Mapping				
	syllabus					
	Unit 1	Indian Constitution: Introdu	uction			
	A	Making of Indian Constitution	on: Constituent Assembly			
		Perspectives				
	В	Indan features Constitution: P	hilosophy, Preamble			
		And its				
	С	Major Amendments: Trends a	nd Rationale			
	Unit 2	Integral parts of the Indian	Constitution			
	A	Fundamental Rights				
	В	Directive Principles of State P				
	C Basic Structure of the Constitution					
	Unit 3	Organs of the Government				
	A	Legislature of India: Lok Sabha & Rajya Sabha,				
		Relationship between Lok Sabha & Rajya Sabha				
	В	Speaker, Committees Legislative Procedures, Parliamentary				
	С	Executive of India: President				
	Unit 4	Organs of the Government				
	A	Executive of India: Prime	Minister and Council of			
		Ministers				
	В	Judiciary of India: Supreme	e Court, High Court and			
		Subordinate Courts				
	С	Judiciary and democratic pro	ocess: Judicial Review and			
		Judicial Activism, PIL  Federalism and Decentralization				
	Unit 5					
	A	Federalism: Division of Powe				
	В	Federalism: Schedules Emerg	ency provisions; Fifth and Six	ĸth		
	С		alities in India: Panchayati			
		_	r every student to write a term	paper. It will be		
		considered as a part of the cla	ss assessment.	-		
	Mode of	CA = 25 Marks Term	paper + 05 Marks foratte	endance=30 marks.		
	examination	Theory				
	Weightage	CA	MTE	ETE		
	Weightage					



Distribution	
Text book/s*	1. Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New
	Delhi: Oxford University Press.
	2. Basu, D.D. (2014) An Introduction to the Constitution of India, New
	Delhi. Prentice Hall.
	3. Fadia, B.L. & Fadia, Kuldeep (2017) Indian Government and Politics,
	Agra. Sahitya Bhawan.
	4. Chakravarty, B. & Pandey, K. P. (2009) Indian Government and Politics,
	New Delhi: Sage.
	5. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After
	Independence. New Delhi: Penguin.
	6. Jayal, N. G. & Mehta, P. B. (eds.) (2010) Oxford Companion to Indian
	Politics. New Delhi: OxfordUniversity Press.
	7. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and
	Politics. New Delhi: Pearson,2011.
Other	1. Austin, G. (2004) Working of a Democratic Constitution of India. New
References	Delhi: Oxford University Press.
	2. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary
	India: Critical Perspectives. New Delhi: Orient Blackswan.
	3. Singh, M.P. & Saxena, R. (2008) Indian Politics:
	Contemporary Issues and Concerns. New Delhi: PHILearning.



Schoo	ol: School of	Batch2021-2025
Huma	unities and	
Social Sciences Program: BA		Current Academic Year: 2021-2022
8		Current Academic Tear. 2021-2022
Hons	Political	
Science		
Branc		Semester: I
1	Course Code	
2	Course Title	Colonialism in India
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<ol> <li>This course seeks to equip students with the basic intellectual tools for understanding colonialism in India.</li> <li>The purpose of this course is to help the students to understand India's colonial past.</li> <li>The study of colonialism in India from different perspectives will reveal different facets of colonialism in India: social-economic, political, religious, legal and educational.</li> <li>This course aims to imbibe the skills required to engage in debates on the present-day colonial practices in India.</li> <li>This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ol>
6	Course Outcomes	CO1: The student will be able to understand the meaning of Imperialism and Colonialism. CO2: The student will be able to understand the foundations of colonial rule in India. CO3: The understanding of an early phase of colonialism and its impact on political, economy and society will broaden the critical insight and inculcate among students the significance and rigor of the study of colonialism in India. CO5: The course will reflect the early Indian response to colonialism and the constitutional developments in India. CO6: The course will help the students to raise questions and develop a problem-solving thought process, which is central to the idea of shaping an informed graduate student and an active citizen.



7	Course	This Course is designed to give students a sense of India's colonial past, the		
	Description	shaping of the nationalist ideology and the unfolding of the national movement.		
		Integral to the course is the understanding that ideas of democracy and freedom		
		and corresponding social relations and political and institutional practices took		
		shape in the context of the anti-colonial struggles. The institutions of the state, its		
		policies, and the social and economic structures that obtain today, reflect the		
		imprint of the colonial experience and the manner in which they have been		
		transformed in the		
		course of social struggles and the national movement.		
8	Outline syllabus			
	Unit 1	Conceptual Explorations		
	A	Explaining Imperialism and Colonialism		
	В	Brief History of Colonialism in India		
	С	Approaches to the Study of Colonialism in India: Colonial,		
		Marxist, Subaltern and Postcolonial Interpretations		
	Unit 2	Foundations of Colonial Rule in India		
	A	Consolidation of British Power		
	В	Civil Administration		
	С	Legal Foundations		
	Unit 3	The Early Phase of Colonialism and its Impact		
	A	Political: Expansion and Consolidation of British Power,		
		Ideological Justification of Colonial Rule — 'CivilizingMission'		
	В	Economy: Agriculture and Land Relations, Decline of		
		Traditional Industry and Patterns of Trade		
	С	Society: English Education and Middle class		
	Unit 4	Culture and Society		
	A	Colonial Ideology of Civilizing Mission: Utilitarian and Missionaries		
	В	Shaping Communities: Census and Enumeration		
	С	The Gender Question		



Unit 5	Early Indian	Responses	
A	Peasant and Tribal Resistance		
В	The 1857 Rebellion: The Social Base, Consequences		
С	Politics of Representation: Constitutional Developments (1858-1935)		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	J. Dasgupta,	(ed.) Science,	Technology, Imperialism and War, New Delhi:
	Centre for St	udies in Civiliz	cation Publication and DK.
	S. Bandyopa	dhyay, (2004)	From Plassey to Partition: A History of Modern
	India, New I	Delhi: Orient Lo	ongman.
		0 0	he Raj, Cambridge: Cambridge and M. Gadigal, (1989) 'State Forestry and Social
	Conflict in I	British India', i	n Past and Present No. 123, Oxford University
	Press, pp. 14	11-177.	
	http://www.j	stor.org/stable/	650993
	S. Sarkar, (1	983) Modern Ir	ndia (1885-1947), New Delhi: Macmillan, pp. 28-
	35		
	B. Cohn, An	Anthropologist	among Historians and Other Essays, New Delhi:
	Oxford Univ	ersity Press, pp	. 224-254.
	S. Seth, (200	08) Subject Les	sons: The Western Education of Colonial India,
	New Delhi: 0	Oxford Univers	ity Press.
	R. Guha, (	1996) 'The Si	mall Voice of History', in S. Amin, and D.
	Chakrabarty,	(eds.) Subalte	rn Studies IX: Writings on South Asian Histories
	and Society,	Delhi: Oxford	University Press.
	S. Bandyopa	dhyay, (2008)	Eighteen-Fifty-Seven and Its Many Histories, in
	1857: Essays	s from Econom	ic and Political Weekly, Hyderabad: Orient Black
	Swan in asso	ociation with Sa	meeksha Trust, pp. 1-22.



Other	R. Young, (2001) Postcolonialism: A HistoricalIntroduction,
References	Oxford: Blackwell.
	T. Metcalf, (1995) <i>Ideologies of the Raj</i> , Cambridge:Cambridge University
	Press.
	K. Sangari, and S. Vaid, (1989) Recasting Women: Essays
	in Colonial History, New Delhi: Kali for Women.



School	: School of	Batch2021-2025		
Humanities and				
Social Sciences				
Progra	m: BA	Current Academic Year: 2021-2022		
Hons	Political			
Science	<b>,</b>			
Branch:		Semester: I		
1	Course Code			
2	Course Title	Reading Gandhi		
3	Credits	04		
4	Contact	4-0-0		
	Hours (L-T-P)			
	Course Type	Minor/Elective		
5	Course	1: The student will be able to know about Gandhi and his ideas.		
	Objective	2: The student will be able to understand, interpret and explain therelevance		
		of Gandhi and his thoughts.		
		<ul><li>3: The student will be able to apply Gandhian thought.</li><li>4: The course will help the students to reflectively analyse and appraise</li></ul>		
		social practices through the relevant conceptual tool kit.		
		5. This course aims to develop the capacity to think critically in an analytically rigorous way.		
6	Course	CO1: The student will be able to know about Gandhi and his ideas.		
	Outcomes	CO2: The student will be able to understand, interpret and explain the		
		relevance of Gandhi and his thoughts.		
		CO3: The student will be able to apply Gandhian thought.		
		CO4: The course will help the students to reflectively analyse and appraise		
		social practices through the relevant conceptual tool kit.		
		CO5: The student will be able to criticize and evaluate the ongoing political		
		and social practices based on a sound knowledge of the set texts. CO6: The		



		course will allow the stud	ents to think of	critically about Westernframeworks of		
		knowledge, varied pedago	gic methods	and techniquesthrough alternative		
		frameworks both within th	e formal stru	cture of the		
		alassroom and boyand it				
		classroom and beyond it.				
7	Course	Locating Gandhi in a glo	bal frame, the	e course seeks to elaborate Gandhian		
	Description	thought and examine its pr	ractical implic	ations. It will introduce students tokey		
		instances of Gandhi's con	tinuing influe	ence right up to contemporary		
		period and enable them to	critically eval	uate his legacy.		
8	Outline					
	syllabus					
	Unit 1	Gandhi: Introduction				
	A	Introducing Gandhi				
	В	Text and Context				
	С	Hind Swaraj				
	Unit 2					
	A	Swaraj				
	В	Satyagraha: It's Basic Post	ulates and Ph	ilosophy		
	C	Swadeshi				
	Unit 3					
	A	Non-violence				
	В	Sarvodaya				
	C	Trusteeship: A New Econo	mic Concept			
	Unit 4					
	A	The Critique of Modernity				
	В	An Alternative Hardimar	n Modernity w	vith		
		Special reference				
	С	Gandhi and Nationalism				
	Unit 5					
	A	Gandhi on Women's Quest	tion			
	В	Gandhi on Untouchability				
	С	Gandhi and Environment				
	Mode of	Theory				
	examination					
	Weightage	CA	MTE	ETE		
	Distribution	30%	20%	50%		
	Text book/s*	<b>Reading Gandhi</b> by Pro Publication, 2012.	f. Anil Dutta	Mishra, Pearson		
	Other		andhi, Hind S	waraj and otherwritings ed. A.J.Parel		



References	(1997).
	· B. Parekh, Gandhi (1997), chs. 4 ("Satyagraha") and5("The critique of modernity").
	D. Hardiman, Gandhi in his time and ours (2003),ch.4("An alternative
	modernity"



2 (	Course Code Course Title	Current Academic Year: 2021-2022
1 C 2 C 3	Course Code	Current Academic Year: 2021-2022
2 (		
3 (	Course Title	
		Fundamentals of MS Word for Academic Writing
4	Credits	3
	Contact	0-2-2
I	Hours	
(	(L-T-P)	
(	Course Type	Vocational
5 (	Course	1) To acquire knowledge of Microsoft Word for academicwriting.
(	Objective	2) To understand the features of Microsoft Word.
		3) To be able to create impressive Words documents
6 (	Course	CO1: The student will be able to demonstrate the use of differentin-built
(	Outcomes	features of Word.
		CO2: The student will be able to understand the feature that canenhance
		Word documents
		CO3: The student will be able to apply the concepts and would beable to
		work in MS Word.
		CO4: The student will be able to create impactful documents.
7 (	Course	Microsoft word is an important education application. It is important to process
I	Description	raw facts into meaningful information.
		Microsoft word for students help to transmit educational materials and practice
		systematically in school and university faster with higher quality. The present
		course would help students understand
		how to create impressive and well formatted Word documents.



8 Outline syllabus					
	Unit 1	Explore Microsoft Word			
	A	Opening, Navigating, and closing documents. Starting, entering text in, and			
		saving documents. Modifying text, finding and replacing text, fine tuning			
		text, correcting spelling and grammatical			
		Errors			
	В	Applying styles to text, changing a document's			
		theme, manually changing the look of character andparagraphs, creating and			
		modifying lists			
	С	Presenting information in columns, creating tabbedlists, presenting			
		information in tables, formatting			
		Tables			
	Unit 2	Adding Graphic elements			
A Inserting an		Inserting and modifying pictures			
	В	Inserting screen clippings, adding WordArt text			
	С	Drawing and modifying shapes			
	Unit 3	Document Enhancement			
	A	Preview, Print, distribute: Previewing and adjustingpage layout; Controlling			
		what appears on each page;			
		Printing and sending documents			
	В	Insert and Modify Diagrams: create and modify			
		diagrams			
	С	Insert and Modify Charts			
	Unit 4	Strengthening Document			
	A	Organizing and Arranging content, objects on page			



	В	Saving Word document in other formats, designing			
accessible documents, Password protecteddoc			Password protecteddocuments		
C Creating and modifying web documents; Creating			web documents; Creating		
		and publishing blog posts.			
	Unit 5 Additional Techniques				
	A	Linking to external resor	ources, embedding linked		
		objects, inserting and linking to bookmarks			
	B Inserting and modifying footnotes and endnotes,				
		Creating and modifying indexes, adding sources and compiling bibliographies  Collaborate on documents: adding and reviewing comments; tracking and managing document changes, Co-authoring documents			
	С				
	Mode of	Practical			
	examination				
Weightage Internal Assessment		Internal Assessment	ETE		
	Distribution	60%	40%		
	Text book/s*	Lambert, J. & Cox, J. (2013). Step by Step MicrosoftWord 2013. Microsoft			
		Press, Washington. ISBN:			
		978-0-7356-6912-3			
	Other	Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, Word, Excel, Access, and Outlook. Packt Publishing Ltd. ISBN: 9781839210617			
	References				



# Co-curricular course: Semester-1 Course Title: Food, Nutritionand Hygiene

Programme /Class: Year: F		Year: First		Semester: First	
	Class: rtificate				
Co-Curricular					
		Cour		177 '	
Course C Z01010	Code: 1T	Course Title: Food	, Nutrition a	and Hygiene	
	outcomes:				
• [	Γo learn the basic	c concept of the Foo	d and Nutri	tion	
• [	Γo study the nutri	itive requirement du	ring special	conditions like pregnancy	and lactation
• [	Го learn meal pla	nning			
• [	Γo learn 100 days	s Nutrition Concept			
• [	Γο study commo	n health issues in the	e society		
	Γo learn the speci	ial requirement of fo		common illness	
	Credits: 2		) (' ) D	Compulsory	
Max. M	arks: 25+75	oturas Tutorials Dra	Min. Passi	ng Marks: urs per week): L-T-P: 2-0-0	
	Total No. of Lec	ruies-Tutoriais-Prac	cucai (III IIo	uis pei week). L-1-F. 2-0-0	No. of
Unit	1	Topics			Lecture
Cint		Topics			S
					Total=3
					0
<b>T</b>	Concept of Food and Nutrition				0
1				n, Health, balanced Diet	8
	• Types o Nutritio		ım Nutritior	n, underNutrition, Over	
	• Meal pl	anning- Concept an	d factors af	fecting Meal Planning	
	• Food gr	roups and functions	of food		
	<b>Nutrients: Mac</b>	ero and Micro RDA	, Sources,	Functions, Deficiency	
II	and excess of				7
	• Carbohy	ydrate			
	• Fats				
	• Protein				
	• Mineral	ls			
	Major: Calcium, Phosphorus, Sodium, Potassium Trace: Iron, Iodine,				
Fluorine, Zinc					
	• Vitamin	ne			
	Water soluble v		B, C Fat so	luble vitamins: Vitamin	
	Water soluble v A, D, E, K		B, C Fat so	luble vitamins: Vitamin	
	Water soluble v		B, C Fat so	luble vitamins: Vitamin	



	•	1000 days Nutrition			
	•	Concept, Requirement, Factors affecting growth of child			
III	•	Prenatal Nutrition (0 - 280 days): Additional Nutrients'	8		
	•	Requirement and risk factors during pregnancy			
	•	Breast / Formula Feeding (Birth – 6 months of age)			
	•	Complementary and Early Diet (6 months – 2 years of age)			
	•	Community Health Concept			
	•	Causes of common diseases prevalent in the			
		society and Nutrition requirement in the following:			
	•	Diabetes	_		
IV	•	Hypertension (High Blood Pressure) Obesity	7		
	•	Constipation Diarrhea Typhoid			
	•	National and International Program and Policies for			
		improving Dietary Nutrition			
	•	Immunity Boosting Food			

#### **Suggested Readings:**

- 1. Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018.
- 2. 1000Days-Nutrition\_Brief\_Brain-Think\_Babies\_FINAL.pdf
- 3. <a href="https://pediatrics.aappublications.org/content/141/2/e20173716">https://pediatrics.aappublications.org/content/141/2/e20173716</a>
- **4.** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/

5.डिइFiber, ा स Fiber "Fiber हैं डिड हैं डैं डिड हैं डिड हैं

Suggested Continuous Evaluation Methods:

MCQs, Practical Diet/ Meal Planning, assignments Presentations, group Discussion, Case study, Survey

Suggested equivalent online courses:

https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition Diploma in Human Nutrition-Revised Offered by Alison



### **SEMESTER-II**

Schoo	l: School of	Batch 2021-2025
Humanities and		
Social Sciences		
Progr	am: B.A	Current Academic Year: 2021-2022
Huma	nities	
Branc	h:	Semester: II
1	Course Code	
2	Course Title	Concepts and Debates in Political Theory
3	Credits	6
4	Contact	5-1-0
	Hours	
	(L-T-P)	
	Course Type	Major
5	Course	1. This course aims to introduce certain key aspects of conceptual analysis
	Objective	in political theory.
		2. This course aims to imbibe the skills required to engage in debates
		surrounding the application of the concepts.
		3. This course aims to blend the conceptual approach to political theory
		with both elements of the history of ideas and the application of ideas to
		political issues.
		4. This course aims to develop the capacity to think critically in an
		analytically rigorous way.
6 Course CO1: The student will b		CO1: The student will be able to define political theory and concepts.
	Outcomes	CO2: The student will be able to understand, interpret and explain the
		relevance of political theory, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept to a
		political argument.
<u> </u>		I



		CO4: The course will help the students to reflectively analyse and appraise		
		social practices through the relevant conceptual tool kit.		
		CO5: The student will be able to criticize and evaluate the ongoing		
		political and social practices based on a sound knowledge of the set texts.		
		CO6: The course will allow the students to think critically about Western		
		frameworks of knowledge, varied pedagogic methods and techniques		
		through alternative frameworks both within the formal structure of the		
		classroom and beyond it.		
7	Course	This is an introductory paper trying to expose students to some basic ideas		
	Description	and concepts in Political Science. Effort has been made to orient students		
		to the methodological and ideological traditions in political science.		
8	Outline syllab	us		
	Unit 1	Concepts in Political Theory: Liberty		
A Liberty: Meaning, Evolution, J. S. Mill of		Liberty: Meaning, Evolution, J. S. Mill on Liberty		
	В	Negative and Positive Liberty. Idea and Practice of Democracy		
	С	<b>Debate:</b> On what grounds is censorship justified and whatare its limits?		
Unit 2 Concepts in Political Theo		Concepts in Political Theory: Equality		
	A	Equality: Meaning, Evolution		
B V		Why equalize and Equality of what?		
C <b>Debate:</b> Does protective discrimination violate principles		Debate: Does protective discrimination violate principles		
		of fairness?		
	Unit 3	Concepts in Political Theory: Rights		
	A	Rights: Meaning, Evolution		
		·		



	B Theories of rights, Human rights			
	C <b>Debate:</b> Human Rights and Cultural Relativism			
	Unit 4	Concepts in Political Theory: Justice		
A Justice: Distributive and Procedural Justice / Rawls theory			s theory	
		of justice.  Justice and capabilities		
	В			
	С	Debate: National Vs Global Justice		
	Unit 5	Power		
A Introduction to Power and authority				
	В	Power, legitimacy & hego	emony	
C Power & knowledge; different conceptions of power			er	
		Note: It's mandatory for every student to write a term paper. It will be considered as a part of the class assessment.  CA = 25 Marks Term paper + 05 Marks for attendance=30 marks.  Theory		
	Mode of examination			
			N/DE	Eme
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Text book/s*	<ol> <li>Bhargava, R. and Acharya, A. (2008) 'PoliticalTheory: An         Introduction'. New Delhi: Pearson Longman.     </li> <li>O.P. Gauba (2009), 'An Introduction to Political         Theory', MacMillan Publishers, New Delhi.     </li> </ol>		
	Other	Relevant materials will be	e provided by the subject t	teacher.
	References			



Scho	ool: School of	Batch 2021-2025			
Humanities and					
Social Sciences					
Prog	gram: B.A (H)	Current Academic Year: 2021-2022			
Polit	tical Science				
Brai	nch: Political	Semester: II			
Scie					
1	Course Code				
2	Course Title	Political Process in India			
3	Credits	4			
4	ContactHours	4-0-0			
	(L-T-P)				
	Course Status	Major			
5	Course	1. This course aims to develop an understanding of the political process.			
	Objective	2. This course aims to paying attention to the contradictory dynamicsof			
		modern state power.			
		3. This course aims to create awareness and deep knowledge about			
		Indian Political System.			
6	Course	CO1: The student will be able to describe evolution, functioning and			
	Outcomes	consequences of political parties and party system in India. CO2: The student will be able to explain the role of different factors in			
		Indian Politics.			
		CO3: The student will be able to generalise the trends in voting behaviourand			
		behaviour of political parties.			
		CO4: The student will be able to evaluate the affecting factors and conflicting			
		impulses within the Indian Political System.			
		CO5: The student will be able to analyse the changing nature of Indian			
		state and impacts of current policies.			
		CO6: The course will help the students to raise questions and develop a			
		problem-solving thought process, which is central to the idea of shaping an informed graduate student and an active citizen.			



