

Programme and Course Structure

School of Humanities & Social Sciences
B.A. (H) Political Science

Programme Code: SLC0106

Batch: - 2019-22

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

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.2 Vision and Mission of the School of Humanities & Social Sciences

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 manifestation.

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**

1.3.1 Program Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as independent critically discerning and creative participant in the workplace, community and personal life.

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

PO1: Political Literacy: Understanding of the political concepts; institutions, processes, constitutional back- ground 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, or-ganizations 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 marshal 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.

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

PSO1 : To engage students in the study of 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 enable students to use analytical and specialized research skills in the field of Political Science. **PSO4 :** 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 Template
School of Humanities and Social Sciences
BA (H) Political Science
Batch: 2019-2022
SEM: I

S. No.	SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ¹ : 1. CC 2. Major-3 3. Voc. 4. Co-cur. 5. Project
			L	T	P			
THEORY SUBJECTS								
1.	BIS 101	Individual and Society – I	5	1	0	6	CC	Core
2.	BSO102	Concepts and Debates in Political Theory	5	1	0	6	CC	Core
3.	BSO101	Introduction to Sociology	5	1	0	6	CC	Core
4.	FEN101	Functional English-I	1	0	1	1	AECC	AECC
5.	OPE	To Be Chosen by students	0	0	2	2	GE	GE
Practical/Viva-Voce/Jury								
6	ENP102	Functional English- I Lab	0	0	1	1	AECC	AECC
TOTAL CREDITS						22		

School of Humanities and Social Sciences
BA (H) Political Science
Batch: 2019-2022
SEM: II

S.No	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course :CC Major-3Voc. Co-cur. Project
			L	T	P			
THEORY SUBJECTS								
1.	BIS 102	Individual and Society – II	5	1	0	6	CC	Core
2.	BPS 101	General Psychology-1	5	1	0	6	CC	Core
3.	BHI 101	History of India from Ancient Times to 750CE	5	1	0	6	CC	Core
4.	FEN 102	Functional English-II	1	0	1	1	AECC	AECC
5.	EVS 106	Environmental Science	3	0	0	3	AECC	AECC
6.	OPE	To Be Chosen by students	2	0	0	2	GE	GE
Practical/Viva-Voce/Jury								
7.	ENP103	FUNCTIONAL ENGLISH- II LAB	0	0	1	1	AECC	AECC
TOTAL CREDITS						25		

School of Humanities and Social Sciences

BA(H) Political Science

Batch: 2019-2022

SEM: III

S. No	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/CoRequisite	Type of Course3: CC Major-3 Voc. Co-cur. Project
			L	T	P			
THEORY SUBJECTS								
1.	BPO 201	Constitutional Government And Politics	5	1	0	6	CC	Core
2.	BPO 202	Introduction to Comparative Government and Politics	5	1	0	6	CC	Core
3.	BPO 203	Public Administration-Issues and Perspectives	5	1	0	6	CC	Core
4.	CAP01	Computer Application	1	0	2	2	SEC	SEC
5.	HMM111	Values and Ethics	2	0	0	2	AECC	AECC
TOTAL CREDITS						22		

School of Humanities and Social Sciences

BA(H) Political Science

Batch: 2019-2022

SEM: IV

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course4 : CC Major-3 Voc. Co-cur. Project
			L	T	P			
THEORY SUBJECTS								
1.	BPO204	Political Process in India	5	1	1	6	CC	Core
2.	BPO205	Perspective on International Relations and World History	5	1	0	6	CC	Core
3.	BPO206	Indian Political Thought	5	1	0	6	CC	Core
4.	BPO208	Feminism: Theory and Practice OR Nationalism In India	5	1	0	6	DSE	DSE
TOTAL CREDITS						24		

School of Humanities and Social Sciences

BA(H) Political Science

Batch: 2019-2022

SEM: V

S.No	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre- Requisite/ Co Requisite	Type of Course5: 1. CC 2. Major-3 3. Voc. 4. Co-cur. 5. Project
			L	T	P			
THEORY SUBJECTS								
1.	BPO301	Political Philosophy-I	5	1	0	6	CC	Core
2.	BPO302	Understanding of South Asia OR Ethics and Politics	5	1	0	6	DSE	DSE
3.	BPO303	Human Rights OR Governance issues and challenges	5	1	0	6	DSE	DSE
4.	BPO305	Professional Skill Enhancement- I	0	0	2	2	SEC	SEC
5.	CCU701	Community Connect (Public Opinion and Survey Research)	0	0	2	2	GE	GE
TOTAL CREDITS						22		

**School of Humanities and Social
Sciences BA(H) Political Science
Batch: 2019-2022**

SEM: VI

S. No.	subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course6: CC Major-3 Voc. Co-cur. Project
			L	T	P			
THEORY SUBJECTS								
1.	BPO306	Political Philosophy- II	5	1	0	6	CC	Core
2.	BPO307	India and Global Politics	5	1	0	6	CC	Core
3.	BPO308	United Nations OR Development Process and Social Movement in India	5	1	0	6	DSE	DSE
4.		Academic Writing	2	0	0	2	SEC	SEC
5.	BPO310	Capstone Project	6	0	0	6	DSE	DSE
TOTAL CREDITS						26		

Course Modules

School: School of Humanities & Social Sciences		Batch : 2019-2022
Program: BA(Program)/ BA(H)Political Science, Sociology, Psychology, History		Current Academic Year: 2019-2020
Branch:		Semester: I
1	Course Code	BSO101
2	Course Title	Introduction to Sociology
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ul style="list-style-type: none"> • To introduce the discipline to students from diverse trainings and capabilities. • To introduce the students to a sociological way of thinking. • To provide a foundation for the other more detailed and specialized courses in sociology
6	Course Outcomes	<input type="checkbox"/> CO1: The student will be able to identify sociological concepts <input type="checkbox"/> CO2: The student will be able to associate with sociological ways of thinking <input type="checkbox"/> CO3: The student will be able to apply sociological theories. <input type="checkbox"/> CO4: The student will be able to examine the significance of studying social groups, social institutions, social change and social action.
7	Course Description	Introduction to Sociology aims to introduce students to the scientific study of society. As such, it closely examines human interactions and cultural phenomena and the effects of these on groups and individuals.
8	Outline syllabus	
	Unit 1	Sociology as a discipline
	A	History of Sociology

	B	Thinking Sociologically
	C	Emergence of Sociology and Social Anthropology
	Unit 2	Theoretical orientations
	A	Structural Functionalist perspective
	B	Conflict perspective
	C	Micro perspective
	Unit 3	Concepts
	A	Socialization
	B	Structure and Function
	C	Social Control and Change
	Unit 4	Concepts
	A	Individual and Group
	B	Associations and Institutions
	C	Culture and Society
	Unit 5	Relationship between Sociology and Other Social Sciences
	A	Sociology and Social Anthropology