7	Course	This course has been designed to develop understanding among the students of				
	Description	the history and changing nature of political systems in India. It will put a				
		greater focus in understanding the on-going debate on politics and				
		government. A unique feature of the course will be its emphasis upon looking				
		at specific contemporary debates in Indian Politics.				
8	Outline syllabi	us				
	Unit 1	Political Parties and the Party System				
	A	National and Regional Political Parties, Ideological and				
		Social bases of Parties.				
	В	Party System in India,				
	С	Pattern of Coalition Politics, Pressure Groups, Trends in				
		electoral behaviour.				
	Unit 2	Salience of Political Identity				
	A	Caste, Tribe and Ethnicity				
	В	Class and Gender				
	С	Religion				
	Unit 3	Factors affecting Indian Politics				
	A	Regionalism in Indian Politics				
	В	Regional Aspirations: The Politics of Secession and				
		Accommodation				
	С	Debates on Secular and Communal Politics				
	Unit 4	Election and Electoral Politics:				
	A	Election Commission				
	В	Electoral Process and the challenges of electoral Politics				
	С	Electoral Reforms				
	Unit 5	Social Movements:				
	A	Social Movements in India				
	В	Term Paper				
	С	Case study				



examination	Note: It's mandatory for every student to write a term paper. It will be considered as a part of the class assessment.  CA = 25 Marks Term paper + 05 Marks for attendance=30 marks.  Theory			
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
Text book/s*	Essential Rea	dings:		
	1. Hasar	, Z. (2002) 'Pa	rties and Party Politics inIndia', New Delhi:	
	Oxfor	d University Pro	ess.	
	2. Fadia	B.L. & Fadia,	Kuldeep (2017) 'IndianGovernment and Politics',	
	Agra.	Sahitya Bhawa	n.	
	3. Hasar	, Z. and Bharga	va, R. (2000) 'Transforming India: Social and	
	Politi	Political Dynamics in Democracy', New Delhi: Oxford University		
	Press.	Press.		
	4. Jaffrelot, C. (2008) 'Why Should We Vote? The Indian Middle Class			
	and th	and the Functioning of World's Largest Democracy', in Religion,		
	Caste	and Politics in 1	India, Delhi: Primus.	
	5. Brass	P. (1999) 'The	Politics of India Since Independence', New	
	Delhi	Cambridge Un	iversity Pressand Foundation Books.	
	6. Kotha	ri, R. (1970) 'C	aste in Indian Politics, Delhi: Orient Longman.	
	7. Kohli	, Atul (2001) 'T	he Success of India's Democracy', New Delhi:	
	Camb	ridge University	y Press.	
	8. Hasar	, Z., Sridharan,	E. and Sudarshan, R. (2002)	
	9. India	s Living Consti	tution: Ideas, Practices, Controversies', New	
	Delhi	Permanent Bla	ck.	



Other	1. Deshpande, R. (2004) 'How Gendered was Women's Participation in
References	Elections 2004?', Economic and Political Weekly, Vol. 39, No. 51, pp. 5431-
	5436.
	2. Deshpande, R. (2005) 'State and Democracy in India: Strategies of
	Accommodation and Manipulation', Occasional Paper, Series III, No. 4,
	Special Assistance Programme, Department of Politics and Public
	Administration, University of Pune. 3. DeSouza, P. and Sridharan, E. (2006) 'India's Political Parties', New
	Delhi: Sage Publications.



Scho	ool: School of	Batch 2021-2025
Humanities and		
	Social	
Scien	nces	
Prog	gram: B.A	Current Academic Year: 2021-2022
(H)	Political	
Scien	nce	
Brai	nch:	Semester: II
Polit	ical Science	
1	Course Code	
2	Course Title	Nationalism in India
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
		Major
	Status	
5	Course	1. This course aims to identify the approaches of nationalism in India.
	Objective	2. This course aims to discuss the various stages of the national movement
		in India.
		3. This course aims to understand the circumstances leading to different
		social and religious movements and their effects.
		4. This course aims to understand the different happenings in Nationalist Movement from 1870-1947 linking with constitutional
		changes.
6		CO1: The student will be able to describe the various stages of the national
		movement in India.
		CO2: The student will be able to understand, interpret and explain nationalist
		politics and how its social base increased.
		CO3: The student will be able to apply the approaches of Nationalism. CO4: The student will be able to reflectively analyse the contribution of different social and
		religious movements across India.
		CO5: The student will be able develop is understanding about the Nationalist
		Struggle
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through
		alternative frameworks both within the formal structure of the classroom and
ı		beyond it.



7	Course	This course will help the students to understand the struggle of Indian people		
	Descripti	against colonialism. It seeks to achieve this understanding by looking at this		
	on	struggle from different theoretical perspectives that highlight its different		
		dimensions.		
		The course begins with the nineteenth century Indian responses to coloni		
		dominance in the form of reformism and its criticism and continues through		
		various phases up to the events leading to the Partition and Independence. In the		
		process, the course tries to highlight its various conflicts and contradictions by		
		focusing on its different dimensions: communalism, class struggle, caste and		
		gender.		
8	Outline sylla	lbus		
	Unit 1	Approaches to the Study of Nationalism in India & Major Social and Religious Movements in 19th century		
	A	Nationalist, Imperialist, Marxist, and Subaltern		
		Interpretations		
	В	Raja Ram Mohan Roy, Arya, Jyotiba Phule,		
		Mahadev Govind Ranade		
	С	Ramakrishna Mission, Theosophical Society,		
		Muslim Reform Movements		
	Unit 2	Nationalist Politics and Expansion of its Social Base		
	A	Phases of Nationalist Movement: Liberal		
		Constitutionalists, Swadeshi and the Radicals;Beginning of Constitutionalism in		
		India		
	В	Gandhi and Mass Mobilisation: Non-CooperationMovement, Civil Disobedience		
		Movement, and		
		Quit India Movement		
	С	Socialist Alternatives: Congress Socialists,		
		Communists		



Unit 3	Social Movements				
A	The Women's Question: Participation in the				
	National Movement and its Impact				
В	The Caste Question: Anti-Brahmanical Politics				
С	Peasant, Tribal and	Workers Movements	S		
Unit 4	Partition and Independence				
A	Communalism in Indian Politics				
В	The Two-Nation Th	neory			
С	Negotiations over	Partition and the	changing dynamics of diversity		
UNIT 5	TERM PAPER &	PRESENTATION			
A		to write a term pape	r or Book Review		
В	Term Paper/Book R	Review			
С	Presentation				
Mode of Theory					
examination	Presentation				
Weightage	CA	MTE	ETE		
Distribution	30%	20%	50%		
Text book/s*	1. S. Bandyopadhyay, (2004) From Plassey to Partition: A History of Modern				
	India, NewDelhi: Orient Longman.				
	2. P. DeSousa, (ed.) Contemporary India: Transitions, New Delhi: Sage				
	Publications.				
	3. S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan.				
	4. P. Chatterjee, (1993) The Nation and its Fragments: Colonial and				
	Postcolonial Histori	ies, New Delhi: Oxfo	ord University Press.		
Other	1. R. Pradhan,	(2008) Raj to Swa	raj, New Delhi: Macmillan (Available in		
References	Hindi).				
	2. A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Du				
	New Delhi: Vani P	rakashan. pp. 23-33	. (The original essay in English is from A.		
	Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)				
	Traility, (1777) INOW Dollin. Oxford Offiversity 1 less, pp. 1-0.)				



School: School of Humanities and Social Sciences		Batch 2021-2025  Current Academic Year: 2021-2022
Progra	<b>m</b> : B.A	Current Academic Teat. 2021-2022
Human	ities	
Branch	n: 	Semester: II
1	Course Code	
2	Course Title	Political Ideologies
3	Credits	4
4	Contact Hours (L- T-P)	4-0-0
	Course Type	Minor/Elective
5	Course Objective	1. This course aims to introduce certain key aspects of conceptual analysis in political ideologies.
		2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.
		3. This course aims to blending the conceptual approach to political ideologies with both elements of the history of ideas and the application of ideas to political issues.
		4. This course aims to develop the capacity to think critically in an analytically rigorous way.



6	Course	CO1: The student will be able to define political ideologies and concepts.
	Outcomes	CO2: The student will be able to understand, interpret and explain the
		relevance of ideologies, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept toa political argument.
		CO4: The course will help the students to reflectively analyze and
		appraise social practices through the relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques
		through alternative frameworks both within the formal structure of the
		classroom and beyond it.
	Course	This is an introductory paper trying to expose students to some basic ideas
7	Description	and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.
8	Outline syllab	us
	Unit 1	Introduction to Political Ideologies:
	A	Introduction to Ideology
	В	Fascism: Introduction and Main Ideas
	С	Fascism - problems. The Hindu right and Nazism Ordinary people's part in fascism. A worked example
	Unit 2	Conservatism
	A	Background and forms of conservatism & Main ideas and main problems in conservatism
	В	Short recap. Politics in a conservative society. India survey evidence
	С	Liberalism: Introduction & Main ideas withexample
	Unit 3	Liberalism and Neo-liberalism



A	Forms of the libera	Forms of the liberal state & Forms of Liberalism		
В	Multiculturalism & Main problems in liberalism.			
С	Neo-Liberalism			
Unit 4	Feminism & Ecolog	gism		
A	Intro, historical bac concepts, with exar		he present& Feminism - main	
В	Feminism and othe workedexamples.	er ideologies & Int	ersectionality and Intersectionality -	
С	Human environmental impact and forms of response. Ecological concepts.  Examples and selected consequences. &  Ecologism - main concepts, with examples.			
Unit 5	Ecologism			
A	Ecologism and Pol	Ecologism and Politics		
В	Ecologism today. C	Ecologism today. Conceptual problems - the ideaof nature. Natural capital - worked example		
С	Students are supportogether	Students are supposed to present a term papercomparing two ideologies together		
Mode of	f Theory			
examination				
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
Text book/s*	References:			
Other References	Relevant materials will be provided by the subject teacher.			



School: SHSS		Batch 2021-2025
Program:	BA	Current Academic Year: 2021-2022
Hons		
Branch:		Semester: II
Psychology		

1	Course Code			
2	Course Title	Fundamentals of PowerPoint for Academic Presentation		
3	Credits	3		
4	Contact	0-2-2		
	Hours			
	(L-T-P)			
	Course Type	Vocational		
5	Course	1) To acquire knowledge of Microsoft PowerPoint for		
	Objective	academic presentations.		
		2) To understand the features of Microsoft PowerPoint		
		Presentation		
		3) To be able to create impressive PowerPoint Presentations		
6	Course	CO1: The student will be able to demonstrate the use of differentin-built		
	Outcomes	features of PowerPoint.		
		CO2: The student will be able to understand the feature that can		
		enhance PowerPoint Presentation		
		CO3: The student be able to apply the concepts and would able towork in		
		MS- PowerPoint.		
		CO4: The student will be able to design and create presentations.		
7	Course	Presenting is not about standing in front of an audience reading out bullet		
	Description	points on slides. Presentation training is so important because the ability to		
		communicate effectively and with impact is one of the most valuable skills		
		in the world today. The present course would help students understand		
		how to create impressive PowerPoint Presentation and deliver them		
		effectively.		



8	Outline syllabus			
	Unit 1	Explore PowerPoint		
	A	Create Presentations: Entering text in placeholders, editing text, Importing		
		Slides from existing sources Work with slides: Dividing presentations in		
		sections, rearranging slides and sections, applying themes,		
		changing slide background		
	В	Work with slide text: Changing the alignment, spacing, size		
		Simple Visual Enhancements: Inserting pictures and		
		clip art images, creating diagrams, Adding WordArttext		
	C	Plotting charts, Drawing Shapes, adding transitions, Inserting symbols and		
		equations. Inserting tables, Formatting tables, Pie charts		
	Unit 2	Adding Animations, Audio & Video		
	A	Animating with ready-made effects, customizing		
		animation effects		
	В	Adding audio content		
	C	Inserting and playing videos		
	Unit 3	Share, Review and Customize Presentation		
	A	Sharing presentation in other format, sending		
		presentation directly from PowerPoint, Presentingpresentation online		
	В	Protecting Presentation by using password, addingandreviewing comments,		
		merging presentation		
		versions, designing slide layouts		
	С	Create custom presentation element, Viewing andchanging slide masters,		
		creating themes, theme		
		colours, theme fonts		



Unit 4	Prepare for Delivery					
A	Adapting presentation for different audiences, recording presentations, Set presentation timing					
В	1	Exploring Advanced PowerPoint: Create videos, Compressing Media, Set up Slideshow				
С	Print Presentations: Previewing, Prin send Notes, Attaching digital signatu					
Unit 5	<b>Delivering Presentation</b>					
A	Speech writing: Focusing on content					
В	Art of Storytelling: Structure your ideas, facts and data into an interesting story that would be expressed during the presentation.					
С	Language of Presenter: Concrete vs abstract words. Common everyday words vs jargon. Active voice vs passive voice. Short sentences vs long sentences.					
Mode of examination	Practical					
Weightage	Internal Assessment	ETE				
Distribution	n 60% 40%					
Text book/s*	Lambert, J. & Cox, J. (2013). Micros 2013 Step by Step. Microsoft Press,	soft PowerPoint Washington. ISBN: 978-0-7356-6910-9				
Other References  Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guid getting started with Word, PowerPoint, Excel, Access, and Outlook. Packet Publishing Ltd. ISBN: 9781839210617						



Co-curricular course: Semester-2 Course Title: First Aidand Health

## **Co-curricular course**

Program Certifica	me/Class:	Year: First		<b>Semester: Second</b>	
	ricular Course				
	Course Code: Z020201 Course Title: First Aid and First Aid and Health				
Course outcomes:				<u> </u>	
		the ill or injured person	1.		
Learn the	skills to provide CPR	to infants, children and	l adults.		
	e skills to handle emerg				
Learn the	Basic sex education h	elp young people navig	ate thor	ny questions responsi	bly and with
confiden					
		elp youth to understand			owerful instinct at
		cies. Sexual desire is a l	healthy	drive.	
_	nderstand natural char	_		177 . 411	
	•	al Health status and Psy			
	2 (1Theory+1 Practical	·	mpulso	•	
	rks: 25+75			ing Marks:	
I otal No	. of Lectures-Tutorials	-Practical (in hours per	week): 1	L-1-P: 2-0-0	N C
Unit	Tonics				No. of Lectures
Unit	Topics			Total=	
					15 Theory+ 30 Practical
					50 Fractical
	A. Basic First Ai				
		aid & First aid and the la		:- CDD)	
	l — — — — — — — — — — — — — — — — — — —	an emergency, Resuscita			
	• •	ition, Initial top to toe as	ssessme	ent.	
	<ul> <li>Hand washing</li> <li>Types and Co</li> </ul>	ntent of a First aid Kit			
I	B. First AID Tec				(Theory) 10
	<ul> <li>Dressings and</li> </ul>				(Practical)
		on techniques (single res	scuer).		
	<ul><li>Transport tech</li><li>First aid relate</li></ul>	nniques. ed with respiratory syste	em		
	Basics of Res	piration.	2111		
	· ·	or difficult breathing, I	Drownin	g, Choking,	
	Strangulation	and hanging,		-	
		in the throat, Suffocation	on by sm	noke or gases and	
	Asthma.				