	C	Sociology and Psychology						
	Mode of exami-nation	Theory						
	Weightage Dis-tribution	<table> <tr> <th>CA</th><th>MTE</th><th>ETE</th></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*	1) C.W.Mills (1959) <i>The Sociological Imagination</i> 2) P. Berger (1963) <i>Invitation to Sociology: A Humanistic Perspec-tive</i> 3) Z. Bauman (1990) <i>Thinking Sociologically</i> M. Haralamboss: <i>Sociology Perspectives & Themes</i>						
	Other Refer-ences	As provided by the course instructor						

School: School of Humanities & Social Sciences		Batch : 2019-2022
Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History		Current Academic Year: 2019-2020
Branch:		Semester: I
1	Course Code	BIS 101
2	Course Title	Individual and Society – I
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological concepts CO2: The student will be able to explain various methods useful for studying society through literature. CO3: The student will be able to illustrate how and why a social phenomenon is produced. CO4: The student will be able to analyze various contemporary events in light of the course outline.
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.
8	Outline syllabus	
	Unit 1	Introduction

	A	Introduction to the concept of Individual
	B	Introduction to the concept of Society
	C	Relationship between Individual and Society
	Unit 2	Caste/Class
	A	Introduction to the concept of Caste and Class Difference between Caste and Class
	B	Deliverance by Premchand (Fiction)
	C	Caste Laws by Jyotirao Phule (essay)
	Unit 3	Caste/Class
	A	Joothan by Valmiki (narrative essay)
	B	Kallu by Ismat Chughtai (Fiction)
	C	Bosom Friend by Hira Bansode (Poem)
	Unit 4	Gender: Introduction to the concept of Gender in context of the society
	A	<i>The Exercise Book</i> by Rabindranath Tagore (Fiction)
	B	<i>Girl</i> by Jamaica Kincaid (prose monologue)
	C	<i>Yellow Fish</i> by Ambai (Short Story)
	Unit 5	Race- Meaning and Significance in context of the society

	A	<i>Black Out</i> by Roger Mais (Fiction)		
	B	<i>Jump</i> by Nadine Gordimer (Fiction)		
	C	„Telephone Conversation“ by Wole Soyinka (Poem) „Still I Rise“ by Maya Angelou (Poem) „Harlem“ by Langston Hughes (Poem)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Individual and Society: An Anthology		
	Other References			

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A Humanities		Current Academic Year: 2019-2020
Branch:		Semester: I
1	Course Code	BSO102
2	Course Title	Concepts and Debates in Political Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to introduce certain key aspects of conceptual analysis 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 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 Out-comes	CO1: The student will be able to define political theory and concepts. 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. 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.
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	
	Unit 1	Introduction to Political theory
	A	What is Political Theory?
	B	Relevance of Political Theory
	C	Traditions of Political Theory- Liberal, Marxist, Conservative
	Unit 2	Concepts in Political Theory: Liberty
	A	Liberty: Meaning, Evolution, J. S. Mill on Liberty
	B	Negative and Positive Liberty. Idea and Practice of Democracy
	C	Debate: On what grounds is censorship justified and what are its limits?
	Unit 3	Concepts in Political Theory: Equality
	A	Equality: Meaning, Evolution
	B	Why equalize and Equality of what?

	C	Debate: Does protective discrimination violate principles of fairness?		
	Unit 4	Concepts in Political Theory: Rights		
	A	Rights: Meaning, Evolution		
	B	Theories of rights, Human rights		
	C	Debate: Human Rights and Cultural Relativism		
	Unit 5	Concepts in Political Theory: Justice		
	A	Justice: Distributive and Procedural Justice / Rawl's theory of justice.		
	B	Justice and capabilities		
	C	Debate: National Vs Global Justice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> Bhargava, R. and Acharya, A. (2008) „Political Theory: An Introduction“. New Delhi: Pearson Longman. O.P.Gauba (2009), „An Introduction to Political Theory“, MacMillan Publishers, New Delhi. 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		Batch : 2019-2022
Program: B.A. Hons		Current Academic Year: 2019-2020
Branch: Psychology		Semester: I
1	Course Code	FEN 101
2	Course Title	Functional English Beginner-1
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Compulsory
5	Course Objective	1. To guide students to hone the basic communication skills: listening, speaking, reading and writing. 2. To equip students to minimize the linguistic and socio-cultural barriers emerging in a different environment. 3. To help students to understand different accents and standardise their existing English.
6	Course Outcomes	CO1 : The students will be able to recognise stress patterns in pronunciation of the English sentences. CO2 : The students will be able to understand the grammatical concepts and use new words. CO3 : The students will be able to speak confidently in the English language. CO4 : The students will be able to analyse the paragraphs and identify parts of speech. CO5 : The students will be able to evaluate and interpret main ideas to differentiate between opinions and facts. CO6 : The students will be able to construct correct sentences and punctuation.
7	Course Description	A skill-based course designed for undergraduate students with basic understanding of English language
8	Outline syllabus	
	Unit 1	Sentence Structure
	A	Activities based on Subject Verb Agreement
	B	Activities based on parts of speech
	C	Writing well-formed sentences
	Unit 2	Vocabulary Building and Punctuation
	A	Homonyms/ homophones
	B	Synonyms/Antonyms
	C	Punctuation
	Unit 3	Reading Comprehension
	A	Scanning based passages
	B	Skimming based passages
	C	Comprehension and Vocabulary based exercises
	Unit 4	Speaking Skills
	A	Presentation
	B	Extempore
	C	Role-play of different situations
	Unit 5	Reading texts

	A	The Thief by Ruskin Bond (short story)		
	B	The Hack Driver By Sinclair Lewis (short story)		
	C	Texts based discussions		
	Mode of exam- Ination	Theory		
	Weightage Dis- Tribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Communication Skills by Sanjay Kumar and PushpLata, OUP Publications. 2. Professional Communication by Meenakshi Raman and Sangeeta Sharma, OUP Publications. Functional English Workbook Beginner I		
	Other Refer- ences	1) Wren, P.C. & Martin H. High English Grammar and Composition, S. Chand & Company Ltd, New Delhi. Murphy's English Grammar with CD, Cambridge University Press.		

School: School of Humanities & Social Sciences		Batch : 2019-2022
Program: BA(Program)/ BA(H)Political Science, Sociology, Psychology, History		Current Academic Year: 2019-2020
Branch:		Semester: II
1	Course Code	BIS 102
2	Course Title	Individual and Society – II
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological concepts. CO2: The student will be able to discuss various methods of studying applied literature. CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that leads to certain social structure. CO4: The student will be able to analyze various contemporary events thus aligning more towards research.
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.