		T' - ' 1 1 - 1 ' 1 II - D1 - 1 - 1 C' - 1 - '	1
	D.	First aid related with Heart, Blood and Circulation	
	•	Basics of the heart and the blood circulation.	
	•	Chest discomfort, bleeding.	
		First aid related with Wounds and Injuries	
	•	Type of wounds, Small cuts and abrasions	
	•	Head, Chest, Abdominal injuries	
	•	Amputation, Crush injuries, Shock	
	E.	First aid related with Bones, Joints Muscle related injuries	
	•	Basics of the skeleton, Joints and Muscles.	
	•	Fractures (injuries to bones).	
	F.	First aid related with Nervous system and Unconsciousness	
	•	Basics of the nervous system. Unconsciousness, Stroke, Fits –	
		convulsions – seizures, Epilepsy.	
	G.	First aid related with Gastrointestinal Tract	
	•	Basics of the gastrointestinal system.	
	•	Diarrhea, Food poisoning.	
	H.	First aid related with Skin, Burns	
	•	Basics of the skin.	
	•	Burn wounds, Dry burns and scalds (burns from fire, heat and	
		steam).	
	•	Electrical and Chemical burns, Sun burns, heat exhaustion and	
		heatstroke.	(Theory)10
II		Frost bites (cold burns), Prevention of burns, Fever and	(Practical)
		Hypothermia.	
	I.	First aid related with Poisoning	
	•	Poisoning by swallowing, Gases, Injection, Skin	
	J.	First aid related with Bites and Stings	
		Animal bites, Snake bites, Insect stings and bites	
	K.	First aid related with Sense organs	
		Basic of Sense organ.	
		Foreign objects in the eye, ear, nose or skin.	
		Swallowed foreign objects.	
	L.	Specific emergency satiation and disaster management	
		Emergencies at educational institutes and work	
	•	Road and traffic accidents.	
	•	Emergencies in rural areas.	
	•	Disasters and multiple casualty accidents.	
		Triage.	
	M.	Emergency Child birth	
<u> </u>	1710		1



	Basic S	Sex Education				
	•	Overview, ground rules, and a pre-test				
	•	Basics of Urinary system and Reproductive system.				
	•	Male puberty — physical and emotional changes				
	•	Female puberty — physical and emotional changes				
III	•	Male-female similarities and differences				
	•	Sexual intercourse, pregnancy, and childbirth				
	•	Facts, attitudes, and myths about LGBTQ+ issues and identities				
	•	Birth control and abortion				
	•	Sex without love — harassment, sexual abuse, and rape				
	•	Prevention of sexually transmitted diseases.				
	Menta	l Health and Psychological First Aid				
	•	What is Mental Health First Aid?				
	•	Mental Health Problems in the India				
	•	The Mental Health First Aid Action Plan				
	•	Understanding Depression and Anxiety Disorders	(Theory)			
IV	•	Crisis First Aid for Suicidal Behavior & Depressive symptoms	10			
	•	What is Non-Suicidal Self-Injury?	(Practical)			
	•	Non-crisis First Aid for Depression and Anxiety				
	•	Crisis First Aid for Panic Attacks, Traumatic events				
	•	Understanding Disorders in Which Psychosis may Occur				
	•	Crisis First Aid for Acute Psychosis				
	•	Understanding Substance Use Disorder				
	•	Crisis First Aid for Overdose, Withdrawal				
	•	Using Mental Health First Aid				

## **Suggested Readings:**

- Indian First Aid Mannual-https://www.indianredcross.org/publications/FA-manual.pdf
- Red Cross First Aid/CPR/AED Instructor Manual
- https://mhfa.com.au/courses/public/types/youthedition4
- Finkel or, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes Against Children Research Center. www.unh.edu/ccrc/pdf/CV192. pdf
- Kantor L. & Levitz N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? PLoS ONE, 12 (7): e0180250.
- Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.
- Schwiegershausen, E. (2015, May 28). The Cut. www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html
- Wiggins, G. & McTighe, J. (2008). Understanding by design. Alexandra, VA: ASCD.
- https://marshallmemo.com/marshall-publications.php#8



Suggested Continuous Evaluation Methods: Assignments, Presentation, Group Discussion, and MCQ

Suggested equivalent online courses:

https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online

https://www.firstaidforfree.com/

https://www.coursera.org/learn/psychological-first-aid

https://www.coursera.org/learn/mental-health



## SEMESTER-III

	• • • • • • • • • • • • • • • • • • • •	Batch 2021-2025
Poli	tical Science	Current Academic Year: 2022-23
Bra	nch:	Semester: III
1	Course Code	
2	Course Title	Introduction to Comparative Government and Politics
3	Credits	6
4	Contact	5-1-0
	Hours (L-T-P)	
	Course Type	Major
5	Course Objective	<ol> <li>Students will be able to comprehend the concept of comparative Government and Politics</li> <li>Students will able to know about the various approaches of comparative</li> <li>Students will be able to comprehend the Constitutionalism and forms of Government</li> <li>Students will be able to analyse the development of state indifferent political setup.</li> <li>This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ol>
6	Course Outcomes	C01. The student will be able to define comparative politics and its development as well as its limitations. C02. The student will be able to understand, interpret and explain the approaches of comparative politics C03. The student will be able to apply the knowledge of each concept to apolitical argument. C04: The course will help the students to reflectively analyse the development of state in various political regimes. C05: The student will be able to criticize and evaluate the various forms of government and political regimes. C06: The course will help the students to raise questions and develop a
		problem-solving thought process, which is central to the idea of shaping an informed graduate student and an active citizen.



7	Course	In this course students will be trained in the application of comparative methods
	Description	to the study of Politics. This course is comparative in both what we study and
		how we study. In the process course aims to introduceundergraduate students to
		some of the range of issues, literature and
		methods that cover comparative Politics.
8	Outline syllabu	IS
	Unit 1	<b>Understanding Comparative Politics</b>
	A	Meaning, Nature and Scope of Comparative Politics
	В	Evolution and Growth of Comparative Politics
	С	Going Beyond Euro-centrism
	Unit 2	Approaches to the Study of Comparative Politics
	A	Institutional Approach: Old and New Institutionalism
	В	Political Systems and Structural Functional Approach
	С	Political Culture and Political Economy Approach
	Unit 3	Forms of Government and Political Regime
	A	Presidential (US) and Parliamentary (India)
	В	Unitary (UK) and Federal (US)
	С	Regime Types: Democratic, Authoritarian, Populism and
		Totalitarian
	Unit 4	Political Development
	A	Underdevelopment
	В	Dependency
	С	Language of Presenter: Concrete vs abstract words. Common everyday words vs
	Unit 5	jargon. Active voice vs passive voice. Short sentences vs long sentences.  Delivering Presentation
	A	Speech writing: Focusing on content
	В	Art of Storytelling: Structure your ideas, facts and data into an interesting story
		that would be expressed during the presentation.
	C	Language of Presenter: Concrete vs abstract words. Common everyday words vs
	Mode of	jargon. Active voice vs passive voice. Short sentences vs long sentences.  Practical
	examination	
<u> </u>	CAMITIMATION	



Weightage	Internal Assessment	ETE
Distribution		
	60%	40%
Text book/s* Lambert, J. & Cox, J. (2013). Microsoft PowerPoint		Microsoft PowerPoint
	2013 Step by Step. Microsoft Press, Washington. ISBN: 978-0-7356-6910-9	
Other Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide		crosoft Office 2019: A comprehensive guide to
References	getting started with Word,	
References	PowerPoint, Excel, Access, and Outlook. Packet Publishing Ltd. ISBN:	
9781839210617		



equip them with the tools to understand and analyse rhea same from diff Perspectives.  CO1: The student will be able to define IR and the concepts of IR.  CO2: The student will be able to understand, interpret and explain the theories of International Relations.  CO3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations  CO4: The student will be able to analyse the causes and consequences of W War I & II and Cold war as well as its impact on IR	School: SHSS		Batch 2021-2025
Science   Branch:   Semester: III	Prog	gram: BA	Current Academic Year: 2022-23
Semester: III	Hons Political		
Semester: III	Scie	nce	
Course Title			Semester: III
Credits   6			
4 Contact Hours (L-T-P) Course Type Major  5 Course Objective Dijective Objective Obje			•
Hours (L-T-P)  Course Type Major  Course  Course  1. This course introduces students to some of the most important theore approaches for studying IR.  2. It provides a fairly Comprehensive overview of the major pole developments and events starting from twentieth century.  3. Students are expected to learn about the key milestones in world history equip them with the tools to understand and analyse rhea same from difference Perspectives.  Course  Course  Col: The student will be able to define IR and the concepts of IR.  Course Co2: The student will be able to understand, interpret and explain the theories of International Relations.  Co3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations  Co4: The student will be able to analyse the causes and consequences of War I & II and Cold war as well as its impact on IR  CO5: The student will be able to criticize and evaluate the ongoing international relations.			-
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3. Students are expected to learn about the key milestones in world history equip them with the tools to understand and analyse rhea same from diff Perspectives.  6 Course CO1: The student will be able to define IR and the concepts of IR.  CO2: The student will be able to understand, interpret and explain the theories of International Relations.  CO3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations  CO4: The student will be able to analyse the causes and consequences of W War I & II and Cold war as well as its impact on IR  CO5: The student will be able to criticize and evaluate the ongoing international consequences.			2. It provides a fairly Comprehensive overview of the major political
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Perspectives.  Course Co1: The student will be able to define IR and the concepts of IR. Co2: The student will be able to understand, interpret and explain the theories of International Relations. CO3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations CO4: The student will be able to analyse the causes and consequences of W War I & II and Cold war as well as its impact on IR CO5: The student will be able to criticize and evaluate the ongoing internat			3. Students are expected to learn about the key milestones in world history and
CO1: The student will be able to define IR and the concepts of IR.  CO2: The student will be able to understand, interpret and explain the theories of International Relations.  CO3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations  CO4: The student will be able to analyse the causes and consequences of W War I & II and Cold war as well as its impact on IR  CO5: The student will be able to criticize and evaluate the ongoing international relations.			equip them with the tools to understand and analyse rhea same from different
Outcomes  CO2: The student will be able to understand, interpret and explain the theories of International Relations.  CO3: The student will be able to apply the knowledge of each theories concepts to an argument on International Relations  CO4: The student will be able to analyse the causes and consequences of War I & II and Cold war as well as its impact on IR  CO5: The student will be able to criticize and evaluate the ongoing international relations.			Perspectives.
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concepts to an argument on International Relations CO4: The student will be able to analyse the causes and consequences of W War I & II and Cold war as well as its impact on IR CO5: The student will be able to criticize and evaluate the ongoing internation			theories of International Relations.
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CO5: The student will be able to criticize and evaluate the ongoing internat			CO4: The student will be able to analyse the causes and consequences of World
			War I & II and Cold war as well as its impact on IR
relations based on a sound knowledge of set texts.			CO5: The student will be able to criticize and evaluate the ongoing international
			relations based on a sound knowledge of set texts.
CO6: The course will allow the students to think critically about We			CO6: The course will allow the students to think critically about Western
frameworks of knowledge, varied pedagogic methods and techniques three			frameworks of knowledge, varied pedagogic methods and techniques through
alternative frameworks both within the formal structure of the classroom			alternative frameworks both within the formal structure of the classroom and
beyond it.			beyond it.



7	Course	This course introduces students to some of the most important theoretical		
	Description	approaches for studying IR. It provides a fairly Comprehensive overview of the		
		major political developments and events starting from twentieth century. Students		
		are expected to learn about the key milestones in world history and equip them		
		with the tools to understand and analyse the same from different Perspectives.		
		with the tools to didderstand and analyse the same from different rerspectives.		
8	Outline syllab			
	Unit 1	Concepts of International Politics		
	A	Nature and Scope of International Relations		
	В	Power, National Power and National Interest		
	С	Balance of Power, National Security, Collective Security,		
		Peace and War, Diplomacy		
	Unit 2	Theoretical Perspectives		
	A	Realism (Hans. J Morgenthau) and Neo-Realism, Subaltern		
		Realism		
	В	Liberalism and Neoliberalism, Marxist/ System Theory		
	С	Decision Making and Game Theory, Feminism and		
		International Relations.		
	Unit 3	An Overview of 20 <sup>th</sup> Century: History of International		
		Relations- I		
	A	World War I: Causes and Consequences		
	B C	Significance of Bolshevik Revolution  World Wor H. Course and Consequences		
	Unit 4	World War II: Causes and Consequences  An Overview of 20 <sup>th</sup> Century: History of International		
		Relations- II		
	A	Cold War: Origin and Causes		
	В	Phases of Cold War and Major issues- Cuban Missile		
		Crisis, Oil Crisis, Afghan Civil War, Gulf War, Emergenceof Third World and		
		Miscellaneous Issues.		
	C	Collapse of the USSR and Cold War, Consequences		



Ur	nit 5	An Overview o	f 20 <sup>th</sup> Century	History of International Relations- III
A		Non-Alignment	t	
В		The evolution Bretton Woods		Economic System- From
С		The North-Sout	th and South-So	uth Dimensions
	ode of amination	Theory/Jury/Pra	actical/Viva	
W	eightage	CA	MTE	ETE
Di	stribution	30%	20%	50%
Te	ext book/s*		•	
	ther eferences			



School: School of		Batch 2021-2025
Hum	anities and	
Socia	al Sciences	
Prog	ram: B.A	Current Academic Year: 2022-23
	ical Science	
Branch:		Semester: III
1	Course Code	
2	Course Title	Elections and Electoral Processes in India
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course	1. The course acquires importance in view of the growing interest among
	Objective	students of Indian politics about the ways in which Indian citizens exercise
		their vote, contributing to the success of India's democracy.
		2. This course aims to understand the evolution of election studies in India.
		Furthermore, immense light would be thrown on the role of the media in
		directing election campaigns and the need for reforms in conduct of elections and electoral system.
		·
		3. This course aims to imbibe the skills required to engage in debates surrounding the elections.
		4. This course aims to blend the conceptual approach to elections with
		both elements of the history of ideas and the application of ideas to electoral.
		issues.
		5. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	CO1: The course familiarizes students with the role of The Election Commission of India in conducting free and fair elections in the context of interplay between structure and agency. CO2: The course seeks to answer questions like: what influences voters' behaviour and what can be the possibility of simultaneous elections in India. CO3: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.



8
7



Studying Election: Qualitative Research Studying Election: Survey Research  Pale of Election Commission		
Dolo of Floation Commission		
Role of Election Commission		
Interplay of structure and agency		
Model Code of Conduct and Violation		
Administration of Elections		
Election management		
Campaign Management		
Modes of communication		
Manifestoes		
Speeches and Slogans		
Voting Behaviour & Electoral Reforms		
Role of social cleavages in Indian elections: Exploring caste, class,		
religion, ethnicity and		
Gender		
Strategic / Tactical voting		
Clientelism and money		
Electoral Reforms: Structural Reforms, AdministrativeReforms and Finance		
Reforms		
f Student will write term paper or project work related totheme of this paper.		
paper or project work related to the puper.		
Theory		



Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	Ahmed, Bashiruddin (1970) "Caste and Electoral Politics",  Asian Survey, 10(11), 979-92.		
	and the Electi	on Commission	Citizens: ElectoralRolls, the Right to Vote on of India", <i>Election Law Journal: Rules</i> , 11, Number 2June 2012.
	Banducci, S.A	and Karp, J.A	A. (2003) "How Elections Change the Way
	Citizens View	v the Political	System: Campaigns, Media Effects and
	Electoral Out	comes in Cor	mparative Perspective", British Journal of
	Political Scien	ace, 33(3): 443-	-7.
		•	996) "Measuring Strategic Voting: A Two-tudies, 15 (1): 39-52.
	N. and Nadaeu,	, R. (2003) "Do	orzynska, A., Nevitte oes the Local Candidate Matter? Candidate Effects in ", Canadian Journal of Political Science, 36(3): 657-
	Chakrabarty, l	Bidyut and Sug	gato Hazra.2016. Winning the Mandate: The
	Indian Experie	ence. New Dell	hi: Sage.
	behavior in Wilkinson, St	patronage de even I. (eds.)	Counting heads: a theory of voter and elite emocracies", in Kitschelt, Herbert and Patrons, Clients and Policies: Patterns of and Political Competition, Cambridge: 84-140.
	Chandra, Kan	nchan, (2016)	Democratic Dynasties: State, Party, and



Family in Contemporary Indian Politics, Cambridge: Cambridge University Press.

Choi, Jungug (2009) "Strategic Voting in India: Its extent and determinants in the 2004 General Election", *Asian Survey*, 49 (4), 609-24.

Choudhary, Renuka (2018) "One Nation One Election", *International Journal of Law*, Vol 4, Issue 1, pp 98-99.

Converse, P.E. (2000) "Assessing the Capacity of Mass Electorates", Annual Review in Political Science, 3(1): 331-53.

Duverger, Maurice (1964) Political Parties: Their Organization and Activity in the Modern Stats. Methuen.

Evans, Geoffrey (2000) "The Continued Significance of Class Voting", *Annual Review in Political Science*, 3(1): 401-17.

Harrop and Miller, Chapter 8 (Harrop, Martin and Miller, William L. (1987) *Elections and Voters: A Comparative Introduction*, New York: New Amsterdam Books)

Hasan, Zoya (ed.). *Parties and Party Politics in India*, Oxford University Press, New Delhi, 2001

Heath, A. and Evans, G. (1994) "Tactical Voting: Concepts, Measurement and Findings", *British Journal of Political Science*, 24(4): 557-61.

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Other References



Sc	hool: School	Batch 2021-2025
ofHumanities		
and Social		
Sciences		Current Academic Year: 2022-23
Pr	ogram: B.A	
,	) Political	
Sc	ience	
	anch:	Semester: III
	litical ience	
1	Course Code	
2	Course Title	Warre Larry Warre Dialds
2		Your Laws, Your Rights
3	Credits	04
4	Contact Hours (L-T-P)	4-0-0
	Course Status	Minor/Elective
5	Course Objective	1. This course aims to understand the laws and duties.
	Objective	2. This course aims to discuss criminal justice system in India
		3. This course aims at constitutional norms.
		4. This course aims to understand laws of administration
6	COUISE	CO1: The student will be able to describe the laws in democracy.
	_	CO2: The student will be able to understand the relationship between rules and rights.
		CO3: The student will be able to comprehend the democracies
		CO4: The student will be able to aware about the constitutional norms
		CO5: The student will be able to develop the skill of writing of people and learning the skill of RTI
		CO6: The course will help the students to raise questions and develop a problem-
		solving thought process, which is central to the idea of shaping aninformed
		graduate student and an active citizen.
7	Course	This Course will help the students to understand their basic rights, duties and
	Description	power they have as a citizen of India. More often than not, when we talk of laws
		we mean authoritatively sanctioned rules, which are considered essential for a
		well-ordered society. Yet laws in a democracy are also about constituting a



	society marked by equality, freedom, and dignity. The rights approach to law	
	has assumed importance in democracies, precisely because of people's struggles	
	to broaden the understanding of law as something which reflects the will of	
	the people. As such law becomes an important source of rights and duties, which	
	develop and strengthen alongside institutions of representative democracy,	
	constitutional norms, and the rule of law. This course aims to understand law as	
	a source of rights, as a progressively widening sphere of substantive justice,	
	welfare, and dignity. This relationship between laws and rights will be studied	
	through specific values which have come to be seen as integral for a democratic	
	society viz., equality and non-discrimination, empowerment, redistribution and	
	recognition of traditional rights etc.	
Outline	CO Mapping	
syllabus		
Unit 1	Rule of law and the Criminal Justice System in India	
A	Understanding Rule of Law	
В	The System of Criminal Justice in India	
С	Functioning	
Unit 2	Laws relating to criminal justice administration	
A	How to file a complaint, First Information Report (FIR)	
В	Detention	
C	arrest and bail	
Unit 3	Equality and non-discrimination	
A	Gender: the protection of women against domestic violence,rape and sexual harassment	
В	Caste: laws abolishing untouchability and providing protection against atrocities	
C	Class: laws concerning minimum wages	
D	Disability and equality of participation and opportunity	
Unit 4	Knowing the Processes to make Identification of Documents, Filing RTI	
A	Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card	
В	Rashtriya	



	Swasthya Bima Yojna, Old Age Pension Scheme			
С	Filing an RTI			
Unit 5	Innovative Skills : File a RTI OR Making a ID Card/ TermPaper			
A Filing an RTI and reporting the results and Sharing it			t	
В	Term Paper			
С	Presentation			
Mode of examination Theory				
Weightage	CA	MT E	ETE	
Distribution	30%	20%	50%	
Text book/s*	I. Rule of law and the Criminal Justice System in India			
	Essential Readings: A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in Arguing About the Law, An Introduction to Legal Philosophy, Wordsworth, Boston., pp.3-19.  SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.5-15.  K. Sankaran and U. Singh, (2008) 'Introduction', in <i>Towards Legal Literacy</i> . New Delhi: Oxford University Press, pp. xi – xv.			
	II. Laws relating to criminal justice administration B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K.Sankaran and U. Singh, <i>Towards Legal Literacy</i> , New Delhi: Oxford University Press, pp.61-77.  SAHRDC, (2006) 'Reporting a Crime: First Information Report', in <i>Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure</i> , New Delhi: OxfordUniversity Press, pp.16-26.  SAHRDC, (2006) 'Bail', in <i>Oxford Handbook of Human Rights and Criminal Justice in India-The system and Procedure</i> , New Delhi: Oxford University			
	Press, pp.59-71. SAHRDC, (2006) 'Dete	ntion', in Oxford Handb	ook of Human Rights and edure. New Delhi: Oxford	



	Beyond B
	University Press, Pp.72-84.
	P. Mathew, (2003) <i>Your Rights if you are Arrested</i> , New Delhi.Indian Social Institute.  III. Equality and non-discrimination Essential Readings: Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report,Delhi: University of Delhi. N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. <i>Weapon of the Oppressed, Inventory of People's Rights in India</i> , Delhi: Danish Books, pp.171-179.
	P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.
	P. Mathew, (2004) <i>The Minimum Wages Act, 1948</i> , New Delhi: Indian Social Institute.
	K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.  K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
	K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.  S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
	V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
	P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.  D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human
	Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.  IV. Faculty will provide the Readings
Other	

References



Sc	chool: School of	Batch 2021-2025
	umanities and	
	ocialSciences	Current Academic Year: 2022-23
		Current Academic Tear: 2022-25
	ons	C and and HI
	ranch: Political	Semester: III
Sc 1	cience Course Code	
_		From de constant of Frond for Data Accelerate
2	Course Title	Fundamentals of Excel for Data Analysis
3	Credits	3
4	Contact	0-0-2
	Hours	
	(L-T-P)	
_	Course Type	Vocational
5	Course	1) To acquire knowledge of Microsoft Excel for Data Analysis.
	Objective	2) To understand the features of Microsoft Excel.
		To be able to code and compute data Excel sheets.
6	Course	CO1: The student will be able to demonstrate the use of different in-
	Outcomes	builtfeatures of Excel.
		CO2: The student will be able to understand the features that can help in
		codingdata.
		CO3: The student will be able to apply the concepts and would be able to
		workin MS Excel.
		CO4: The student will be able to code and compute data Excel sheets.
7	Course	Microsoft Excel has become the most-used spreadsheet program in the
	Description	world. Excel can perform formula-based calculations and many other
		mathematical functions. The program also serves as a programming
		platform for Visual Basic for Applications. Because of its utility, Excel has
		become a staple in many enterprises. The present course would help
		students understand how to code and
		compute data Excel sheets.
8	Outline syllabus	



Unit 1	Explore Microsoft Word
A	Create, modify workbooks, Merge and unmerge cells
В	Enter and revise data, Manage data by using Flash
	Fill, move data within a workbook
C	Find and replace data, correct and expand upon data,
	define excel tables
Unit 2	Perform Calculations on Data
A	Create formulas to calculate values, limit data that
	appears on screen
В	Use array formulas, find and correct errors in
	calculations, change the appearance of data
С	Format Cells, define styles, add images to worksheet
Unit 3	Managing Worksheet Data
A	Summarize data in worksheets that have hidden and
	filtered rows, find unique values within a data set
В	Sort worksheet data (use custom list), Organize data
	into levels, search in worksheet
C	Analyse data using descriptive statistics
Unit 4	Create Charts and Graphics
A	Create Charts, customize chart appearance
В	Find trends in data, create diagrams using SmartArt
C	Create Shapes and Mathematical Equations
Unit 5	Additional Techniques
A	Print worksheets: Add headers and footers to printed pages, fit your
	worksheet contents to the printed pages, change page breaks, change page
	printing
	order
В	Enable and Examine Macros, create and modify
	macros
С	Insert form controls in worksheet, create hyperlinks,
	add protection to workbooks and worksheets
Mode	of Practical
Examinatio	n



	Weightage	Internal Assessment	ETE	
	Distribution	60%	40%	
	Text book/s*	Frye, C. (2015). Step by Step Microsoft Excel 2016.Microsoft Press,		
Washington.ISBN: 978-0-7356-9880-2				
	Other	Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide to		
	References	getting started with Word, Word, Excel, Access, and Outlook. Packt		
Publishing Ltd. ISBN: 9781839210617			1839210617	



# National Education Policy-2020 Common Minimum Syllabus for all U.P. State Universities

Co-curricular course: Semester-3

Course Title: Human Values and Environment studies

### **Syllabus Developed by:**

Syllabus: Human Values and Environment studies

Programme/Class: Certificate	Year: Second	Semester: Third		
Co-Curricular Course				
Course Code: Z030301 Course Title: Human Values and Environment studies				

### Course outcomes:

The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop anew generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards

- Building fundamental knowledge of the interplay of markets, ethics, and law,
- Look at various challenges faced by individual to counter unethical issues
- Look at core concepts for business ethics
- Look at core concepts of anti-corruption
- Look at core concepts for a morally articulate solution evolver to management issues in general,
- Issues of sustainable development for a better environment.
- To know how environmental degradation has taken place.
- Be aware of negotiations and international efforts to save environment.
- How to develop sustainably?
- Efforts taken up by UN in Sustainable Development.
- Efforts taken by India in Sustainable Development.
- The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decisionmaking and frame ethical issues as well as operationalise ethical choices. The course integrates various
- facets of human values and environment.



Credits: 2	
Max. Marks: 100	Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0 As the course requires two areas of Human Values and Environment Studies institutions can even opt for aparallel delivery

Unit	Topics	No. of Lectures Total=3
I	Human Values- Introduction- Values, Characteristics, Types, Developing Value system in Indian Organisation, Values in Business Management, value based Organisation, Trans—cultural Human values in Management. Swami Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers.  Human Values and Present Practices— Issues: Corruption and Bribe Privacy Policy in Web and Social Media, Cyber threats, Online Shopping etc. Remedies UK  Bribery Act, Introduction to sustainable policies and practices in Indian Economy. Principles of Ethics  Secular and Spiritual Values in Management- Introduction- Secular and Spiritual values, features, Levels of value Implementation. Features of spiritual Values,  Corporate Social Responsibility- Nature, Levels, Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates.  Holistic Approach in Decision making- Decision making, the decision	02 02 03
	making process, The Bhagavad Gita: Techniques in Management, Dharma and Holistic Management.  Discussion through Dilemmas —  Dilemmas in Marketing and Pharma Organisations, moving from Public to Private — monopoly context, Dilemma of privatisation, Dilemma on liberalization, Dilemma on social media and cyber security, Dilemma on Organic food, Dilemma on standardization, Dilemma on Quality standards.  Case Studies	03 02
III	Ecosystem: Concept, structure & functions of ecosystem: producer, consumer, decomposer, foodweb, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity Role of individual in Pollution controlHuman Population & Environment SustainableDevelopment India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship	7



IV	Environmental Laws? International Advancements in Environmental Conservation Role of National Green TribunalAir Quality Index	8
V	Importance of Indian Traditional knowledge on environmentBio assessment of Environmental  Quality Environmental ManagementSystem  Environmental Impact Assessment and Environmental Audit	

### **Suggested Readings:**

- 1. A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal et.al
- 2. JUSTICE: What's the Right Thing to Do? Michael J. Sandel.
- 3. Human Values by A. N. Tripathi New Age International
- 4. Environmental Management by N.K. Uberoi
- 5. https://www.un.org/sustainabledevelopment/sustainable-development-goals/
- 6. https://www.india.gov.in/my-government/schemes
- 7. https://www.legislation.gov.uk/ukpga/2010/23/contents
- 8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921

### Suggested Continuous Evaluation Methods:

In addition to the theoretical inputs the course will be delivered through case studies and dilemmas. Assignments, Presentation, Group Discussions. This will instill in student a sense of decision making and practical learning. The course participants can be evaluated on the following structure.

- > Assignments (10)
- > Presentation (10)
- > Attendance (5)
- Final exam (75)



# SEMESTER-IV

	Batch 2021-2025			
<b>School:</b> School of				
Humanities and				
Soc	eial Sciences			
		Current Academic Year: 2022-23		
Pro	gram:B.A			
Hui	manities			
Bra	nnch:	Semester: IV		
1	Course Code			
2	Course Title	Research Methods in Social Sciences		
3	Credits	6		
4	Contact Hours (L-T-P)	5-1-0		
	Course Type	Major		
5	Course Objective	1. This course aims to introduce certain key aspects of research in political science.		
		2. This course aims to imbibe the skills required to engage in methodology debates surrounding the application of the concepts.		
3. This course aims to blending the empirical approach to political swith both elements of the history of ideas and the application of ideas to political sissues.				
		4. This course aims to develop the capacity to think critically in an analytically rigorous way.		
6 Course CO1: The student will be able to define political concepts.		CO1: The student will be able to define political concepts.		
Outcomes  CO2: The student will be able to understand, interpret and explain the relepolitical science, basic empirical and normative concepts.		CO2: The student will be able to understand, interpret and explain the relevance of political science, basic empirical and normative concepts.		



		CO6: The students will be able to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with
		respondents as well as focused group discussions and finally translate the responses into a coherent write up.
7	Course Description	This is an introductory paper trying to expose students to some basic ideas and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.
8	Outline syllabus	CO Mapping
	Unit 1	Introduction to Research Methodology
	A	What is the meaning of Research?
	В	Relevance of Research
	С	Types of Research
	Unit 2	Writing a Research Proposal
	A	Objectives
	В	Research Questions
	С	Hypothesis and Findings
	Unit 3	Methodology
	A	Pilot Survey
	В	Quantitative Method
	С	Qualitative Method
1		



A	Primary Sources					
В	Secondary Sources					
C	Webiography & Bibliograp	Webiography & Bibliography				
Unit 5	Innovation and Activity	Innovation and Activity				
	Dissertation	Dissertation				
Mode	Mode of Theory					
examination						
Weightage	CA	MTE	Dissertation			
Distribution	30%	20%	50%			
Text book/s	ķ		1			
Other References	Relevant materials will be	Relevant materials will be provided by the subjectteacher.				



Scho	ool: School of	Batch 2021-2025		
Humanities and				
Social Sciences				
Prog	gram: BA (H)	Current Academic Year: 2022-23		
Polit	ical Science			
Brai	nch:	Semester: IV		
1	Course Code			
2	Course Title	Global Politics		
3	Credits	6		
4	ContactHours	5-1-0		
	(L-T-P)			
	Course Type	Major		
5	Course	1. This course seeks to equip students with the basic intellectual toolsfor		
	Objective	understanding of global politics.		
		2. The purpose of this course is to help the students to understand thenature		
		of contemporary global order.		
3.		This course aims to imbibe the skills required to engage in debates		
	on the present day debates and issues.			
analytically rigorous way.		analytically rigorous way.		
		CO1: The student will be able to define foreign policy and Global Politics.		
		CO2: The student will be able to understand and explain the India's relationship		
		with Global Powers- USA, Russia, China and Japan		
CO3: The student will be able to apply the dete		CO3: The student will be able to apply the determinants of foreign policyand		
Global Politics to understand the India's re		Global Politics to understand the India's relations with Global South.		
CO4: The student will be		CO4: The student will be able to analyse the India's foreign policy with		
developing and leading major powers.		developing and leading major powers.		
CO5: The student will be able to critically evaluate the contemp		CO5: The student will be able to critically evaluate the contemporaryglobal		
concerns.		concerns.		
		CO6: The course will help the students to raise questions and develop a		
		problem-solving thought process, which is central to the idea of shaping an		



		informed graduate student and an active citizen.		
7	Course	This course introduces students to the key debates on the meaning and nature of		
	Description	globalization by addressing its political, economic, social, cultural and		
		technological dimensions. In keeping with the most important debates within the		
		globalization discourse, it imparts an understanding of the working of the world		
		economy, its anchors and resistances offered by global social movements while		
		analyzing the changing nature of relationship between the state and trans-national		
		actors and networks. The course also offers insights into key contemporary global		
		issues such as the proliferation of nuclear weapons, ecological issues, international		
		terrorism, and human security before concluding with a debate on the phenomenon		
		of		
		global governance.		
8	Outline syllab			
	Unit 1	Unit 1 Globalization: Conceptions and Perspectives		
	A	Understanding Globalization and its Alternative		
	В	Perspectives  Debates on Sovereignty and Territoriality		
		•		
	С	Global Economy: Its Significance and Anchors of Global		
	Unit 2	Political Economy: IMF, World Bank, WTO, TNCs  Global Shifts: Power and Governance		
	A	Global Governance		
	В	Global Justice		
	С	Post-Cold War Developments and Emerging Centers of		
		Power (European Union, China, Russia and Japan)		
	Unit 3	Global Resistances		
	A	Global Social Movements		
	В	NGOs		



С	Civil Society Organisations		
Unit 4	Need to Bring the World Together		
A	Ecological Issues		
В	Poverty and Development		
С	Human Security		
Unit 5	Contemporary Global Conce	rns	
A	Proliferation of Nuclear Weapo	ons	
В	International Terrorism: Not	n-State Actors	and State
	Terrorism; Post 9/11 developme	ents	
С	Migration		
Mode of	Theory		
examination			
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	A. Heywood, (2011) Global Po	olitics, New York	k: Palgrave-McMillan.
	D. Held and A. McGrew (eds	s.), (2002) Glob	al Transformations Reader: Politics,
	Economics and Culture, Cambi	ridge: Polity Pre	ss.
	G. Ritzer, (2010) Globalization	: A Basic Text,	Sussex: Wiley-Blackwell.
	M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press.		
Other	Deepak Nayyar (ed.) Governing Globalisation: Issues and Institutions, Oxford		
References	University Press, 2002.		
	J. Goldstein, (2006) International Relations, New Delhi:Pearson.		
	K. Shimko, (2005) International Relations: Perspectivesand Controversies, New		
	York: Houghton Mifflin.		
	P. Hirst, G. Thompson	and S. Brom	ley, (2009)
	Globalization in Question, Cam	nbridge: Polity P	ress.



School: School of Humanities and Social Sciences		Batch 2021-2025
_	ram: B.A (H)	Current Academic Year: 2022-23
<b>Branch:</b> Political Science		Semester: IV
1	Course Code	
2	Course Title	India's Foreign Policy
3	Credits	4
4	Contact Hours	4-0-0
	(L-T-P)	
	Course Status	Minor/Elective
5	Course Objective	<ol> <li>This course aims to develop an understanding Indian foreignPolicy</li> <li>This course aims to pay attention India's foreign relationwith</li> </ol>
		<ul><li>3. This course also aims to understand Indian position inGlobal South</li></ul>
6 Course		CO1: The student will be able to define India's foreign Policy
	Outcomes	CO2: The student will be able to explain Indian relations with big super powers
		CO3: The student will be able to understand the position of South Asia
		CO4: The student will be able to evaluate the affecting factors and conflicting impulses within the Indian Political System.
		CO5: The student will be able to analyse foreign policy or Indian relation with different country used as a case study and presentation will help them with understand how to present papers in Social Sciences
		CO6: The course will allow the students to think critically about Western



		frameworks of knowledge, varied pedagogic methods and techniques		
		through alternative frameworks both within the formal structure of the		
		classroom and beyond it.		
7	Course Description			
	Outline syllabus			
	Unit 1	ndia's Foreign Policy: From a Postcolonial Stateto an Aspiring Global ower		
	A	Foreign Policy of India		
	В	India As a Rising Power		
	Unit 2	India's Relations with the USA and USSR/Russia		
	A	Indian Soviet Relations		
	В	Indo-US relations		
	С	India as a super power		
	Unit 3	India in South Asia: Debating RegionalStrategies		
	A	India and its Neighbor		
	В	India and regional security interests		
	С	Regional Harmony		
	Unit 4	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes		
	A	India's Strategic Elite		
	В	Politics Climate Change		
	С	International Regimes		
	Unit 5	Innovative Skills: Term Paper and Presentation		
	A	Term Paper		
	В	Presentation		
	Mode of examination	Theory/ Term Paper Presentation		
	Weightage	CA MTE ETE		



Distribution	30%	20%	50%
Text book/s*	Essential Readings:		
Other References			



Sch	ool: SHSS	Batch 2021-2025			
Prog	gram: BA	Current Academic Year: 2022-23			
Hon	_				
Bra	nch:	Semester: IV			
1	Course Code				
2	Course Title	Digital Social Research			
3	Credits	3			
4	Contact	0-2-2			
	Hours				
	(L-T-P)				
	Course Type	Vocational			
5	Course	1) To acquire knowledge of various Data Analysis tools.			
	Objective	2) To understand the features of NVivo, R, SPSS.			
		To be able to understand different data analysis softwareenvironments.			
6	Course	CO1: The student will be able to demonstrate the use of different digital data.			
	Outcomes	CO2: The student will be able to understand the features that canhelp in			
		coding data.			
		CO3: The student will be able to apply the concepts and would beable to			
		work in data analysis software.			
		CO4: The student will be able to code data in software.			
		CO6: The students will be able to draw up research questionnaires, select the			
		field and decide on sample size and method of selection, conduct interviews			
		with respondents as well as focused group discussions and finally translate the			
		responses into a coherent write up.			
7	Course	This is a course that has been designed for beginners. It begins with basic			
	Description	concepts and builds intermediate skills with knowledge about various computer			
	_	softwares. Practical, hands-on tutorials enable students to develop their skills			
		step by step.			
8	Outline syllabı	as a second of the second of t			
	Unit 1	Social Research Using Digital Data and Methods			
	A	Self report and behavioural data, digital structured,unstructured and semi			
	7	structured			
	В	Social Media Data, Web Surveys			
	С	Online Interviewing, Online Focus Group			
	Unit 2	Introduction to NVivo			
	A	Importing files, creating NVivo project, Codingaudio, images and video,			
	В	Text Search, Creating Word Cloud, Understanding Word Frequency			
	С	Social Media Analysis, Sentiment analysis,			
		Systematic Literature Review using NVivo.			
	Unit 3	Introduction R and R Studio			



Overview of Emerging Technologies		
Plagiarism- Turnitin		
Referencing- Mendeley		
Bluetooth, Cloud computing, Big data, ArtificialIntelligence		
Practical		
60% 40% Giuseppe A. Veltri (2020). Digital Social Research.Polity Press. ISBN-13: 978-1-5095-2930-8		
):		
ıg		
-		
)		



Co-curricular course: Semester-4 Course

Title: Physical Education and Yoga

# **Syllabus Developed by:**

# Syllabus: Physical Education and Yoga

Programme: Certificate   Year: First			Semester: Forth		
	Co-Curricular Course				
Course (	Code: Z040401	Course	Title: Physi	cal Education and Yoga	
Course	outcomes:				
Students	will learn the in	troduction of Physic	cal Educatio	on, Concept of fitness and we	llness, Weight
managei	management and lifestyle of an individual. The student will also learn about the relation of Yoga				
	ntal health and v				
Education	on. In this course	students will also le	earn about t	he aspects of the Traditional	games of India.
3.6	Credits: 2			Compulsory	
Max. M	arks: 25+75	actures Tutorials E	Proctical (in )	Min. Passing Marks: hours per week): L-T-P: 2-0-	0
	Total No. of L	Lectures-Tutoriais-P	Tactical (III	nours per week). L-1-P. 2-0-	
<b>T</b> T •4		m •			No. of
Unit		Topics			Lectures
	DL ' LEL	. 4 •			Total=30
	Physical Educ		1.01: 4:		
		g, Definition, Aim a	•		
_		ception About Phys			
I	Need, Importance and Scope of Physical Education in the Modern				6 Theory
	Society			3 151	
	Physical Education Relationship with General Education.				
	•	l Education in India			
		Physical Education i	in India afte	r	
	Independence.	1 777 11			
п		ness and Wellness:		CT', 1337 11	5 Theory
11			nportance of	f Fitness and Wellness.	3 Practical
	_	nents of Fitness.	d Wallness		
	Weight Manag	Affecting Fitness and	u weilless.		
		g and Definition of	Obesity		
		of Obesity.	Joeshy.		
	<ul><li>Causes of Obesity.</li><li>Management of Obesity.</li></ul>				
		problems due to Ob	esity.		
	Lifestyle:				
		g, Definition, Impor	rtance of Li	festyle.	
		offecting Lifestyle.		•	
	• Role of	Physical activity in	the maintai	ns of Healthy Lifestyle.	