8	Outline syllabus			
	Unit 1	Introduction		
	A	Introduction to the concept of Gender		
	B	Gender and sexuality: Masculinity and Femininity		
	C	Relationship of Society and Gender		
	Unit 2	Gender		
	A	„Shakespeare’s Sister” by Virginia Woolf (essay)		
	B	„Breaking Out” by Marge Piercy (Poem) „A Prayer for my Daughter” by W.B. Yeats (Poem) „Marriages are Made” by Eunice d’Souza (Poem)		
	C	„Reincarnation of Captain Cook” by Margaret Atwood (Poem) „Highway Stripper” by A.K. Ramanujan (Poem)		
	Unit 3	Violence and War		
	A	Introduction to the concept of violence and War in context of the society		
	B	‘Return from the Somme’ by Siegfried (Prose Description)		
	C	„Dulce et Decorum Est” by Wilfred Owen (Poem) „Conscientious Objector” by Edna St. Vincent Millay (Poem)		
	Unit 4	Violence and War		
	A	„Ghosts of Mrs. Gandhi” by Amitav Ghosh (Anecdotal Essay)		
	B	„The Naming of Parts” by Henry Road (Poem) „General Your Tank...” by Bertolt Brecht (Poem)		
	C	„The Dog of Tetwal” by Saadat Hassan Manto (Fiction)		
	Unit 5	Living in a Globalised World: Introduction		
	A	Introduction to the concept of Globalisation		
	B	„Toys” by Roland Barthes (Essay)		
	C	„Zero-Sum Game” by Bidhas Sen (Fiction)		
	Mode of exami-nation	Theory		
	Weightage Dis-tribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Individual and Society: An Anthology		
	Other Refer-ences	Relevant material will be provided by the course instructor		

School: School of Humanities & Social Sciences		Batch : 2019-2022
Program: BA(Program)/ BA(H)Political Science, Sociology, Psychology, History		Current Academic Year: 2019-2020
Branch:		Semester: II
1	Course Code	BHI 101
2	Course Title	History of India from ancient times to 750 CE
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To make the students aware of the history of India from ancient times to a certain time period as mentioned. 2. To infer the ancient Indian society and polity. 3. To interpret the economic developments of ancient India. 4. To get familiar with the intellectual discourse of ancient India.
6	Course Outcomes	CO1: The students will be able to illustrate the knowledge of history of India from the ancient times. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History. CO3: The students will be able to acquaint them with the range of issues related Indian History and its distinctive eras. CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist. CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History.
7	Course Description	This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how has that affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilisation, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, and Guptas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of human-kind.
8	Outline syllabus	

	Unit 1	Reconstructing Ancient Indian History
	A	Early Indian Notions of History
	B	Sources and Tools of historic reconstruction
	C	Historical Interpretations (with special reference to gender, environment, technology and regions)
	Unit 2	Pre-historic & Bronze Age
	A	Paleolithic, Mesolithic & Neolithic Cultures: Stone Age
	B	Chalcolithic Culture: Transition to Bronze Age
	C	Harappan Civilization-Origin, Extent and Urban Features: <ul style="list-style-type: none"> • Town planning • Economy • Society and Religion Decline
	Unit 3	Vedic Age
	A	Vedic Culture: polity, economy, society and religion: Expansion of agrarian economy.
	B	Urban growth; craft production: trade and trade routes.
	C	<ul style="list-style-type: none"> • Social stratification: class, Varna, jati, untouchability; gender; marriage and property Emergence of Mahajanapadas(territorial states); rājyasandgaṇas/saṅghas; Magadhanexpansion
	Unit 4	Post Vedic Age (Till 300 AD)
	A	Buddhism and Jainism: <ul style="list-style-type: none"> • Doctrines Spread
	B	Sangam Age: <ul style="list-style-type: none"> • Polity • Economy Society
	C	The Mauryan empire: <ul style="list-style-type: none"> • State and Administration • Economy • Ashoka's <i>Dhamma</i> • Art and Architecture Post Mauryan Age: Satavahanas and Kushanas: polity, economy, society, art

		Kaniska I and Gautamiputra Satakarni		
	Unit 5	History from 300 AD to 750 AD		
	A	The Guptas and Vakatakas: <ul style="list-style-type: none"> State and Administration (agrarian expansion, land grants, graded Land rights and peasantry) Economy (the problem of urban decline: patterns of trade, currency, and urban settlements). Society (varna, proliferation of jatis: changing norms of marriage and property).		
	B	<ul style="list-style-type: none"> Religion (Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras) Art, Architecture, Literature: (A brief survey of Sanskrit, Pali, Prakrit and Tamil literature) Science and Technical Treatises		
	C	Pallavas, Chalukyas and Vardhanas: Changes in society, polity, economy and culture		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> R. S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2005. Rama Shankar Tripathi, History of Ancient India, Motilal Banarsidas Publication, 2014. R.C. Mazumdar, Ancient India, Motilal Banarsidas, 2017.		
	Other References	<ul style="list-style-type: none"> L. Basham, The Wonder that was India, Sidgwick Jackson, 1967. Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009. R. C. Raychaudhuri, An Advanced History of India, Macmillan India, 1974. L. H. Morgan, Ancient Society, Holt and Co., 1877. Romila Thapar, Ancient Indian Social History, Orient Longman, 1978. Romila Thapar, Recent Perspectives of Early Indian History, Popular Prakashan, 1995. Romila Thapar, Early India from the Origins to AD 1300, Penguin, 2001. R. S. Tripathi, History of Ancient India, Motilal Banarsidas, 1967. D. P. Agrawal, The Archaeology of India, Select Book Ser-		

		vice, 1984. <ul style="list-style-type: none"> • V. R. Ramchandra, The Mauryan Polity, Motilal Ba-narasidas, 1993. • P. V. Kane, History of Dharmashastra, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77 • B. N. Puri, Ancient Indian Historiography, Atma Ram & Sons, 1994. D. R. Bhandarkar, Ashoka, S. Chand & Co., 1964.
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School: School of Humanities & Social Sciences		Batch : 2019-2022
Program: BA(Program)/ BA(H)Political Science, Sociology, Psychology, History		Current Academic Year: 2019-2020
Branch:		Semester: II
1	Course Code	BPS 101
2	Course Title	General Psychology I
3	Credits	6
4	Contact Hours(L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To introduce research methods that would help understand human behavior. 2. To make students understand the perceptual processes. 3. To familiarize the students with concept of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour.
6	Course Outcomes	CO1: The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to use the concept & theories of learning, memory and forgetting to improve their cognitive health. CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	Unit 1	Introduction to Psychology: Nature and Its Scope
	A	Evolution of Psychology as a scientific discipline, Contemporary perspective of Psychology.
	B	Subfields & Scope of Psychology