	Yoga and Meditation:	
III	Historical aspect of yoga.	2 Theory
	• Definition, types scopes & importance of yoga.	6 Practical
	Yoga relation with mental health and value education.	
	Yoga relation with Physical Education and sports.	
	• Definition of Asana, differences between asana and physical	
	exercise.	
	• Definition and classification of pranayama.	
	Difference between pranayama and deep breathing.	
	• Practical: Asana, Suraya-Namaskar, Bhujang Asana, Naukasana,	
	Halasana, Vajrasan, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad	
	Asana. Pranayam: Anulom, Vilom.	
	Traditional Games of India:	
	• Meaning.	
	• Types of	
	Traditional Games-	
	Gilli- Danda 🚣	
	Kanche	
IV	♣   Stapu	2 Theory
	♣ Gutte, etc.	6 Practical
	• Importance/ Benefits of Traditional Games.	
	How to Design Traditional Games.	
	Recreation in Physical Education:	
	• Meaning, Definition of Recreation.	
	• Scope and Importance of Recreation.	
	• General Principles of Recreation.	
	• Types of Recreational Activities.	
	Aerobics and Zumba.( Fir India Movement)	

### Suggested Readings:

Singh, Ajmer, Physical Education and Olympic Abhiyan, "Kalayani Publishers", New Delhi, Revised Addition, 2006

Patel, Shri krishna, Physical Education, "Agrawal Publishers", Agra, 2014-15 Panday, Preeti, Sharirik Shiksha Sankalan, "Khel Sanskriti Prakashan, Kanpur

Kamlesh M.L., "Physical Education, Facts and foundations", Faridabad P.B. Publications. B.K.S. Yengar, "Light and Yog. Yoga Deepika", George Allen of Unwin Ltd., London,1981. BrajBilari Nigam, Yoga Power "TheKpath of Personal achievement" Domen and Publishers, New Delhi, 2001.

Indira Devi, " Yoga for You", Gibbs, Smith Publishers, Salt Lake City, 2002 Domenand Publishers, New Delhi - 2001.

Jack Peter, " Yoga Master the Yogic Powers & Quot; Abhishek Publications, Chandigarh, 2004. Janice Jerusalim, & Quot; A Guide To Yoga & Quot; Parragon Bath



# Suggested Continuous Evaluation Methods: ? Assignments (10) ? Presentation (10) ? Attendance (5) ? Final exam (75) Suggested equivalent online courses: IGNOU. Rajarshi Tandan Open University. Further Suggestions:-



# **SEMESTER-V**

Prog	<b>Program:</b> B.A (H) <b>Batch 2021-2025</b>			
Poli	tical Science			
Bra	nch: Political	Current Academic Year: 2023-24		
Scie	nce			
1	Course Code			
2	Course Title	Political Philosophy- I		
3	Credits	6		
4	Contact	5-1-0		
	Hours (L-T-P)			
	Course Status	Major		
5	Course	1. This course aims to examine major texts in the history of Western		
	Objective	political thought, where the authors often pose difficult questions about the		
		political community, social order, and human nature.		
		2. This course aims to evaluate the strengths and weaknesses of various		
		regimes and philosophical approaches.		
		3. This course aims to give historical, social and cultural context to relate to		
		contemporary political society.		
		4. This course aims to estimate the contribution of political philosophers to		
		society.		
6	Course	CO1. The student will be able to summerize how the philosophers like Plate		
0		CO1: The student will be able to summarize how the philosophers, like Plato,		
	Outcomes	Aristotle, Machiavelli, Hobbes and Locke, responded to the political problems of		
		their times.		
		CO2: The student will be able to understand, interpret and explain the		
		polis, or political community, centred upon the texts of Plato and		
		Aristotle CO3: The student will be able to classify different approaches of interpretation		
		, , , , , , , , , , , , , , , , , , , ,		
		and demonstrate the importance of history and its interpretation.		



		CO4: The student will be able to reflectively analyse and appraise the modern	
		state and constitutional government, featuring the work of John Locke, Niccolò	
		Machiavelli, and Thomas Hobbes.	
		CO5: The student will be able to evaluate their contribution to the broader	
		conversation about human needs and goods, justice, democracy, and the ever-	
		changing relationship between the citizen and the state.	
		CO6: The course will allow the students to think critically about Wester	
		frameworks of knowledge, varied pedagogic methods and techniques through	
		alternative frameworks both within the formal structure of the	
		classroom and beyond it.	
7	Course	This course goes back to Greek antiquity and familiarizes students with the	
	Description	manner in which the political questions were first posed. Machiavelli comes as	
		an interlude inaugurating modern politics followed by Hobbes	
		and Locke. This is a basic foundation course for students.	
8	Outline	CO Mapping	
	syllabus	TI'-ta-ma and Tratamanata-ti-ma	
	Unit 1	History and Interpretation	
	A	History and Interpretation: Introduction, Indispensability of	
	D	interpretation  MODES OF INTERPRETATION: Textual & Contextual	
	В		
	C	SCHOOLS' OF INTERPRETATION: Marxist, Straussian,	
		Cambridge 'New History', Psychoanalytic, Feminist and Post-Modernist	
	Unit 2		
	Unit 2	Political Philosophers	
	A	Political Philosophers Plato: Philosophy and Politics, Virtues and Education	
	A B	Political Philosophers  Plato: Philosophy and Politics, Virtues and Education  Plato: Theory of Forms, Justice, Women and Guardianship	
	A	Political Philosophers  Plato: Philosophy and Politics, Virtues and Education  Plato: Theory of Forms, Justice, Women and Guardianship  Plato: Philosopher King/Queen, Communism, Plato on	
	A B	Political Philosophers  Plato: Philosophy and Politics, Virtues and Education  Plato: Theory of Forms, Justice, Women and Guardianship	
	A B C	Political Philosophers  Plato: Philosophy and Politics, Virtues and Education  Plato: Theory of Forms, Justice, Women and Guardianship  Plato: Philosopher King/Queen, Communism, Plato on  Democracy.	
	A B C Unit 3	Political Philosophers  Plato: Philosophy and Politics, Virtues and Education  Plato: Theory of Forms, Justice, Women and Guardianship  Plato: Philosopher King/Queen, Communism, Plato on  Democracy.  Political Philosophers	



С	Aristotle: Justice, State and Household			
Unit 4	Political Philosophers			
A	Machiavelli: Virtue, Religion, Morality and Statecraft			
В	Machiavelli: Repul	blicanism, Analysin	g power through	
	Prince.			
С		ture, State of Nature		
Unit 5	Political Philosoph			
A	Hobbes: Social Co	ontract and role of	consent, State &	
	Sovereignty.			
В		ture, Natural Rights,		
С	Locke: Justification	of property		
Mode of	Theory			
examination		MIDE	POP	
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
Text book/s*			erpretation' in C. Kukathas and G. Gaus,	
	(eds.) Handbook of	Political Theory, Lo	ndon: Sage Publications Ltd. pp. 18-30.	
	2. A. Skoble	and T. Machan, (	(2007) Political Philosophy: Essential	
	Selections. New De	lhi: Pearson Educati	on.	
	3. D. Boucher,	and P. Kelly, (eds)	Political Thinkers: From Socrates to the	
	Present. Oxford: Ox	xford University Pres	ss.	
	4. B. Nelson,	(2008) Western P	olitical Thought. New York: Pearson	
	Longman			
	5. Shefali Jha,	(2010) Western Po	olitical Thought: From Plato to Marx,	
	Delhi: Pearson			
	6. L. Strauss	and J. Cropsey, (	eds) History of Political Philosophy,	
	2ndEdition. Chicago	o: Chicago Universit	y Press	
	7. J. Coleman	n, (2000) A Histor	y of Political Thought: From Ancient	
	Greece to Early Chr	ristianity, Oxford: B	ackwell Publishers	



School: Schoolof		Batch 2021-2025
Hum	nanities and	
Social Sciences		
Proc	gram: BA(H)	Current Academic Year: 2023-24
	cicalScience	Current Academic Tear. 2025-24
Branch:		Semester: V
1	Course Code	
2	Course Title	Indian Political Thought-I
3	Credits	06
4	Contact	5-1-0
	Hours (L-T-P)	
	Course Type	Major
5	Course	1. This course introduces the specific elements of Indian Political
	Objective	Thought spanning over two millennia.  2. The basic focus of study is on individual thinkers whose ideas are
		however framed by specific themes.
		3. The course as a whole is meant to provide a sense of the broad streams
		of Indian thought while encouraging a specific knowledge of individual
		thinkers andtexts.
		4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course	CO1: The student will be able to understand the various traditions of ancient
	Outcomes	and medieval India.
		CO2: The student will be able to understand the foundations of pre-modern Indianthought
		CO3: The student will be able to reflectively analyse and appraise the thoughts
of different ancient thinkers.		
		CO4: The students will have a comprehensive understanding of both ancient
		and medieval Indian thought CO5: The student will be able to criticize and evaluate the contribution of the
		Pre-modern thinkers to the development of different political institutions and
		traditions.
		CO6: The course will help the students to raise questions and develop a
		problem-solving thought process, which is central to the idea of shaping an informed graduate student and an active citizen.
		morned graduit stadent and an active entrein.



7	Course	This Course is designed to give students a sense of India's rich traditions of			
	Description	ancient and medieval India.			
8	Outline syllab	us			
	Unit 1				
	A	Interpreting Pre-colonial Indian Political Thought			
	В	Distinctive Features of Ancient and Medieval Indian Thought			
	С	Key Concepts: Dharma, Ethic	Key Concepts: Dharma, Ethics, Laws and Reforms, State: Nature ofIndian		
		State: Kingship (Raja Dharma	), Welfare, To	lerance, Rights and Duties, Social	
		Order			
	Unit 2				
	A	Brahmanic Tradition			
	В	Shramanic Tradition			
	С	Islamic Tradition			
	Unit 3				
	A	Syncretic Tradition			
	В	Ved Vyasa (Shantiparva): Rajadharma  Manu: Social Laws			
	С				
	Unit 4				
	A	Kautilya: Theory of State			
	В	Aggannasutta (Digha Nikaya)	: Theory of Ki	ngship	
	С	Barani: Ideal Polity			
	Unit 5				
	A	Abul Fazal: Monarchy			
	В	Kabir: Syncretism			
	С	Tulsidas: Ideal State			
	Mode of	Theory			
	examination		3.600	Tomas .	
	Weightage	CA	MTE	ETE	
	Distribution		30% 20% 50%		
	Text	G. Omvedt, (2008) 'Kabir a	nd Ravidas, E	Envisioning Begumpura', in Seekin	



book/s*	Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp.		
91- 107.			
	A. Fazl, (1873) The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H.		
	Rouse, pp. 47- 57.		
	V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in Foundations		
	Indian Political Thought, Delhi: Manohar, pp. 134- 156.		
	I. Habib, (1998) 'Ziya Barni's Vision of the State', in <i>The Medieval History</i>		
	Journal, Vol. 2, (1), pp. 19- 36.		
	B. Gokhale, (1966) 'The Early Buddhist View of the State', in The		
	Journal of Asian Studies, Vol. XXVI, (1), pp. 15-22.		
Other	J. Spellman, (1964) 'Principle of Statecraft', in <i>Political Theory of Ancient India:</i>		
References	A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford: Clarendon		
	Press, pp. 132- 170.		
	M. Alam, (2004) 'Sharia in Naserean Akhlaq', in Languages of Political Islam in		
	India1200-1800, Delhi: Permanent Black, pp. 46-69.		
	I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in		
	Proceedings of the Indian History Congress. Patiala, pp. 15-39.		
	L. Hess and S. Singh, (2002) 'Introduction', in <i>The Bijak of Kabir</i> ,		
	New Delhi: Oxford University Press, pp. 3-35.		
	L. Jayasurya, 'Budhism, Politics and Statecraft', Available at		
	ftp.buddhism.org/Publications//Voll1 03 Laksiri%20Jayasuriya.pdf, Accessed:		
	19.04.2013.		



School: SHSS		Batch 2021-2025			
Program: BA		Current Academic Year: 2023-24			
Hons Political					
Science					
Brai	nch: Political	Semester: V			
Scie	nce				
1	Course Code				
2	Course Title	Public Administration: Issues and Perspectives			
3	Credits	6			
4	ContactHours	5-1-0			
	(L-T-P)				
	Course Type	Major			
5	Course	1. Students will be able to comprehend the concept of PublicAdministration.			
	Objective	2. Students will be able to comprehend the various theories of Public			
		Administration.			
		3. Students will be able to analyze the theories of Leadership and Financial			
		Administration			
6	Course	After completing the course, the students will be able to:			
	Outcomes	C01. The students will be able to explain the meaning & scope and			
		Approaches of Public Administration			
		C02. The students will be able to understand, interpret and explain the			
		relevance of various theories of Public Administration.			
		C03. The student will be able to apply the knowledge of each concept for			
		Administration.			
		CO4: The course will help the students to Criticize and reflectively			
		analyze the recent trends of Public Administration			
		CO5: The student will be able to explain and analyse the concept of			
		Financial Administration.			
		CO6: The student will be able to learn about the concepts of organisation and			
		administration and their application which is extremely relevant to unravelling			
	administration and their application which is extremely relevant to unravelling				



		the intricacies of large public organisations and corporate
		bodies.
7	Course Description	The course provides an introduction to the discipline of public administration. The emphasis is on administrative theory, including non-western developing country perspectives. An Understanding of the classical theories of administration provides a practical context with the link to Public Policy. The course explores some contemporary social values, including social protection, Feminism and ecological conservation and how the call for greater democratization in restructuring public administration. The course will also attempt to provide the student some practical hands on understanding on contemporary administration and policy concerns.
8	Outline	CO Mapping
	syllabus Unit 1	Public Administration: Evolution of a Discipline
		-
	A	Meaning, Nature and Scope of Public Administration.
	В	Public and Private Administration, Significance of Public
		Administration
	C Approaches to the study of Public Administration &	
		Evolution of Public Administration as a Discipline.
	Unit 2	Public Administration Theories and Concepts
	A	Scientific Management Theory
	В	Bureaucratic Theory and Human Relations Theory
	С	Rational- Decision Making
	Unit 3 Development Administration	
	A	Genesis of Development Administration- Meaning,
		Development and Characteristics
	В	Rigg's Ecological Approach
	С	Changing Patterns of Development Administration and its
		critique.
	Unit 4	Recent Trends
	A	New Public Administration and New Public Management
		(NPM)
	В	Comparative Public Administration
	С	Feminist Perspectives and Gandhi's Concept of oceanic
		Circle.



Unit 5	Financial Administration			
A	Budget: Concept and forms			
В	Formulation & Enactment and	Formulation & Enactment and Execution of Budget		
С	Deficit Financing, Public Debt	and Accounts &	Ł Audit.	
Mode of examination	, , , , , , , , , , , , , , , , , , ,			
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
Text book/s*	Text book/s* Essential Book:  1. Administrative Thinkers by D. RavindraPrasad (Author), V. Prasad (Author), P.Satyanarayana (Author), Y. Pardhasara  2. Public Administration in a Globalizing World: Theories and Practice (SAGE Texts) Paperback – 16 July 2012 by Bidyut Chakrabarty (Author)		a (Author), Y. Pardhasaradhi World: Theories and Practices	
Other References	(2222 - 232) - Special Community (1200)			



Sch	ool: School of	Batch 2021-2025	
Humanities and			
Social Sciences			
Pro	gram: BA (H)	Current Academic Year: 2023-24	
Poli	tical Science		
Bra	nch:	Semester: V	
1	Course Code		
2	Course Title	Reading Ambedkar	
3	Credits	4	
4	Contact	4-0-0	
	Hours (L-T-P)		
	Course Type	Minor/Elective	
5	Course	1. This course is broadly intended to introduce Ambedkar's ideas and their	
	Objective	relevance in contemporary India, by looking beyond caste.	
		2. To understand Ambedkar's philosophical contributions towards Indi	
economy and class question, sociological interpretations on religion, gende		economy and class question, sociological interpretations on religion, gender, caste	
	and cultural issues; ideas on politics such as concepts of nation, state, demo-		
law and constitutionalism are to be pedagogically interrogated and interpret			
	3. To help the students to critically engage themselves with the existing s		
		concerns, state and economic structures and other institutional mechanisms.	
		4. To facilitate the students to strengthen their creative thinking with a collective	
		approach to understand ongoing social, political, cultural and economic issues of	
		the society.	
5. To assess the significance of Ambedkar's thought and politics		5. To assess the significance of Ambedkar's thought and politics in	
	contemporary political discourse in India.		
6	Course	CO1: The course is designed to provide students the original writings and ideas	
	Outcomes	of Ambedkar on diverse issues beyond caste and equip them to critically engage	
		with the ideas, interpretations.	
		CO2: By engaging with the original sources as well as secondary writings on	
	1		



		Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and
		constitution the students will be able to understand a thinker in the contemporary
		context.
		CO3: Students shall be equipped with the method of understanding the ideas,
		philosophy and relevance of a particular thinker.
		CO4: Students shall also be able to reflect on the method of the thinker's
		engagement with the then context, issues and concepts. CO5: Students shall be equipped in understanding the conceptual and
		philosophical diversity, and significance of Ambedkar beyond his contribution in
		the sphere of social justice and drafting the Indian constitution.
		CO6: The course will help the students to raise questions and develop a problem-
		solving thought process, which is central to the idea of shaping
		an informed graduate student and an active citizen.
7	Course	This course is proposed to introduce Ambedkar's ideas, thoughts and their
	Description	relevance in contemporary India. To creatively engage students with the existing
		social concerns, state and economic structures and other (non) institutional
		mechanisms/paradigms of dominance and emancipation; it is essential to
		approach Ambedkar beyond his contextual and clichéd readings. Ambedkar's
		textual, contextual, symbolic, discursive, creative and emancipatory methods and
		contents explore substantial questions of state, society and governance in
		contemporary India. The course as a whole is meant to an opportunity to the
		students to understand Ambedkar for his several important contributions in the
		field of religion, state, democracy, gender, economy and history.
8	Outline	CO Mapping
	syllabus Unit 1	Introducing Ambedkar
	A	Philosophical Groundings of Ambedkar's Thought and
		Ideas
	В	Approach to Study Polity, History, Economy, Religion
		and Society
	С	Buddhism and Conversion



Unit 2	Caste, Religion and Women's Question			
A	Caste, Untouchability and Critique of Hindu Social Order			
В	Religion and Patriarchy			
С	Rise and Fall of Hindu Wome	en, Hindu Code I	Bill	
Unit 3	Political Vision			
A	Nation and Nationalism			
В	Democracy and Constitutiona	llism		
С	Rights and Representation			
Unit 4	<b>Economy and Class Question</b>	n		
A	Planning and Development			
В	Land and Labour			
С	Economic Rights			
Unit 5	Contemporary Concerns, C	ontradictions a	nd Debates	
A	Inclusive Citizenship	Inclusive Citizenship		
В	Neo Liberal Market-Economy and Social Democracy in			
	India			
С	Debrahmanising History: Do	ominance and R	esistance in	
	Indian Society			
Mode of	Theory			
examination	•			
Weightage	CA	MTE	ETE	
	30%	20%	50%	
Distribution Text book/s*				
Other				
References				



School: School of		Batch 2021-2025
<b>Humanities and</b>		
SocialSciences		
Progr	ram: B.A (H)	Current Academic Year: 2023-24
	cal Science	
Pollu	cai Science	
Bran	ch:	Semester: V
Politi	calScience	
1	Course Code	
2	Course Title	Dilemmas in Politics
3	Credits	3
4	Contact Hours (L-T-P)	0-2-2
	Course Status	Vocational
5	Course	1. This course aims to develop an understanding of Dilemmas political process.
	Objective	<ul><li>2. This course aims at comprehending normative political inquiry.</li><li>3. This course aims to create awareness and deep knowledge about Indian</li></ul>
		Political System.
6	Course	CO1: The student will be able to describe the evolution, functioning and
	Outcomes	consequences of political parties and the party system in India.  CO2: The student will be able to explain the role of different factors inIndian
		Politics.
		CO3: The student will be able to generalise the trends in voting behaviour and
		behaviour of political parties. CO4: The student will be able to evaluate the affecting factors and conflicting
		impulses within the Indian Political System.
		CO5: The student will be able to analyse the topic chosen for the termPaper and presentation will help them with understand how to present papers in Social
		Sciences
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through alternative frameworks both within the formal structure of the classroom and
		beyond it.
7 Course		This course is designed to explore, analyze and evaluate some of the central
	Descriptio	issues, values and debates in the/contemporary world that has abearing on
	_	normative political inquiry. The issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.



8	Outline syllabus	CO Mapping			
	Unit 1	The Moral Economy of Violence			
	A	Politics and Violence			
	В	Politics of Collective Vio	lence		
	C	Violence and Politics			
	Unit 2	The Politics of Exclusion	1		
	A	Origin of the Social Exclu	ısion		
	В	Understanding Exclusion			
	С	Scrutiny			
	Unit 3	Debates on Human Righ	nts		
	A	Concept and Context	Concept and Context		
	В	Human Rights	Human Rights		
	С	Duties in India	Duties in India		
	Unit 4	Capabilities and the Politics of Empowerment			
	A	Inequality Re-examined	Inequality Re-examined		
	В	Capabilities Approach			
	C	Development as Freedom			
	Unit 5	Term Paper and Presen	tation		
	A	Term Paper			
	В	Presentation			
	Mode of examination	Theory/ Term Paper Presentation			
	Weightage	CA	MTE	ETE	
	Distribution	30% 20% 50%			



Text book/s*	Essential Readings:
	UNIT I. The Moral Economy of Violence Gunn, R. (1993) 'Politics and Violence', in
	Bellamy, R. (ed.) Theories and Concepts in Politics: An Introduction.New
	York: Manchester University Press, pp.
	265-292.
	Tilly, Ch. (2003) Politics of Collective Violence. New York: Cambridge University Press, pp. 1-54.
	Ungar, M., Bermanzohn, S. A. and Worcester, K.(2002) 'Violence and
	Politics' in Ungar, M., Bermanzohn, S. A. and Worcester, K. (eds.) Violence
	and Politics: Globalization's Paradox. New York: Routledge, pp. 1-12.
	UNIT 2 Sen, A. (2000) Social Exclusion: Concept, Application, and Scrutiny.
	Social DevelopmentPapers No. 1 (June), Asian Development Bank.
	UNIT 3 Orend, B. (2002) Human Rights: Concept and Context. Peterborough:
	Broadview Press, pp.15-
	190. Byrre, D. J. (2003) Human Rights, New Delhi:Pearson, pp. 1-71.
	Byrre, D. J. (2003) Human Rights, New Delhi:Pearson, pp. 1-71.
	UNIT 4 FACULTY WILL PROVIDE THE READINGS
Other References	



# Co-curricular course: Semester-5 Course Title: Analytic Ability and Digital Awareness

# Syllabus Developed by

Programme/Class: Bachelor of Science | Year: Third

# Co-Curricular Course name: Analytic Ability and Digital Awareness

Semester: **Fifth** 

	Subject: Co-Curricular Course				
Course Co			ility and Digital Awareness		
	tcomes (Analytic Ability):	ic. Hilary tre Has	and the bigion in which the		
	niliarize with analogy, number system, set	theory and its an	polications, number system		
andpuzzles		uncory units up	productions, number system		
-	understand the basics of Syllogism, figure	problems, critica	al and analytical reasoning.		
	niliarize with word processing application a				
	understand the basics of web surfing and cy				
	Credits: 2	Co-Cui	rricular		
Max. Mark		Min. Passing Ma	arks:		
	of Lectures-Tutorials-Practical (in hours pe	r week): <b>2-0-0</b>			
Unit	Торіс		No. of Lectures		
	Alphabet test, Analogy, Arithmetic Reaso	0	6L+2T+0P		
I	relations, Coding and Decoding, Inequalit				
	Venn diagram, Seating Arrangements, Pu	zzles and			
	Missing numbers				
II	Syllogism, Pattern completion and figure				
	Embeded Figure and counting of figures,				
	Paper cutting and folding, Data sufficience	•	5L+2T+0P		
	Action, Critical Reasoning, Analytical and				
	making				
	Computer Basics:				
III	Block diagram of Digital Computer, Cla				
	Computers, Memory System, Prim	•			
	Auxiliary memory, Cache memory	, ,			
	Software (System/Application Software),				
	MS Word Basics: The word screen, Getting to word				
	documents, typing and Revising text, Finding and Replacing, Editing and Proofing tools, Formatting text				
	characters, Formatting Paragraph, Document templates.,				
	Page set up, tables, Mail Merge, Macros, protecting				
	documents, printing a document.				
	MS-Excel				
	Introduction, Worksheet basics, Creating worksheet,				
	in a substant, it officially the court of th				



	Harding information Date 0 Test Date 0 Time	
	Heading information, Data & Text, Date & Time,	
	Alphanumeric values, Saving & quitting worksheet,	
	Opening and moving around in an existing worksheet,	
	Toolbars and Menus, Excel shortcut and function keys,	
	Working with single and multiple workbook, Working	
	with formulae & cell referencing, Auto sum, coping	
	formulae, Absolute & relative addressing, Worksheet	
	with ranges, Formatting of worksheet, Previewing &	
	Printing worksheet, Graphs and charts, Database,	
	Creating and using macros, Multiple worksheets-	
	concepts	
	Introduction of Open Source Applications:	
	LibreOffice, OpenOffice and Google Docs etc.	
	Web Surfing:	3P+ 4T
IV	An Overview: working of Internet, Browsing the	
1 4	Internet, E-Mail, Components of E-Mail, Address	
	Book, Troubleshooting in E-Mail, Browsers: Netscape	
	Navigator, Microsoft Internet Explorer, Google	
	Chrome, Mozilla Firefox, Tor, Search Engines lik	
	Google, DuckDuckGo etc, Visiting web sites:	
	Downloading.	
	Cyber Security: Introduction to Information System,	
	I = -	
	Type of information system, CIA model of Information Characteristics, Introduction to	
	,	
	Information Security, Need of Information Security,	
	Cyber Security, phishing, spamming, fake news,	
	general issues related to cyber	
	security, Business need, Ethical and Professional issues of security.	
1	or security.	

### **Suggested Readings:**

- 1. Sharma, A., "How to prepare for Data Interpretation and Logical Reasoning for the CAT" McGraw Hill Education Pvt. Ltd., New Delhi, India, 2011, Ed. 5, ISBN 978 2007 070 481
- 2. Aggarwal, R.S., "A Modern Approach to Verbal and Non-verbal Reasoning" S. ChandPublishers NewDelhi, India, 2010, ISBN 10: 8121905516
- 3. Madan , Sushila, Introduction to Essential tools, Jain Book Agency, New Delhi/India, 2009, 5<sup>th</sup> ed..
- 4. Goel, Anita, Computer Fundamentals, Pearson Education, India, 2012
- 5. Michael E. Whitman and Herbert J. Mattord, "Principles of Information Security,"

Sixth Edition, Cengage Learning, 2017

Note: Course Books published in Hindi may be prescribed by the Universities.

This course can be opted as an elective by the students of following subjects: "Co-Curricular"

Suggested Continuous Evaluation Methods: Max. Marks: 25

1. Assessment Type: Class Tests (Max. Marks14) Suggested Usage:



Include all types of questions-essay, short answer, objective; Design to test all levels of domain; Exam Blue Print be prepared to ensure inclusion of all types & levels of questions and proper sampling of content; Marking Criteria made known to students; Teacher should provide written feedback selectively and discuss answers in the class; Only Role/Code numbers, not names be written to avoid bias in marking; Display of model answer copies.

After Completion of Unit I and Unit II, a first class test of max. marks of 7 shall be conducted. After Completion of Unit III and IV, a second class test of max. marks of 7 shall be conducted. If any student does not appear in any one or both class test, a makeup test shall be conducted of max. marks of 5 instead of total 14 marks.

2. Assessment Type: Quizzes/ Objective Tests / Recognition Type (such as MCQs; True or False; Matching; Classifying) /Recall Type -Filling Blanks; One word / PhraseAnswers (Max Marks: 5)

**Suggested Usage:**Teachers be trained in construction, advantages, disadvantages and precautions while preparing different types of objective items; Go beyond factual information to High Order Thinking (HOT) Skills. It shall be "End of the class quiz".

3. Assessment Type: Assignments (Max Marks: 4)

**Suggested Usage:** Some class assignments shall be given to students at the end of each Unit. Note making techniques be taught to students; Not just direct questions from notes, but application analysis and synthesis of that knowledge.

4. Assessment Type: Group Discussion (Max. marks: 2)

Course prerequisites: None

Suggested equivalent online courses:

Further Suggestions: None



## SEMESTER-VI

School: School of		Batch 2021-2025
Huma	anities and	
Socia	l Sciences	
Progr	ram:	Current Academic Year: 2023-24
B.A	(H)	
Politi	cal Science	
Brane Scien	ch: Political ce	Semester: VI
1	Course Code	
2	Course Title	Political Philosophy-II
3	Credits	6
4	Contact Hours (LT- P)	5-1-0
	Course Status	Major
		1. This course aims to teach each political thinker with special emphasis on
	Objective	their contributions to the development of political thought, theory and ideas.
		2. This course aims to present the ideas of philosophers on nature and rights of
t		the individual, and whether these are compatible with political rule
		3. This course aims to evaluate the strengths and weaknesses of the arguments employed in the philosophies.
6 Course This course will help the stude		This course will help the students:
Outcomes CO1: The student will be able to identify and describe m		CO1: The student will be able to identify and describe modernity and its
discourses and the political philosophy as a part of it.		discourses and the political philosophy as a part of it.
CO2: The student will be able to explain the modern state a		CO2: The student will be able to explain the modern state and different formsof
		government, featuring in the work of Rousseau, J.S. Mill, etc.
		CO3: The student will be able to demonstrate an ability to apply the main
		ideas of the thinkers regarding social conflict.



		CO4: The student will be able to analyse the political concepts discussed by
		them related to justice, freedom, democracy, etc.
		CO5: The student will be able to appraise the contribution of philosophers to
		broad areas of modern state like education, status of women, minorities
		CO6: The students will be able to formulate their own interpretations of the
		thinkers.
7	Course	Political philosophy contains some of the greatest writings in the western
	Description	intellectual tradition, as well as highly stimulating contemporary contributions.
	1	This course introduces the student to modern political philosophy in the context
		of approaching some central questions in political philosophy concerning the
		state, democracy, liberty and justice.
0	Outling	state, democracy, norty and justice.
8	Outline syllabus	
	Unit 1	Rousseau
	A	Jean Jacques Rousseau: Introduction & Social Contract
	В	Jean Jacques Rousseau: The evolution and the development of
		Rousseau's theory of sovereignty.
	С	Jean Jacques Rousseau: General Will & Critical Assessment of
		his Thought
	Unit 2	Kant & Bentham
	A	Immanuel Kant: Introduction & What is Enlightenment?
		Morality, Autonomy and Freedom.
	В	Immanuel Kant: Kingdom of his ends & Critical Assessment of
		his Thought
	C	Jeremy Bentham: Introduction
		Bentham Concept of Utilitarianism & Critical Assessment of hisThought
	Unit 3	Hegel
	A	Hegel: Introduction & Freedom, Civil Society
	В	Hegel: Civil Society & State
	С	Hegel: Rights & Critical Assessment of his Thought
	Unit 4	Marx
	A	Karl Marx: Introduction & Historical Materialism
	В	Karl Marx: State & Class



Delhi: Pearson  4. L. Strauss and J. Cropsey, (eds) History of Political Philosoph 2ndEdition. Chicago: Chicago University Press  5. J. Coleman, (2000) A History of Political Thought: From Ancie Greece to Early Christianity, Oxford: Blackwell Publishers  6. A. Skoble and T. Machan, (2007) Political Philosophy: Essent Selections. New Delhi: Pearson Education  7. C. Macpherson (1962) The Political Theory of Possessive Individualis Hobbes to Locke. Oxford University Press, Ontario  8. D. Boucher and P. Kelly, P. (eds) Political Thinkers: From Socrates to the state of the political Thinkers: From Socrates to the state of the political Thinkers: From Socrates to the political Thinkers: Fro	С	Karl Marx: Views on Politics and Communism & Critical			
A J.S. Mill: Introduction & Utilitarianism  B J.S. Mill: Subjection of Women  C J.S. Mill: On Liberty, Representative Government & Critical Assessment of his Thought  Mode of examination  Weightage CA MTE ETE Distribution  Text J. S. Hall (1992) 'Introduction', in Formations of Modernity UK: Polity Press pages 1-16 2. 2. B. Nelson, (2008) Western Political Thought. New York: Pears Longman 3. Shefali Jha, (2010) Western Political Thought: From Plato to Ma Delhi: Pearson  4. L. Strauss and J. Cropsey, (eds) History of Political Philosoph 2ndEdition. Chicago: Chicago University Press  5. J. Coleman, (2000) A History of Political Thought: From Ancie Greece to Early Christianity, Oxford: Blackwell Publishers  6. A. Skoble and T. Machan, (2007) Political Philosophy: Essent Selections. New Delhi: Pearson Education  7. C. Macpherson (1962) The Political Theory of Possessive Individualis Hobbes to Locke. Oxford University Press, Ontario  8. D. Boucher and P. Kelly, P. (eds) Political Thinkers: FromSocrates to the state of the property of the Political Thinkers: FromSocrates to the property of the Political Thinkers: FromSocrates to the property of the Political Thinkers: FromSocrates to the property of Possessive Individualis Hobbes to Locke. Oxford University Press, Ontario		Assessment of his Thought			
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		Hobbes to Locke. Oxford University Press, Ontario			
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9. I. Kant. (1784) 'What is Enlightenment?,' available at		9. I. Kant. (1784) 'What is Enlightenment?,' available at			
http://theliterarylink.com/kant.html,		http://theliterarylink.com/kant.html,			
Other Reference	Other Reference				



School: School of		Batch 2021-2025
Hum	anities and	
Social Sciences		
Prog	gram: BA (H)	Current Academic Year: 2023-24
Polit	ical Science	
Bran	nch:	Semester: VI
1	Course Code	
2	Course Title	Indian Political Thought-II
3	Credits	6
4	Contact	5-1-0
	Hours (L-T-P)	
	Course Type	Major
5	Course	1. The purpose of this course is to help the students to understand the ideas
	Objective	and thoughts of great thinkers of modern India.
		2. Based on the study of individual thinkers, the course introduces a wide
		span of thinkers and themes that defines the modernity of Indian political
		thought.
3. The objective is to study general themes that have be		3. The objective is to study general themes that have been produced by
thinkers from varied social and temporal contexts.		thinkers from varied social and temporal contexts. Selected extracts from
		original texts are also given to discuss in the class.
		4. This course aims to develop the capacity to think critically in an
		analytically rigorous way.
6	Course	CO1: The student will be able to identify and describe about the most important
	Outcomes	Indian political thinkers from the ancient to the modern period who have written
		extensively on politics, state, and government.
		CO2: The student will be able to understand and explain about the various social
evils that existed and the approach of the reform		evils that existed and the approach of the reformers/thinkers indealing with those
		evils.
		CO3: The student will be able to apply the ideas given by thinkers in the debates
		about the role of state, government and its influence on economy and society.
		about the fole of state, government and its influence on economy and society.