	C	Basic research methods: Experimental, Survey, Case Study, Obser-vation		
	Unit 2	Attention & Perceptual processes		
	A	Attention: Selective Attention, Sustained and Divided Attention		
	B	Perception: Laws of perceptual organization.		
	C	Depth and Movement Perception, Illusion.		
	Unit 3	Learning		
	A	Classical Conditioning: Pavlov's Experiment, Basic principles- Ac-quisition, Extinction, Spontaneous recovery, Generalization & Dis-crimination. Forward and Backward Conditioning.		
	B	Operant Conditioning: Rewards & Punishment, Continuous & Par-tial Reinforcement Schedule		
	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
	Unit 4	Memories & Forgetting		
	A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory		
	B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing		
	C	Forgetting: Retroactive and Proactive Interference, Decay theory, Strategies to improve Memory.		
	Unit 5	Personality		
	A	Meaning, Trait and Type Approach		
	B	Psychoanalytic Approach: Structure of Personality, Levels of Con-sciousness		
	C	Assessment of Personality, Projective Technique		
	Mode of examination	Theory/Practical		
	Weightage Dis-tribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN:8177583859, 9788177583854
	Other Refer-ences	<ol style="list-style-type: none"> 1. Morris, C. G., & Maisto, C. G. (2010). Understanding psychol-ogy. New York: Pearson. 2. Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edi-tion. New Jersey: Pearson education. 3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-HillEducation. 4. UK.Coon, D., & Mitterer, J. O. (2010). Introduction to psychol- ogy: Gateways to mind and behavior with concept maps and re- views (12th ed.). Florence, KY: Cengage. 5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill. <p>Gerrig, R. J., & Zimbardo, P. G. (2010). Psychology and life(19th ed.). New York: Pearson.</p>

School: SHSS		Batch : 2019-2022
Program: B.A. Hons		Current Academic Year: 2019-2020
Branch: Psychology		Semester: II
1	Course Code	FEN 102
2	Course Title	Functional English Beginner-II
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Compulsory
5	Course Objective	1. To guide students to hone the basic communication skills: listening, speaking, reading and writing. 2. To equip students to minimize the linguistic and socio-cultural barriers emerging in a different environment. 3. To help students to understand different accents and standardise their existing English.
6	Course Outcomes	CO1: Students will be able to memorise English vocabulary through exercises CO2: Students will be able to understand Comprehension and summary of the text CO3 : Students will be able to use correct grammatical elements in writing. CO4 : Students will be able to do a basic critical analyses of short stories and express it in the written form. CO5 : Students will be able to evaluate their speaking skills CO6 : Students will be able to create writing compositions to express opinions.
7	Course Description	A skill-based course designed for undergraduate students with basic understanding of English language
8	Outline syllabus	
	Unit 1	Writing skills 1
	A	Descriptive
	B	Explanatory
	C	Argumentative
	Unit 2	Writing skills 2
	A	Summarising the stories
	B	Paraphrasing of passages
	C	Précis writing of passages
	Unit 3	Building Vocabulary
	A	One word Substitution
	B	Phrasal Verbs
	C	Comprehension based Vocabulary exercises
	Unit 4	Comprehension
	A	The Gift Of Magi by O" Henry
	B	Robbie by Isaac Asimov (through visual aids
	C	God Sees The Truth, But Waits by Leo Tolstoy (Textual Reading)
	Unit 5	Speaking Skills
	A	Extempore
	B	Jam sessions

	C	Group Discussion (simple day to day topics)		
	Mode of exam- Ination	Theory		
	Weightage Dis-tribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Communication Skills by Sanjay Kumar and PushpLata,OUP Publications. 2. Wren, P.C.&Martin H. High English Grammar and Compo-sition, S.Chand& Company Ltd, New Delhi. 3. Blum, M. Rosen. How to Build Better Vocabulary. London: Bloomsbury Publication Comfort, Jeremy(et.al). Speaking Effectively. CambridgeUniversity Press.		
	Other Refer- ences	3) https://www.youtube.com/watch?v=yJMm3wyvIJU : Rob-bie by Issac Asamov		

School: SHSS		Batch : 2019-2022
Program: B.A. Hons		Current Academic Year: 2019-2020
Branch: Psychology		Semester: II
1	Course Code	EVS106
2	Course Title	Environmental Studies
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	1. To raise awareness towards the environment and global changes. 2. To introduce career options related to public health, environmental health, and environmental policy making bodies. 3. To develop means for conserving environment. 4. To develop a sense of community responsibility.
6	Course Out-comes	CO1: The student will be able to identify relation of environmental studies with multi-ple disciplines. CO2: The student will be able to understand means for conserving environment. CO3: The student will be able to choose career related to public health, environmental health, and environmental policy making bodies. CO4: The student will be able to analyze means for attaining a sustainable environment.
7	Course Description	The course aims at providing a general introduction to environmental studies and its effects on day to day life. It is a measure to raise awareness towards the environment and create responsible citizens.
8	Outline syllabus	
	Unit 1	Natural Resources and Environment
	A	Introduction: Definition, Scope and importance of Environmental Studies, Need for public awareness
	B	Land Resources: Land degradation, Man induced Landslides, Soil erosion and desertification and its control Forest Resources: Use and over-exploitation, Deforestation and its impact on environment
	C	Water Resources: Use and over-utilization of surface and ground water, Floods, Drought, Conflicts over water, Dams- benefits and problems Energy Resources: Renewable and non- renewable energy sources, use of alternate energy sources, Advantages and Disadvantages
	Unit 2	Environmental Pollution
	A	Air pollution – Source, Types of pollutants, Effects and its control Water pollution- Source, Types of pollutants, Effects, control methods and purification of water
	B	Soil pollution- Source, Effects and its control method
	C	Noise pollution - Causes, Effects and its control
	Unit 3	Climate Change and its effect on environment
	A	Concept of weather and climate Greenhouse gases and global warming Ozone layer
	B	Climate change and its effect
	C	Protocols for climate change: Kyoto protocol, Montreal protocol
	Unit 4	Water Conservation

	A	Water conservation: Need of water conservation		
	B	Rain water harvesting: Objectives, methodology and advantages		
	C	Watershed management: Objectives, different watershed techniques, recharging of groundwater		
	Unit 5	Social issues and Environment		
	A	Concepts of sustainable development, Key elements of sustainable developments, Agenda 21, Paris Climate Conference-2015 (COP21)		
	B	Resettlement and Rehabilitation: Problems and concerns explicitly with reference to dams and mining		
	C	Population explosion: Population growth, Effect of overpopulation on environment		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Environmental Studies by Rajgopalan Environmental Studies by Benny Joseph		
	Other References	1. Miller, G.T., "Introduction to Environmental Science", CengageLearning. 2. Rao, P.V., "Principles of Environmental Science and Engineering", Prentice Hall of India		

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2020-2021
Branch: Political Science		Semester: III
1	Course Code	
2	Course Title	Constitutional Government and Politics
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Compulsory
5	Course Objective	1. This course aims to introduce students to the Indian Constitution and its integral parts. 2. This course aims to Acquaint students with the constitutional design of state structures and institutions, and their actual working overtime. 3. This course aims to make students understand the concept of federalism and decentralisation.
6	Course Outcomes	CO1: The student will be able to describe philosophy, salient features of Indian 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 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.
7	Course Description	In this course students will engage in a deep, historical institutional analysis of Indian Political System. This course will consist of interactive lectures to understand the structure and working of Indian government.
8	Outline syllabus	
	Unit 1	Indian Constitution: Introduction
	A	Making of Indian Constitution: Constituent Assembly Perspectives
	B	Indian Constitution: Philosophy, Preamble and its features
	C	Major Amendments: Trends and Rationale
	Unit 2	Integral parts of the Indian Constitution
	A	Fundamental Rights
	B	Directive Principles of State Policy
	C	Basic Structure of the Constitution
	Unit 3	Organs of the Government
	A	Legislature of India: Parliament's role and functioning
	B	Legislature of India: Working of Parliament
	C	Executive of India: President
	Unit 4	Organs of the Government
	A	Executive of India: Prime Minister and Council of Ministers
	B	Judiciary of India: Supreme Court
	C	Judiciary and democratic process: Judicial Review and Judicial Activism

	Unit 5	Federalism and Decentralization		
	A	Federalism: Division of Powers		
	B	Federalism: Emergency provisions; Fifth and Sixth Schedules		
	C	Local Governance in India: Panchayati Raj and Municipalities		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> 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: Oxford University Press. <p>Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011.</p>		
	Other References	<ol style="list-style-type: none"> 1. Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press. 2. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan. <p>Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.</p>		

School: SHSS		Batch : 2019-2022
Program: BA Hons.Political Science		Current Academic Year: 2020-2021
Branch:		Semester: 03
1	Course Code	
2	Course Title	Introduction to Comparative Government and Politics
3	Credits	6
4	Contact Hours (L-T-P)	5-1
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. Students will be able to comprehend the concept of comparative Government and Politics 2. Students will be able to know about the various approaches of comparative 3. Students will be able to comprehend the Constitutionalism and forms of Government 4. Students will be able to analyse the development of state in different political setup.
6	Course Outcomes	<p>After completing the course, the students will be able to</p> <p>C01. The student will be able to define comparative politics and its development as well as its limitations.</p> <p>C02. The student will be able to understand, interpret and explain the approaches of comparative politics</p> <p>C03. The student will be able to apply the knowledge of each concept to a political argument.</p> <p>C04: The course will help the students to reflectively analyse the development of state in various political regimes.</p> <p>C05: The student will be able to criticize and evaluate the constitutionalism based on sound knowledge of set texts.</p>
7	Course Description	<p>In this course students will be trained in the application of comparative methods to the study of Politics. This course is comparative in both what we study and how we study.</p> <p>In the process course aims to introduce undergraduate students to some of the range of issues, literature and methods that cover comparative Politics.</p>
8	Outline syllabus	
	Unit 1	Comparative Government and Politics
	A	Meaning, Nature and Scope of Comparative Politics
	B	Growth of Comparative Politics
	C	Critical Appraisal: Problems and Prospects of Scientific Analysis in Comparative Politics
	Unit 2	Approaches to the study of comparative Politics:
	A	Traditional and Modern Approaches
	B	Political Culture and Political Economy Approach
	C	New Institutionalism
	Unit 3	Political Regime and Political Development:
	A	Democratic- Electoral, Liberal, Majoritarian and Participatory
	B	Non-democratic Regimes- Patrimonialism, Bureaucratic authoritarianism, Military dictatorship, Totalitarianism and Fascist.
	C	Political Development: Underdevelopment, Dependency, World Systems Theory

	Unit 4	Constitutions and Constitutionalism		
	A	Meaning of Constitutionalism: Concepts of Constitution and Constitutional Government		
	B	Forms of Constitutions, Rule of Law, Various Concepts of Constitutionalism- Liberal vs Socialist Constitutionalism.		
	C	Problems and Prospects of Constitutionalism.		
	Unit 5	State in comparative perspective		
	A	State: Meaning, Nature and Characteristics.		
	B	Characteristics and changing nature of the State in capitalist and socialist economies,		
	C	Advanced industrial and developing societies.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School: SHSS		Batch : 2019-2022
Program: BA Hons Political Science		Current Academic Year: 2020-2021
Branch:		Semester:03
1	Course Code	
2	Course Title	Public Administration- Issues and Perspectives
3	Credits	6
4	Contact Hours (L-T-P)	5-1
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. Students will be able to comprehend the concept of Public Administration. 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 Out-comes	<p>After completing the course, the students will be able to:</p> <p>C01. The students will be able to explain the meaning & scope and Approaches of Public Administration</p> <p>C02. The students will be able to understand , interpret and explain the relevance of various theories of Public Administration.</p> <p>C03. The student will be able to apply the knowledge of each concept for Administration.</p> <p>CO4: The course will help the students to Criticize and reflectively analyze the recent trends of Public Administration</p> <p>CO5: The student will be able to explain and analyse the concept of Financial Administration.</p>
7	Course Description	<p>The course provides an introduction to the discipline of public administration. The emphasis is on administrative theory, including non-western developing country perspective. An Understanding of the classical theories of administration is provided 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.</p> <p>The course will also attempt to provide the student some practical hands on understanding on contemporary administration and policy concerns.</p>
8	Outline syllabus	
	Unit 1	Public Administration: Evolution of a Discipline
	A	Meaning, Nature and Scope of Public Administration.
	B	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
	B	Bureaucratic Theory and Human Relations Theory
	C	Rational- Decision Making

	Unit 3	Development Administration		
	A	Genesis of Development Administration- Meaning, Development and Characteristics		
	B	Rigg's Ecological Approach		
	C	Changing Patterns of Development Administration and its critique.		
	Unit 4	Recent Trends-		
	A	New Public Administration and New Public Management (NPM)		
	B	Comparative Public Administration		
	C	Feminist Perspectives and Gandhi's Concept of oceanic Circle.		
	Unit 5	Financial Administration		
	A	Budget: Concept and forms		
	B	Formulation & Enactment and Execution of Budget		
	C	Deficit Financing, Public Debt and Accounts & Audit.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Essential Book: 1. Administrative Thinkers by D. Ravindra Prasad (Author), V.S.Prasad (Author), P.Satyanarayana (Author), Y. Pardhasaradhi (Author) 2. Public Administration in a Globalizing World: Theories and Practices (SAGE Texts) Paperback – 16 July 2012 by Bidyut Chakrabarty (Author)		
	Other References			

School: SHSS		Batch : 2019-2022
Program:		Current Academic Year: 2020-2021
Branch:		Semester: III
1	Course Code	HMM 111
2	Course Title	Values and Ethics
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Compulsory
5	Course Objective	1. To understand the importance of value education and professional ethics. 2. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings 3. To know the importance of self-exploration as the ideal way for value education. 4. To understand the harmony at various levels. 5. To understand how to implement holistic understanding on professional ethics.
6	Course Outcomes	CO1: The student will be able to state the importance of value education and how self-exploration is the ideal method to understand the values and adopt it in our professional life. CO2: The student will be able to comprehend that „I“ and „Body“ are two realities, and most of their desires are related to „I“ and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of „I“ too. CO3: The student will be able to interpret the importance of harmony in the self, family and the society for mutual fulfilment. CO4: The student will be able to analyze the importance of harmony among human beings, other living beings and entire nature for universal equilibrium and mutual co-existence. CO5: The student will be able to assess the ethical approach in profession for continuous happiness and sustained prosperity.
7	Course Description	The course intends to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence
8	Outline syllabus	
	Unit 1	The Need and Process for Value Education
	A	The need, basic guidelines, content and process for Value Education
	B	Concept of „Natural Acceptance“ and Experiential Validation- as the mechanism for self exploration; Continuous Happiness and Prosperity- A look at basic Human Aspirations
	C	Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority

	Unit 2	Understanding Harmony in the Human Being - Harmony in Myself		
	A	Human being as a co-existence of the sentient „I“ and the material Body		
	B	The needs of Self („I“) and „Body“ ; Understanding the Body as an instrument of „I“ (I being the doer, seer and enjoyer)		
	C	The characteristics and activities of „I“ and harmony in „I“ ; Understanding the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity in detail		
	Unit 3	Harmony in the Family and Society		
	A	Values in human-human relationship; Trust and Respect as the foundational values of relationship		
	B	Understanding the meaning of Trust; Difference between intention and competence; The meaning of Respect; Difference between respect and differentiation; the other salient values in relationship		
	C	Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society from family to world family)		
	Unit 4	Harmony in the Nature and Existence		
	A	The harmony in the Nature		
	B	Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature		
	C	Understanding Existence as Co-existence of mutually interacting units in all-pervasive space		
	Unit 5	Competence in professional ethics		
	A	Ability to utilize the professional competence for augmenting universal human order		
	B	Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,		
	C	Ability to identify and develop appropriate technologies and management patterns for above production systems.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	R.R Gaur, R Sangal, G P Bagaria, "A foundation course in Human Values and professional Ethics", Excel books, New Delhi		
	Other References	1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. 2. A.N. Tripathy, 2003, Human Values, New Age International Publishers. PL Dhar, RR Gaur, Science and Humanism, Commonwealth Publishers.		

School: SHSS		Batch : 2019-2022
Program:		Current Academic Year: 2020-2021
Branch:		Semester: III
1	Course Code	CAP 201
2	Course Title	Computer Applications
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Status	Compulsory
6	Course Objective	<ul style="list-style-type: none"> Gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills. Understand computers for making reports, presentations and for research work
7	Course Outcomes	CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications. CO2: The student is able to apply concepts and is able to work in MS- Word efficiently. CO3: Use formulas and Functions in MS-Excel for Manipulating Data for Business Applications. CO4: The student learns to design and create presentations using application software like MS-Powerpoint.
	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic 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 syllabus	
	Unit 1	Computer Organization and Architecture
	A	<ul style="list-style-type: none"> Number systems and character representation, binary Arithmetic Concept of File and Folder in a computer, Primary, secondary, auxiliary memory RAM, ROM, cache memory, cookies, hard disks, optical disks
	B	<ul style="list-style-type: none"> System Software: Operating system, Translators, interpreter, compiler Overview of operating system, function of operating system. Microsoft Windows and the different versions
	C	Application software: General Purpose Packaged Software and tailor made software
	Unit 2	Microsoft Word
	A	<ul style="list-style-type: none"> Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving, Selecting text, Editing text, Finding and re-placing text.
	B	<ul style="list-style-type: none"> Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document

	C	<ul style="list-style-type: none"> Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and ViceVersa
	Unit 3	Working with Spreadsheets
	A	<ul style="list-style-type: none"> Spreadsheet Concepts; Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Minetc.
	B	<ul style="list-style-type: none"> Count / COUNTA / COUNTBLANK function. PresentingChart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options
	C	<ul style="list-style-type: none"> Insert various Arithmetic Operators and Formulas, LogicalOperations (If Function). Sorting and Filtering of data.
	Unit 4	Making Presentations
	A	<ul style="list-style-type: none"> What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering ofslides, slide sorter
	B	<ul style="list-style-type: none"> slide Slide Transition, slide show, setting up slide show using animation. Inserting picture and video in a powerpoint
	C	<ul style="list-style-type: none"> Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. Howto print handouts from a powerpoint presentation?
	Unit 5	Overview of Emerging Technologies
	A	<ul style="list-style-type: none"> Bluetooth, Cloud computing, Big data Artificial Intelligence
	B	<ul style="list-style-type: none"> Positive Use of Social Media like LinkedIn Analyze and Extract Data through Social Media Analytics Ecommerce and M-Commerce.
	C	<ul style="list-style-type: none"> Use of Portals like Swayam Prabha, Coursera for MOOCcourses Google Scholar, Use of Job Portals
	Mode of examination	Practical
	Weightage Distribution	Internal Assessment
		ETE
		60%
		40%
	Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology; PHI
	Other References	R1:Poonam Yadav, Praveen Kumar; Computer Fundamentals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India

School: SHSS		Batch : 2019-2022
Program: BAHons.		Current Academic Year: 2020-2021
Branch: Political Science		Semester: 04
1	Course Code	
2	Course Title	Feminism: Theory and Practice
3	Credits	06
4	Contact Hours (L-T-P)	6-0
	Course Type	Discipline Specific Elective
5	Course Objective	<ul style="list-style-type: none"> • Gain a working knowledge of Microsoft Office Suite and usage of computers forenhancing their skills. • Understand computers for making reports, presentations and for research work
6	Course Outcomes	<p>CO1: The student will be able to define various concepts of feminism/ Gender</p> <p>CO2: The student will be able to understand, interpret and explain the relevance of feminism, its basic normative concepts.</p> <p>CO3: The student will be able to apply the knowledge of each concept to a social and political argument</p> <p>CO4: The student will be able to analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>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.</p>
7	Course Description	<p>As we know that the establishment of an egalitarian society has been our cultural 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.</p> <p>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.</p>
8	Outline syllabus	
	Unit 1	Feminist Epistemology and the field of Women's Studies.
	A	Core concepts of Gender Studies, Theories of Gender Studies
	B	Growth and challenges of Women's Studies in India
	C	Approaches: Liberal, Socialist, Marxist, Radical Feminism, New Feminist Schools/ Traditions
	Unit 2	Gender its Construction and History.