		CO4: The student will be able to reflectively analyse and appraise the
		thoughts of different thinkers of modern India. CO5: The student will be able to criticize and evaluate the contribution of the
		modern thinkers to the development of different political institutions, from the
		polis to government and democracy.
		CO6: The course will help the students to raise questions and develop a problem-
		solving thought process, which is central to the idea of shaping an
		informed graduate student and an active citizen.
7	Course	The course will introduce fundamental concepts of political thoughtthrough a
	Description	critical reading of some of the major texts and thinkers from the
		Indian political traditions.
8	Outline syllabus	
	Unit 1	
	A	Introduction to Modern Indian Political Thought
	В	Distinctive Features of Modern Indian Thought
	С	Traditional-Modernity Debate
	Unit 2	
	A	Ram Mohan Roy: Civil and Religious Rights
	В	Pandita Ramabai: Gender and Caste
	С	B. R. Ambedkar: Social Justice, Democracy and Economic
		Theory
	Unit 3	
	A	M. K. Gandhi: Swaraj
	В	Jawaharlal Nehru: Developmentalism, Secularism
	С	Rabindranath Tagore: Nationalism and its Critique
	Unit 4	
	A	Ram Manohar Lohia: Socialism
	В	Jaya Prakash Narayan: Democracy
	С	Muhammad Iqbal: Community
	Unit 5	
	A	Swami Vivekananda: Ideal Society



В	V. D. Savarkar: Hindutva					
С	Deendayal Upadhyaya: Integral Humanism					
Mode of	Theory					
examination						
Weightage	CA	MTE	ETE			
Distribution	30%	20%	50%			
Text book/s*	V. Mehta and T. Pantham (eds.)	V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political				
	Ideas in Modern India: Thematic	Ideas in Modern India: Thematic Explorations, History of Science, Philosophy				
	and Culture in Indian civilize	ation' Vol. 10,	Part: 7, New Delhi: Sage			
	Publications, pp. xxvii-xi.					
	D. Dalton, (1982) 'Continuity	of Innovation',	in Indian Idea of Freedom:			
	Political Thought of Swami V	ivekananda, Auro	obindo Ghose, Rabindranath			
	Tagore and Mahatma Gandhi, A	cademic Press: G	urgaon, pp. 1-28.			
	R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S.					
	Hay, (ed.) Sources of Indian Traditio, Vol. 2. Second Edition. New Delhi:					
	Penguin, pp. 24-29.					
	C. Bayly, (2010) 'Rammohan a	nd the Advent of	f Constitutional Liberalism in			
	India 1800-1830', in Sh. Kapila	(ed.), An intelle	ectual History for India, New			
	Delhi: Cambridge University Press, pp. 18- 34.					
	T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th.					
	Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New					
	Delhi: Sage, pp.32-52.					
	P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi					
	(ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi:					
	Oxford University Press, pp. 150-155.					
	M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's					
	Contribution to Women's Cause', in Economic and Political Weekly, Vol.					
	23(44), pp. 38-49.					
	S. Vivekananda, (2007) 'The Real and the Apparent Man',					
	S. Bodhasarananda (ed.), Selections from the Complete Works of Swami					
		~	·			



- Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129.
- A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62-79.
- H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.
- M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2.Second Edition, New Delhi: Penguin, pp. 265-270.
- A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.
- D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, AurobindoGhose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154-190.
- B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, *Vol.* 2, Second Edition, New Delhi: Penguin, pp. 342-347.
- V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect Essays on Economics, Politics and Society*, Jaipur: *IIDS* and Rawat Publications.
- B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect Essays on Economics, Politics and Society*, Jaipur: *IIDS* and Rawat Publications, pp. 121-142.
- R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, *Vol. 3*, New Delhi: Sahitya Akademi, pp. 548-551.
- R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.
- M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing



	G
	Corporation, pp. 29-39.
	M. Iqbal, (1991) 'Speeches and Statements', in S. Hay(ed.), Sources of Indian
	Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 218-222.
	A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in <i>Social Scientist</i> , Vol.8 (8), pp. 52-63. Madani, (2005) <i>Composite Nationalism and Islam</i> , NewDelhi: Manohar, pp. 66-
	91.
	M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality,
	Rammanohar Lohia Smarak Smriti.
	S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in <i>Economic</i>
	and Political Weekly, Vol. XLV (40) pp. 51-55.
	A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality
	of Caste, Class, Gender and Language Issue', in Economic and Political
	Weekly, Vol. XLV (40), pp. 64-70.
Other References	S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in <i>A Critique on colonial India</i> , Calcutta: Papyrus, pp. 1-17.  G. Omvedt, (2008) 'Ramabai: Women in the Kingdom ofGod', in <i>Seeking Begumpura</i> : <i>The Social Vision of AntiCaste Intellectuals</i> , New Delhi: Navayana. pp. 205-224. Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms:State and Civil Society', in <i>Debates in Indian Philosophy:Classical, Colonial, and Contemporary</i> , Delhi: OxfordUniversity Press, pp. 29-65.  R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), <i>Gandhi, Freedom and Self Rule</i> . Delhi: Sage.  P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), <i>Political ideas in modern India: Thematic Explorations</i> , New Delhi: Sage, pp. 73-92.  A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in <i>Illegitimacy of Nationalism</i> , Delhi: Oxford University Press, pp. 1-50.  P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in <i>Nationalist Thought and the Colonial World: A Derivative Discourse?</i> London: Zed Books, pp. 131-166



Pro	ogram: B.A (H)	Batch 2021-2025		
Po	litical Science			
Branch:		Current Academic Year: 2023-24		
1	Course Code			
2	Course Title	United Nations		
3	Credits	4		
4	Contact Hours	4-0-0		
	(L-T-P)			
	Course Type	Major		
5	Course Objective	1. This course aims to establish a firm foundation of how the UN works.		
		2. This course aims to make students fully versed in the intricate		
		bureaucracy of the UN.		
		3. This course aims to explain UN's efforts in addressing a number of substantive		
		problems.		
6	Course Outcomes	CO1: The student will be able to describe the history, principles and objectives		
		of United Nations.		
		CO2: The student will be able to understand the nature of the problems		
		confronted by the international community and where the UN fits in		
		addressing those problems.		
		CO3: The student will be able to classify the organs of United Nations and its		
		functions.CO4: The student will be able to reflectively analyse and appraise		
		the role of United Nations in international peace and security.		
		CO5: The student will be able to evaluate the contribution of United Nation		
		the economic and social development worldwide.		
		CO6: The student will be able to integrate their general understanding of international		
		politics within the specific context of UN activity.		
7	Course Description	This course will assess the past, present and future of the United Nations. The first portion of the course will be devoted to looking at the big picture of what the UN hasdone in the past, what the UN is doing now, and where the UN is going. By the end of the course, students should not only be experts on		



		UN activity, but they should also have a firm grasp on the major problems that pervade international politics.
8	Outline syllabus	
	Unit 1	Introduction
	A	Historical Overview
	В	Principles and Objectives
	С	Structures and Functions: General Assembly; Security Council, and Economic
		and Social Council; the International Court of Justice and the specialised
		agencies
	Unit 2	International Peace and Security through United Nations
	A	Peaceful Settlement of International Disputes
	В	Collective security
	С	Peace-keeping and Peace-building
	Unit 3	United Nations and Contemporary Global Issues
	A	United Nations and Regional Conflicts
	В	United Nations and Disarmament
	С	United Nations and Terrorism
	Unit 4	Economic and Social Development
	A	Bretton Woods and Economic and Social Council
	В	Civil Society and INGOs
	С	SDGs
	Unit 5	United Nations and Issues
	A	Human Rights
	В	Women Rights
	С	UN Reforms-Security Council
	Mode of	Theory
	examination	



Weightage	CA	MTE	ETE		
Distribution	30%	20%	50%		
Text book/s*	1. Moore	, J.A. Jr. and Pul	pantz, J. (2008) The new United Nations. Delhi:		
	Pearson Education.				
	2. Taylor	2. Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the			
	millennium. London: Continuum.				
	3. Basu, Rumki (2014) United Nations: Structure and Functions of an				
	international organization, New Delhi, Sterling Publishers.				
	4. Gareis	4. Gareis, S.B. and Varwick, J. (2005) The United Nations: an			
	introduction.				
	Basingstoke: Palgrave.				
Other References	1. White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New				
	York: Macmillan.				
	2. Claude, I. (1984) Swords into plowshares: the progress and problems				
	of international organisation. 4th edn. New				
	York: Random House.				



School: School of		Batch 2021-2025	
Hun	nanities and		
Soci	al Sciences		
Prog	gram:	Current Academic Year: 2023-24	
Bra	nch:	Semester: VI	
1	CourseCode	BPO	
2	Course Title	Rural Entrepreneurship and Policy Study	
3	Credits	04	
4	Contact Hours (LT-P)	4-0-0	
	Course Type	Minor/Elective	
5	Course Objective	<ol> <li>This course will seek to introduce students to the idea of developmental policies.</li> <li>Beginning with how the study of entrepreneurship and other rural developmentpolicies is understood and the challenges related to it today, the course will link this understanding to the way in which different parts of the political space seek to contestand constitute it.</li> <li>The student will be taken through a range of literature from these</li> </ol>	
6	Course Outcomes	disciplines, with the intent of linking each to the question inherent to and emerging from it.  4. This course aims to develop the capacity to think critically and to expose studentto study empirically and analytically.  CO1: This course will enable students of Social Science to see that Development is not only a primarily economic issue, but also needs to be	
		understood comprehensively. CO2: The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that. CO3: The course will help the students to reflectively analyse and appraisocial practices through the relevant conceptual tool kit. CO4: The student will be able to criticize and evaluate the ongoing politicand social practices based on a sound knowledge of the set texts. CO5: The student will be able to evaluate the contribution of policies to economicand social development worldwide.	



		field and decide on sample	size and method of focused group disc	search questionnaires, select the of selection, conduct interviews cussions and finally translate the			
7	Course Description	policies. Beginning with how development policies is under course will link this understa	his course will seek to introduce students to the idea of developmental olicies. Beginning with how the study of entrepreneurship and other rural evelopment policies is understood and the challenges related to it today, the ourse will link this understanding to the way in which different parts of the olitical space seek to contest and constitute it.				
8	Outline syllabus	S					
	Unit 1	Background					
	A	Theories of Development	Theories of Development				
	В	Rural Economy, Entitlement	and Development				
	С	PRIs : Performances and Pra	ctices				
	Unit 2	Challenges	Challenges				
	A	Agrarian Crisis in India: Causes and effects					
	В	Environment, sustainable development and climate change					
	С	Struggle for sustenance : Policies: Land, Water & Livestock					
	Unit 3	Rural Entrepreneurship and Agri Business-1					
	A	Recent studies on rural entrepreneurship					
	В	Analysis: Macro and Micro					
	С	Agri Business Management					
	Unit 4	Rural Entrepreneurship and Agri Business-2					
	A	Rural Marketing, Cash Crop Management					
	В	Policy entrepreneurship, social entrepreneurship					
	С	Rural area based Public Policies ,Risk management					
	Unit 5	Innovation and Activity					
		Students have to go for internship to either the institutions or the organizations working in the field of rural entrepreneurship and submit and present the report.					
	Mode of examination	Theory					
	Weightage CA Report ETE Distribution Evaluation		ETE				
	Distribution	30%	20%	50%			



Text	
book/s*	
Other	
References	Relevant Material will be provided by the course instructor



Soh	ool: School of	Batch 2021-2025
Humanities and		Batch 2021-2023
Social Sciences		
		C
	gram: BA	Current Academic Year: 2023-24
	ns Political	
	ence	C
	nch:	Semester: VI
1	Course Code	
2	Course Title	Public Opinion and Survey Research
3	Credits	3
4	Contact	0-2-2
	Hours (L-	
	T-P)	
	Course Type	Vocational
5	Course	1. This course aims to introduce certain key aspects of conceptual
	Objective	analysis in political theory.
	J - 1 <b>3</b> - 1 - 1	2. This course aims to imbibe the skills required to engage in debates
		surrounding the application of the concepts.
		3. This course aims to blending the conceptual approach to political
		theory with both elements of the history of ideas and the application of ideas
		to political issues.
		4. This course aims to develop the capacity to think critically in an
		analytically rigorous way.
6	Course	CO1: The student will be able to define political theory and concepts.
U	Outcomes	CO2: The student will be able to understand, interpret and explain the
	Outcomes	relevance of political theory, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept to a
		political argument.
		CO4: The course will help the students to reflectively analyse and appraise
		social practices through the relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing political
		and social practices based on a sound knowledge of the set texts. CO6: The
		students will be able to draw up research questionnaires, select
		the field and decide on sample size and method of selection, conductinterviews
		with respondents as well as focused group discussions and finally translate the
		responses into a coherent write up.
7	Course	This is an introductory paper trying to expose students to some basic ideasand
	Description	concepts in Political Science. Effort has been made to orient students to the
		methodological and ideological traditions in political science.
		mediodological and ideological duditions in political science.



8 Outline syllabus						
	Unit 1	Explore Microsoft Word				
	A	Create, modify workbooks, Merge and unmerge cells				
	В	Enter and revise data, Manage data by using Flash				
		Fill, move data within a workbook				
	С	Find and replace data, correct and expand upon data,				
		define excel tables				
	Unit 2	Perform Calculations on Data				
	A	Create formulas to calculate values, limit data that				
		appears on screen				
	В	Use array formulas, find and correct errors in				
		calculations, change the appearance of data				
	C	Format Cells, define styles, add images to worksheet				
	Unit 3	Managing Worksheet Data				
	A	Summarize data in worksheets that have hidden and				
		filtered rows, find unique values within a data set				
	В	Sort worksheet data (use custom list), Organize data				
		into levels, search in worksheet				
	С	Analyse data using descriptive statistics				
	Unit 4	Create Charts and Graphics				
	A	Create Charts, customize chart appearance				
	В	Find trends in data, create diagrams using SmartArt				
	C	Create Shapes and Mathematical Equations				
	Unit 5	Additional Techniques				
	A	Print worksheets: Add headers and footers to printed pages, fit your worksheet				
		contents to the printed pages, change page breaks, change page printing				
		order				
	В	Enable and Examine Macros, create and modify				
		macros				
	С	Insert form controls in worksheet, create hyperlinks,				
		add protection to workbooks and worksheets				
	Mode of	Theory				
	examination					
	Weightage	CA Report ETE				
	Distribution	Evaluation				
	Text book/s*	2070   2070				
	Other					
	References	Relevant Material will be provided by the course instructor				
L						



# Co-curricular course: Semester-6 Course Title: Communication Skills and Personality Development

# Co-curricular Certificate course 'Communication Skills and Personality Development'

Programm	ne: Certificate   Year	: Third	Semester:	Sixth	
	Co-Curricular				
Course	ode: Z060601   Cour	Cours		Domaonality F	Navial ammant
		se Tille: Com	munication Skills and	Personanty L	evelopment
Course outc		of Domoonality			
	nderstand the concept earn what personal gro	•			
		0 1	ns. are effectively for inter	wiaw	
	earn to make good les			view.	
	kplore communication				
	earn to manage onesel				
			nd develop confidence		
		cation skins a			
Max. Marks	edits: 2		Compulso Min. Passing Marks:	ory	
		itoriale Droctic	cal (in hours per week)	· I T D· 2 A	<u> </u>
10	ai ino, oi lectures-11	noriais-Fractio	ai (iii iiouis pei week)	. L-1-r. 2-U-	No. of Lectures
Unit		Topi	oc.		Total=30
Unit	PERSON		PERSONAL GROOM	MING	10141-30
	Understanding Person		I EKSONAL GROOM	11110	
	•				
	<ul><li>Definition and Meaning of Personality</li><li>Types of Personality</li></ul>				All topicswill include
	• Components of Personality				practical learning
_	Determinants of Personality			F8	
I	Assessment of Personality Grooming Self				
	• Dress for suc	•	C		
	• Make up & s	kin care			
	• Hair care & s	styles for form	al look		
	<ul> <li>Art of access</li> </ul>	orizing			
	<ul> <li>Oral Hygiene</li> </ul>	2			
	INTERVIEW	PREPARATI	ON AND GROUP DIS	CUSSION	
	_	Types of Inte	rview [ Face to Face, 7	Telephonic,	
	Video]				8
	<u>-</u>	-	ning, Listening, Closur	re]	O
_	• Preparation f				
II	Resume Write	-			
	• LinkedIn Eti	•	. D		
	_		roup Discussion		
		Group Discus			
		ssion simulati			
	• Group discus	sion common	error		



	BODY LANGUAGE AND BEHAVIOUR	
	Concept of human behavior Individual and group behavior	
	Developing Self-Awareness Behaviour and body language	
	Dimensions of body language: Proxemics	
	Haptics Oculesics	
III	Paralanguage Kinesics	7
	Sign Language Chromatics Chronemics Olfactics	
	• Cultural differences in Body Language Business Etiquette &	
	Body language Body Language in the Post Corona Era Virtual	
	Meeting Etiquette	
	Social Media Etiquette	
	ART OF GOOD COMMUNICATION	
	• Communication Process	
	Verbal and Non-verbal communication	
	• 7 C's of effective communication	
	Barriers to communication	
	Paralinguistics Pitch Tone Volume Vocabulary Wordstress	
	Pause	
	Types of communication AssertiveAggressive Passive	
	Aggressive	
IV	• Listening Skills	8
	• Questioning Skills	
	Art of Small Talk	
	Email Writing	
Suggested	l Readings:	

#### **Suggested Readings:**

- Cloninger, S.C., "Theories of Personality: Understanding Person", Pearson, New York, 2008,5<sup>th</sup> edition.
- Luthans F, "Organizational Behaviour", McGraw Hill, New York, 2005, 12<sup>th</sup> edition. Barron, R.A. & Brian D, "Social Psychology", Prentice Hall of India, 1998, 8<sup>th</sup> edition. Adler R.B., Rodman G. & Hutchinson C.C., "Understanding Human 3.

Communication", Oxford University Press: New York, 2011.

Suggestive digital platforms web links-

Suggested Continuous Evaluation Methods:

Suggested equivalent online courses:



## **SEMESTER-VII**

of	chool: School fHumanities and Social ciences	Batch 2021-2025
P	rogram: BA	Current Academic Year: 2024-25
	ons Political	
	cience ranch:	Semester: VII
1	Г	
2	Course Title	Moral Foundations of Politics
3	Credits	6
4		5-1-0
	Hours (L-T-P)	
	Course Type	Major
5	Course	1. This course aims to introduce certain key aspects of Moral Foundations of
	Objective	Politics.
		2. This course aims to imbibe the skills required to engage in debates
		surrounding the application of the concepts.
		3. This course aims to blending the conceptual approach to political theory with
		both elements of the history of ideas and the application of ideas to political issues.
		4. This course aims to develop the capacity to think critically in an analytically
		rigorous way.
6	Course	CO1: The student will be able to define Utilitarianism and Social Contract Tradition,
	Outcomes	Enlightenment and Anti-Enlightenment Tradition as well as Democracy.
		CO2: The student will be able to understand, interpret and explain the relevance of
		moral politics, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept to a political
		argument.
		CO4: The course will help the students to reflectively analyse and appraise social
		practices through the relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing political and



		social practices based on a sound knowledge of the set texts. CO6: The course will
		allow the students to think critically about Westernframeworks of knowledge, varied
		pedagogic methods and techniquesthrough alternative frameworks both within the
		formal structure of the classroom and beyond it.
7	Course	
7	Course	When do governments deserve our allegiance, and when should they be denied it?
	Description	This course explores the main answers that have been given to this question in the
		modern West. We start with a survey of the major political theories of the
		Enlightenment: Utilitarianism, Marxism, and the social contract tradition. In each
		case, we begin with a look at classical formulations, locating them in historical
		context, but then shift to the contemporary debates as they relate to politics today.
		Next, we turn to the rejection of Enlightenment political thinking, again exploring
		both classical and contemporary formulations. The last part of the course deals with
		the nature of, and justifications for, democratic politics, and their relations to
		Enlightenment and Anti-Enlightenment political thinking. In addition to exploring
		theoretical differences among the various authors discussed, considerable attention is
		devoted to the practical implications of their competing arguments. To this end, we
		discuss a variety of concrete problems, including debates about economic inequality,
		affirmative action and the distribution of health care, the limits of state power in the
		regulation of speech and religion, and difficulties raised by the emerging
		threat of global environmental decay.
8	Outline syllabu	IS .
	Unit 1	Introduction to Moral Politics
	A	E-1:-1.4
		Enlightenment Political Theory: It explores what makes a government legitimate.
		More specifically, was the Third Reich illegitimate and was Eichmann breaking
		some kind of higher law here?
		A. The Eichmann Case and Problem of Illegal butLegitimate Acts
		B. The Paradox of Discomfort and the Organization of the Course
		C. Politics in the Enlightenment
		D. Early vs. Mature Enlightenments