	A	Challenges of Women's Education						
	B	Woman, State and Law						
	C	Constructing Gender:- Caste, Class and Gender, Gender and Sexuality in Contemporary Debates						
	Unit 3	Gender, Development and Empowerment						
	A	Approaches to the Study of Gender						
	B	Labour, Gender and Work & Social Protection Policies for Women in India						
	C	Development (WID, WAD, GAD)						
	Unit 4	Gender and Empowerment						
	A	Political Participation and the Debate on Reservation Education and Labour Market Participation						
	B	Women and Grassroot						
	C	Movements Gender and Health Gender Mainstreaming						
	Unit 5	Gender, Exclusion and Inclusion:						
	A	Gender and the politics of security, Gender and Disability, Gender and Migration						
	B	Narrating Gender: A case of Indian Diasporic Women Writing Theoretical Perspective on Violence Against						
	C	Women Marginalization and Gender Politics						
	Mode of examination	Theory/Jury/Practical/Viva						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td> <td>MTE</td> <td>ETE</td> </tr> <tr> <td>30%</td> <td>20%</td> <td>50%</td> </tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*							
	Other References							

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2020-2021
Branch: Political Science		Semester: IV
1	Course Code	
2	Course Title	Indian Political Thought
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to create more awareness among the students of the most important Indian political thinkers. 2. This course aims to highlight the contribution of these thinkers to society. 3. This course aims to develop the intellectual capability to evaluate the Indian Political Thought. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	<p>CO1: The student will be able to identify and describe about the most important Indian political thinkers from the ancient to the modern period who have written extensively on politics, state, and government.</p> <p>CO2: The student will be able to understand and explain about the various social evils that existed and the approach of the reformers/thinkers in dealing with those evils.</p> <p>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.</p> <p>CO4: The student will be able to reflectively analyse and appraise the thoughts of different ancient thinkers.</p> <p>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.</p>
7	Course Description	The course will introduce fundamental concepts of political philosophy through a critical reading of some of the major texts and thinkers from the Indian political traditions.
8	Outline syllabus	
	Unit 1	Introduction to Indian Political Thought
	A	Traditions of Pre-colonial Indian Political Thought: Brahmanic and Shramanic
	B	Traditions of Pre-colonial Indian Political Thought: Islamic and Syncretic
	C	Introduction to Modern Indian Political Thought
	Unit 2	Ancient Indian Political Thinkers
	A	Ved Vyasa (Shantiparva): Rajadharma
	B	Manu: Social Laws
	C	Kautilya: Theory of State (7 lectures)

	Unit 3	Ancient Indian Political Thinkers		
	A	Aggannasutta (Digha Nikaya): Theory of kingship		
	B	Barani: Ideal Polity		
	C	Kabir: Syncretism		
	Unit 4	Modern Indian Political Thinkers		
	A	Rammohan Roy: Rights		
	B	Gandhi: Swaraj		
	C	Ambedkar: Social Justice		
	Unit 5	Modern Indian Political Thinkers		
	A	Iqbal: Community		
	B	Savarkar: Hindutva		
	C	Nehru: Secularism		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> 1. T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications. 2. A. Altekar, (1958) State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass. 3. V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass. 4. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar. 5. D. Dalton, (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, Gurgaon: The Academic Press. 6. B. Ambedkar, (1991) „Constituent Assembly Debates“, S. Hay(ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin. 7. M. Iqbal, (1991) „Speeches and Statements“, in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin. 8. V. Savarkar, „Hindutva is Different from Hinduism“, available at http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism <p>J. Nehru, (1991) „Selected Works“, in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin.</p>		
	Other References	<ol style="list-style-type: none"> 1. B. Chaturvedi, (2006) „Dharma-The Foundation of Raja-Dharma, Law and Governance“, in The Mahabhart: An Inquiry in the Human Condition, Delhi: Orient Longman. 2. L. Jayasurya, „Buddhism, Politics and Statecraft“, Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf. 3. S. Collins, (2001) „General Introduction“, in Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali), Delhi: Sahitya Akademi. 		

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2020-2021
Branch: Political Science		Semester: IV
1	Course Code	
2	Course Title	Nationalism in India
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Elective
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to identify the approaches of nationalism in India. 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	Course Out-comes	<p>CO1: The student will be able to describe the various stages of the national movement in India.</p> <p>CO2: The student will be able to understand, interpret and explain nationalist politics and how its social base increased.</p> <p>CO3: The student will be able to apply the approaches of Nationalism.</p> <p>CO4: The student will be able to reflectively analyse the contribution of different social and religious movements across India.</p> <p>CO5: The student will be able to evaluate the consequences of the process of partition and independence.</p>
7	Course Description	<p>This course will help the students to understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions.</p> <p>The course begins with the nineteenth century Indian responses to colonial 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.</p>
8	Outline syllabus	

	Unit 1	Approaches to the Study of Nationalism in India		
	A	Nationalist		
	B	Imperialist		
	C	Marxist, and Subaltern Interpretations		
	Unit 2	Major Social and Religious Movements in 19th century		
	A	Raja Ram Mohan Roy, Arya Samaj and Bankim Chandra Chatterjee		
	B	Jyotiba Phule , Mahadev Govind Ranade		
	C	Ramakrishna Mission, Theosophical Society, Muslim Reform Movements		
	Unit 3	Nationalist Politics and Expansion of its Social Base		
	A	Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India		
	B	Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement		
	C	Socialist Alternatives: Congress Socialists, Communists		
	Unit 4	Social Movements		
	A	The Women's Question: Participation in the National Movement and its Impact		
	B	The Caste Question: Anti-Brahmanical Politics		
	C	Peasant, Tribal and Workers Movements		
	Unit 5	Partition and Independence		
	A	Communalism in Indian Politics		
	B	The Two-Nation Theory		
	C	Negotiations over Partition and the changing dynamics of Diversity		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. S. Bandyopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: 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 Histories, New Delhi: Oxford University Press.		
	Other References	1. R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi). 2. A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)		

School: SHSS		Batch : 2019-2022
Program: BA Hons Political Science		Current Academic Year: 2020-2021
Branch:		Semester:04
1	Course Code	
2	Course Title	Perspectives on International Relation and World History
3	Credits	6
4	Contact Hours (L-T-P)	5-1
	Course Type	Compulsory
5	Course Objective	<p>1. This course introduces students to some of the most important theoretical approaches for studying IR.</p> <p>2. It provides a fairly Comprehensive overview of the major political developments and events starting from twentieth century.</p> <p>3. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different Perspectives.</p>
6	Course Out-comes	<p>CO1: The student will be able to define IR and the concepts of IR.</p> <p>CO2: The student will be able to understand, interpret and explain the theories of International Relations.</p> <p>CO3: The student will be able to apply the knowledge of each theories and concepts to a argument on International Relations</p> <p>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</p> <p>CO5: The student will be able to criticize and evaluate the ongoing international relations based on a sound knowledge of set texts.</p>
7	Course Description	This course introduces students to some of the most important theoretical 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.
8	Outline syllabus	
	Unit 1	Concepts of International Politics
	A	Power, National Power and National Interest
	B	Balance of Power, National Security, Collective Security, Peace and War, Diplomacy
	C	Studying International Relations
	Unit 2	Theoretical Perspectives
	A	Realism (Hans. J Morgenthau) and Neo-Realism, Subaltern Realism
	B	Liberalism and Neoliberalism, Marxist/ System Theory
	C	Decision Making and Game Theory, Feminism and International Relations.
	Unit 3	An Overview of 20th Century: History of International Relations- I
	A	World War I : Causes and Consequences