	E. The Workmanship Ideal
В	Utilitarianism- Classical Utilitarianism: Elements of Utilitarianism, The Theory of
	Classical Utilitarianism, The Utility Monster and the Principle of Diminishing
	Marginal Utility, The Panopticon and Bentham on Government, Distribution and
	Diminishing Marginal Utility, Bentham on
	Equality and Rights
С	Neoclassical Utilitarianism: The Philosophical Context Beginning, The Economic
	Context, Ideological Stakes of the Transition from Classical to Neoclassica
	Utilitarianism, Introduction and the Harm Principle,
	Bentham, Mill, and The Rights-Utility Synthesis, The
	Harm Principle in Practice, The Harm Principle and theSpectrum of Harm, Harm
	Examples, Is the Harm Principle
	Conservative?
Unit 2	Marxism, Its Failures and Its Legacy: This unit on Marx's Enlightenment theory
	focuses on thefoundations of capitalism theory and its major
	weaknesses.
A	Marx: Introduction, Marx as an Enlightenment Thinker,
	Marx's Challenge to Classical Political Economy2
В	The Working Class, Exploitation - The Micro Story,
	Exploitation - The Macro Story and the Theory of Crisis
С	Marx's Overall Failures, Failures in the Macro Theory,
	Rethinking the Labour Theory of Value
Unit 3	The Social Contract Tradition I & II: This module looks at classica
	formulations of the Social Contract Tradition, locating them in historical context
	but then shifts to the contemporary debates as they relate to
	politics today.
A	The Social Contract Tradition I: Consent and ThomasHobbes, John Locke and the



В	The Social	Contract Trac	dition I : John Rawls Introduction, John Rawls's Enduring	
			Ignorance, Principles of Justice, The Difference Principle,	
			Political Not Metaphysical, Political Disagreement, The	
		g Consensus.	Tontical 130t Metaphysical, Tontical Disagreement, The	
C				
С			dition II: Introduction to Nozick, Features of Nozick's	
	Account,	The Invisible	Hand Evolution of the State, Necessity and	
	Obligation,			
	Power, It is	ng Independen Unjust for Ch Much Money		
Unit 4	political th	Anti-Enlightenment Politics: This unit explores the rejection of Enlightenment political thinking, again exploring both classical and contemporary formulations.		
A	Burke's Co	nservatism, De	evlin's Conservatism	
В	Introduction	•	e, Emotivist Culture	
С	Failure Anti-Enligh	Failure of the Enlightenment Project, Concluding Anti-Enlightenment Thought.		
Unit 5	This unit deals with the nature of, and justifications for, democratic politics, and their relations to Enlightenment and Anti-Enlightenment political thinking.			
A	Democracy Tradition	: Democracy a	and its critics, The Federalist Papers, The Republican	
В			the General Will, Habermas' Deliberative Ideal, Deliberation estminster System in Practice, The Majority Rule	
С		Democracy: Competition and Democracy, Electoral Systems, Reviewing the Enlightenment, Democracy and Human Freedom		
Mode of examination	Theory			
Weightage	CA	MTE	ETE	
Distribution	30%	20%	50%	
		1		
Text book/s*	Ul	NIT: 1A		



UNIT: 1B & 1C

Bentham, Intro to Morals and Legislation

Bentham in W. Stark, Jeremy Bentham's Economic Writings, 442

Mill, On Liberty, Chs. 1-2 Mill, On Liberty Ch. 5

UNIT: 2

Marx and Engels, Manifesto of the Communist Party

Marx, Capital (Vol. I), Prefaces, Chs. I, IV, VI, XII, XVI (excerpts)

Marx, Critique of the Gotha Program

Marx, Theories of Surplus Value, Ch. XVII (Sections 8-11, 14)

Roemer, "Should Marxists be interested in exploitation?" Analytical Marxism

UNIT: 3 A &B

Hobbes, Leviathan, Introduction, Chs. 13-17, 21 Locke, Second Treatise of

Government, Chs. 2-5 Kant, Groundwork of the Metaphysic of Morals

Rawls, A Theory of Justices, pg. 3-19, 52-56 (Sections 1-4, 11)

Rawls, "Social Unity and Primary Goods," sect. IV, V in John Rawls: Collected Papers

Rawls, A Theory of Justice, pg. 102-109, 118-123, 153-160, 221-227 (Sections 20, 21, 24, 29,40)

Rawls, "Justice as fairness: political not metaphysical." Philosophy & Public Affairs 14 (1985): 226-48 (Sections

2-6)

Shapiro, "Resources, Capacities, and Ownership." Political Theory 19.1 (February 1991), 47-72

UNIT: 3C

Robert Nozick, Anarchy, State and Utopia, pp. 3-17, 26-35 (Chs. 1-3)

Robert Nozick, Anarchy, State and Utopia, pp. 54-63, 78-84, 88-90, 108-119

(Excerpts from Ch. 4, 5)

Robert Nozick, Anarchy, State and Utopia, pp. 149-164, 174-182 (Excerpts from Ch. 7)

UNIT: 4

Edmund Burke, Reflections on the Revolution in France (excerpts)

Patrick Devlin, "Morals and the Criminal Law" Alasdair MacIntyre, After Virtue,

Chs. 1-3 Alasdair MacIntyre, After Virtue, Chs. 5

UNIT: 5

Hamilton, Jay, and Madison, The Federalist Papers, Paper No. 1, 9, 10, 14, 39, 48, 51, 62, 70, 78

Jean-Jaques Rousseau, The Social Contract and the First and Second Discourses, Book I Ch. 6-7, Book II Ch. 3

William H. Riker, Ch. 5, "The Meaning of Social Choice" in Liberalism against Populism, pp. 115-23

Jürgen Habermas, "Three Normative Models of Democracy"10m James Fishkin, "Deliberative Polling: Toward a Better-



	Informed Democracy"10m Locke, Second Treatise of Government, Chs. 17-19
	Joseph Schumpeter, Capitalism, Socialism, and Democracy, Ch. XXI and XXII
	Buchanan and Tullock, The Calculus of Consent, excerpt from Ch. 6 Shapiro, "John Locke's Democratic Theory," in Locke's Two Treatises of
	Government, pp. 309- 332
	Douglas Rae, "The Limits of Consensual Decision"
	Shapiro, "Elements of Democractic Justice." Political Theory
	Post-Course Survey
Other	
References	



	20020 8011001	Batch 2021-2025
and	Humanities I	
	cial Sciences	
Pro	ogram: BA	Current Academic Year: 2024-25
(H)		
-	itical Science anch:	Semester: VII
1	Course Code	Semester. VII
		Covernor on Joseph and Challenges
2	Course Title	Governance: Issues and Challenges
3	Credits	6
4	Contact Hours	5-1-0
	(L-T-P)	
	Course Type	Major
5	Course	1. This course aims to develop understanding of the importance of the concept of
	Objective	governance in the context of a globalising world, environment, administration,
		development.
		2. This course aims to emphasize the paradigm shift from government to
		governance.
		3. This course aims to explain the changing role of the state over the years.
		4. This course aims to develop the capacity to think critically in an analytically
		rigorous way.
6	Course Outcomes	CO1: The student will be able to identify and describe various dimensions and issues of governance in the globalized world.
	Outcomes	CO2: The student will be able to explain the changing dimensions and role of state in
		the globalized world.
		CO3: The student will be able to discover the problems in the system of law
		enforcement and administration of justice and predict solutions for those problems. CO4: The student will be able to illustrate the best practices implemented to promote
		good governance like Right to Information Act (RTI), e-governance, Citizen's
		Charter, etc.
		CO5: The student will be able to appraise the different facets of governance, such as democratic decentralization, environmental governance, role of non-state actors, etc.
		CO6: The student will be able to learn about the concepts of organisation
		and management and their application which is extremely relevant to unravelling the
		intricacies bodies. Of large public organisations and corporate



7	Course	It is important to understand governance and its effects on administration and			
	Description	development in the context of a globalized environment. This course deals with the			
		concepts and dimensions of governance by highlighting the			
		major debates in contemporary times.			
8	Outline syllab	bus			
	Unit 1	Government and Governance: Concepts			
	A	Contextualizing Governance in the 21 <sup>st</sup> Century			
	В	Role of State in the Era of Globalisation: State, Market and			
		Civil Society			
	С	Citizen's Rights and their Obligations			
	Unit 2	Governance and Development			
	A	Changing Dimensions of Development			
	В	Strengthening Democracy through Good Governance			
	С	Law Enforcement and Administration of Justice			
	Unit 3	Environmental Governance			
	A	Human-Environment Interaction			
	В	Green Governance: Moving Towards Sustainable Human			
		Development			
	С	Tribe and Prejudice: A Historical Perspective of			
		Forest-State Relations			
	Unit 4	Local Governance			
	A	Local Self Governance: Rural and Urban			
	В	Democratic Decentralization			
	С	Participatory Governance: People's Participation in			
		Governance			
	Unit 5	Good Governance Initiatives in India: Best Practices			
	A	Public Service Delivery and Good Governance in India			
	В	Redressal of Public Grievances: Citizens' Charter, Right to			
		Information (RTI), E-Governance			



С	Corporate Social Responsibility				
Mode of	Theory				
examination					
Weightage	CA	MTE	ETE		
Distribution	30%	20%	50%		
Text book/s*	1. Govern	nance: Issues ar	nd Challenges by Shivani Singh, 2016: Sage Texts.		
	2. B. Cha	krabarty and M	1. Bhattacharya, (eds.) TheGovernance Discourse. New		
	Delhi:Oxford University Press, 1998.				
	3. Surendra Munshi and Biju Paul Abraham [eds.], Good Governance,				
	Democratic Societies and Globalisation, Sage Publishers, 2004.				
	4. B. C. S	B. C. Smith, Good Governance and Development, Palgrave, 2007.			
	5. Niraja	Niraja Gopal Jayal, Democracy and the State: Welfare, Secularism, and			
	Development in Contemporary				
	India, Oxford University Press, 1999.				
Other	1. United	Nation	Development Programme, Reconceptualising		
References	Governance, New York, 1997.				
	2. World	Bank Report, C	Governance and Development, 1992.		
	3. Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999.				



Scl	hool: SHSS	Batch 2021-2025
Hons) Political Science		Current Academic Year: 2024-25
Br	anch:	Semester: VIII
1	Course Code	
2	Course Title	Human Rights
3	Credits	6
4	Contact	5-1-0
	Hours	
	(L-T-P)	
	Course Type	Major
5	Course	1. All rights, indeed most rights are not human rights and general rights
	Objective	discourse reflects this reality.  2. Insofar as human rights are a crucial sub-set of this discourse, they require a specific yet comprehensive treatment as given here by this course to interested students.
6	Course	CO1: The student will be able to understand basic concepts of Human Rights.
	Outcomes	CO2: The student will be able to understand the State response to Human Rights.
		CO3: The student will be able to apply the various concepts of human rights to
		understand the problems related to refugees, minorities and tribal people as well as women.
		CO4: The student will be able to analyse the existing challenges of the society by
		using tools of Human Rights.
		CO5: The student will be able to evaluate and critically analyse the various rights
		and challenges of marginalised sections of society.
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through
		alternative frameworks both within the formal structure of the
		classroom and beyond it.
7	Course	All rights, indeed most rights are not human rights and general rights discourse
	Description	reflects this reality. Insofar as human rights are a crucial sub-set of this discourse,



		they require a specific yet comprehensive treatment as given here by this course
		to interested students.
8	Outline syllabus	
	Unit 1	The Concept of Human Rights
	A	Human Rights- Meaning, Development
	В	NHRC, State Human Rights Commission
	С	Concept of Human Rights in Western and Third World
		Context.
	Unit 2	Human Rights: Issues and Challenges
	A	Refugees and Displaced persons
	В	Caste, Minorities, Women
	С	Tribal, Landless, Bonded Labour, Unorganised Labour
		and Peasants
	Unit 3	Constitutional Governance and Repressive Laws
	A	Constitutional Governance: State of Rule of Law.
	В	Fundamental Rights and Repressive Laws: Preventive
		Detention, MISA, NASA, TADA
	С	Armed Force Special Power Act and Criminal Law
Amendment		Amendment
	Unit 4	State Response to Human Rights
	A	Role of Police, Administration, Army and Paramilitary
		Forces
	В	Administration of Justice, Judicial Intervention and
		Activism, Judicial commission on Human rights
	С	Affirmative Action for Weaker Sections.
	Unit 5	NGOs and Human Rights Movement
	A	NGOs and Human Rights Movements: AmnestyInternational, Asia
		Watch, International Committee of
		Red Cross.
	В	NGOs and Human Rights in India: Land, Water and
		Forest Issues.
	С	Human Rights Movement: People's Union for Civil Liberties (PUCL), People's
		Union for Democratic Rights (PUDR) and other Civil and Democratic Rights
		Organization in India.



Mode of	Theory/Jury/Practical/Viva		
examination			
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*			
Other			
References			



# **SEMESTER-VIII**

School: SHSS		Batch 2021-2025
Pro	ogram: (BA	Current Academic Year: 2024-25
Но	ns)Political	
Sci	ence	
Br	anch:	Semester: VIII
1	Course Code	
2	Course Title	Tribal Studies
3	Credits	4
4	ContactHours	4-0-0
	(L-T-P)	
	Course Type	Major
5	Course Objective	<ol> <li>This course aims to introduce certain key aspects of conceptual analysis OF Tribes.</li> <li>This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.</li> <li>This course aims at blending the conceptual approach to tribeswith both elements of the history of ideas and the application of ideas to political issues.</li> <li>This course aims to develop the capacity to think critically in an analytically rigorous way</li> </ol>
6	Course	CO1: The student will be able to define tribes and concepts.
	Outcomes	CO2: The student will be able to understand, interpret and explain the
		relevance of tribes, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept to a political argument.
		CO4: The course will help the students to reflectively analyse and appraise
		social practices through the relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing
		political and social practices based on a sound knowledge of the set texts.
		CO6: The course will help the students to raise questions and develop a problem-solving thought process, which is central to the idea of shaping an informed graduate student and an active citizen.



	This is an introductory paper trying to expose students to some basic ideasand
Description	concepts in Political Science. Effort has been made to orient students
	to the methodological and ideological traditions in political science.
Outline syllab	us
Unit 1	
A	Tribal Folklore, Educational Institutionalization in Tribal
	Children
В	Contribution of Tribal Women to Household Economy
С	Concept of Health and Healing Practices in Tribal Society
Unit 2	
A	Interaction Between Tribes and Non-Tribes in India
	Policies on Tribal Resettlement and Rehabilitation
В	Approaches to and Strategy for Tribal Development
	Impact of Globalization and Industrialization on Tribals
С	Education and Dropout Issues in the Tribal Areas
Unit 3	
A	Constitutional Safeguards for the Tribes
	Work Participation and Economy of the Tribes in Odisha
В	Scheduling Tribal Communities in India
С	Geographical Distribution of Tribes in India &
Unit 4	
A	Concept of the Tribe & Tribal Worldview
В	An Overview of Tribal Development in Odisha & Life Cycle Rituals in Tribal Societies
С	Special Development Council for Tribal Development & Ways of Acquiring Mates in Tribal Society
Unit 5	
A	Extremist Challenges in the Tribal Areas of India & Role of Governor in the Administration of Scheduled Areas
	Outline syllab Unit 1 A B C Unit 2 A B C Unit 3 A B C Unit 4 A B C Unit 4 C Unit 5



В	RELIGIOUS CONVERSION AMONG THE TRIBES IN				
	INDIA & Dance and Music in Tribal Society				
С	Particularly V	Particularly Vulnerable Tribal Groups: Case Study ofBirhor  Multiple Health Care Practices of Tribal Communities			
	Multiple Heal				
Mode of	Theory				
examination					
Weightage	CA	MTE	ETE		
Distribution	30%	20%	50%		
Text book/s*					
Other					
References					



Scho	ool:	Batch 2021-2025
SHS	S	
Program:		Current Academic Year: 2024-25
BA I	Hons	
Brar	nch:	Semester: VIII
Polit	tical	
Scie	nce	
1	Course	BPO
	Code	
2	Course	Feminism: Theory and Practice
	Title	
3	Credits	4
4	Contact	4-0-0
	Hours (L-	
	T-P)	
5 Course		Major
	Type	
6	Course	CO1: The student will be able to define various concepts of feminism/Gender
Outcomes		CO2: The student will be able to understand, interpret and explain therelevance
		of feminism, its basic normative concepts.
		CO3: The student will be able to apply the knowledge of each concept
		to a social and political argument CO4: The student will be able to analyse and appraise social practices through the
		relevant conceptual tool kit.
		CO5: The student will be able to criticize and evaluate the ongoing political and
		social practices based on a sound knowledge of the set texts.
		CO6: The course will allow the students to think critically about Western
		frameworks of knowledge, varied pedagogic methods and techniques through
		alternative frameworks both within the formal structure of the classroom and
		beyond it.



7	Course	As we know that the establishment of an egalitarian society has been our cultural				
	Description	and civilizational aspiration for long. However, despite various efforts,				
		discriminations in various forms exist in our society. Gender discrimination is one				
		such manifestation. Gender Studies needs to be understood by the students coming				
		from all different streams of knowledge as gender justice is needed everywhere.				
		The proposed course on gender studies is an effort to comprehend the power				
		relation, defining the male and female in socio-cultural context, flowing from				
		entrenched patriarchy and power of dominance. It will help you in understanding				
		nuances of patriarchy, gender and its inter-linkages with various institutions which				
		define social relations.				
8	Outline syllabu	ıs				
	Unit 1					
		Feminist Epistemology and the field of Women's Studies.				
	A	Core concepts of Gender Studies, Theories of Gender				
		Studies				
	В	Growth and challenges of Women's Studies in India				
	С	Approaches : Liberal, Socialist, Marxist, RadicalFeminism, New Feminist Schools/ Traditions				
	Unit 2	Gender its Construction and History.				
		Gendering History/ Her story, Gender and Religion				
	В	Scope and Challenges of Women's Education.				
	Б	Constructing Gender:- Caste, Class and Gender, Genderand Sexuality in				
		Contemporary Debates				
	С	· ·				
	Unit 3	Women, State and Law  Gender, Development and Empowerment				
	A	Approaches to the Study of Gender and Development				
		(WID, WAD, GAD)				



	В	Labour, Gender and Work	& Social Protection Policie	esfor Women in India	
	С	Gender & Empowerment			
		Political Participation and the Debate on ReservationEducation and Labour			
		Market Participation			
		Women and Grassroot Mov	vementsGender and Health		
		Gender Mainstreaming			
	Unit 4	Gender, Exclusion and In	clusion:		
	A	Gender and the politics Disability, Gender and Migr	ation.		
	В	Narrating Gender: A case	of Indian Diasporic Wome	nWriting	
		Theoretical Perspective on Violence Against Women Marginalization and Gender Politics			
	С	Gender and media in the Digital Age			
	Unit 5	International Interventions with Regards to Women			
		and Gender Rights.			
	A	The United Nations Conf	erences on Women, Gende	erand InternationalSecurity	
	В	Gender, Conflict and International Peace Building.			
		Gender Justice and International Labour Organization			
	С	Feminist Futures:			
		Transforming Feminist TheoryEco-feminism			
		Feminist Semiotics			
		The Notions of the Anthropocene and Resilience			
	Mode of examination	Theory/Jury/Practical/Viva			
	Weightage	CA	ETE	MTE	
	Distribution	30%	50%	20%	

Text	
book/s*	
Other	
References	