	B	Significance of Bolshevik Revolution		
	C	World War II: Causes and Consequences		
	Unit 4	An Overview of 20th Century: History of International Relations- II		
	A	Cold War: Origin and Causes		
	B	Phases of Cold War and Major issues- Cuban Missile Crisis, OilCrisis, Afghan Civil War, Gulf War, Emergence of Third World and Miscellaneous Issues.		
	C	Collapse of the USSR and Cold War, Consequences		
	Unit 5	An Overview of 20th Century: History of International Relations- III		
	A	Non-Alignment		
	B	The evolution of International Economic System- From Bretton Woods to WTO		
	C	The North-South and South-South Dimensions		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2020-2021
Branch: Political Sci-ence		Semester: IV
1	Course Code	
2	Course Title	Political Process in India
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to develop an understanding of the political process. 2. This course aims to paying attention to the contradictory dynamics of modern state power. 3. This course aims to create awareness and deep knowledge about Indian Political System.
6	Course Outcomes	CO1: The student will be able to describe evolution, functioning and 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 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 changing nature of Indian state and impacts of current policies.
7	Course Description	This course has been designed to develop understanding among the students of 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 syllabus	
	Unit 1	Political Parties and the Party System
	A	Nature of Indian Party system
	B	National Political Parties
	C	Role of regional and state parties
	Unit 2	Salience of Political Identity
	A	Caste, Tribe and Ethnicity
	B	Class and Gender
	C	Religion
	Unit 3	Factors affecting Indian Politics
	A	Regionalism in Indian Politics
	B	Regional Aspirations: The Politics of Secession and Accommodation
	C	Debates on Secular Politics

	Unit 4	Election and Electoral Politics:		
	A	Election Commission		
	B	Electoral Process and the challenges of electoral Politics		
	C	Electoral Reforms		
	Unit 5	Nature of the Indian State		
	A	Affirmative Action Policies		
	B	Gender, Identity and the politics of development.		
	C	Welfare state and Neo-liberal Compulsions.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Essential Readings: <ol style="list-style-type: none"> Hasan, Z. (2002) „Parties and Party Politics in India“, New Delhi: Oxford University Press. Fadia, B.L. & Fadia, Kuldeep (2017) „Indian Government and Politics“, Agra. Sahitya Bhawan. Hasan, Z. and Bhargava, R. (2000) „Transforming India: Social and Political Dynamics in Democracy“, New Delhi: Oxford University Press. Jaffrelot, C. (2008) „Why Should We Vote? The Indian Middle Class and the Functioning of World’s Largest De-mocracy“, in Religion, Caste and Politics in India, Delhi: Primus. Brass, P. (1999) „The Politics of India Since Independence“, New Delhi: Cambridge University Press and Foundation Books. Kothari, R. (1970) „Caste in Indian Politics, Delhi: Orient Longman. Kohli, Atul (2001) „The Success of India’s Democracy“, New Delhi: Cambridge University Press. Hasan, Z. , Sridharan, E. and Sudarshan, R. (2002) „India’s Living Constitution: Ideas, Practices, Controversies“, New Delhi: Permanent Black. 		
	Other References	<ol style="list-style-type: none"> Deshpande, R. (2004) „How Gendered was Women’s Participation in Elections 2004?“, Economic and Political Weekly, Vol. 39, No. 51, pp. 5431-5436. 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. DeSouza ,P. and Sridharan, E. (2006) „India’s Political Parties“, New Delhi: Sage Publications. 		

School: SHSS		Batch : 2019-2022
Program: BA(Hons)		Current Academic Year: 2021-2022
Branch: Political Science		Semester:05
1	Course Code	
2	Course Title	Ethics and Politics
3	Credits	6
4	Contact Hours (L-T-P)	6-0
	Course Type	Compulsory /Elective/Open Elective
5	Course Objective	1. The course aims to introduce certain major aspects of Ethics and Politics. 2. This course Attitude and Approach to issues relating to integrity, Probity in Public life and his problem solving approach to various issues and conflicts faced by him in dealing with society.
6	Course Outcomes	CO1: The student will be able to know about the various aspects of ethics. CO2: The student will be able to understand and explain the relevance of ethics. CO3: The student will be able to apply the knowledge of each concept to an ethical argument. CO4: The student will be able to analyse ethical practices through the relevant conceptual tool kit. CO5: The student will be able to critically evaluate the ongoing ethical practices based on sound knowledge of prescribed texts
7	Course Description	The Purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life. As many contemporary political practices demand ethical reasoning we need more focused and comprehensive engagement between ethics and politics that the paper provides.
8	Outline syllabus	
	Unit 1	Ethics and Human Interface
	A	Essence, determinants and consequences of ethics in human actions,
	B	Dimensions of Ethics, Ethics in Private and Public Relationship
	C	Human Values- Lessons from the lives and teachings of great leader, reformers and Administrators.
	Unit 2	Approaches and Dimensions
	A	Consequentialist
	B	Deontological
	C	Virtue Ethics
	Unit 3	Environment
	A	The moral limits on the use of nature

	B	Environment and Equality		
	C	Environment, Displacement and Culture		
	Unit 4	Free Speech		
	A	Values of Free Speech		
	B	Free Speech and Democracy, The moral limits of Free Speech		
	C	Hate Speech:- Gender and Religious community.		
	Unit 5	Probity in Governance		
	A	Concept of Public Service, Philosophical Basis of		
	B	Information Sharing and Trans-parency in Government, Right to Information, Code of Ethics, Code of conduct, Citizen's Charter, Work Culture		
	C	Quality of Service Delivery, Utilization of public funds.		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2021-2022
Branch: Political Science		Semester: V
1	Course Code	
2	Course Title	Governance: Issues and challenges
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Elective
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to develop understanding of the importance of the concept of governance in the context of a globalising world, environment, administration, development. 2. This course aims to emphasize on the paradigm shift from government to governance. 3. This course aims to explain the changing role of the state over the years.
6	Course Outcomes	<p>CO1: The student will be able to identify and describe various dimensions and issues of governance in the globalized world.</p> <p>CO2: The student will be able to explain the changing dimensions and role of state in the globalized world.</p> <p>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.</p> <p>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.</p> <p>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.</p>
7	Course Description	It is important to understand governance and its effects on administration and development in the context of a globalized environment. This course deals with the concepts and dimensions of governance by highlighting the major debates in the contemporary times.
8	Outline syllabus	
	Unit 1	GOVERNMENT AND GOVERNANCE: CONCEPTS
	A	Role of State In The Era Of Globalisation
	B	State, Market and Civil Society
	C	Citizen's Rights and Their Obligations
	Unit 2	GOVERNANCE AND DEVELOPMENT

	A	Changing Dimensions of Development						
	B	Strengthening Democracy through Good Governance						
	C	Law Enforcement and Administration of Justice						
	Unit 3	ENVIRONMENTAL GOVERNANCE						
	A	Human-Environment Interaction						
	B	Green Governance: Sustainable Human Development						
	C	Tribe and Prejudice: A Historical Perspective of Forest State Relations						
	Unit 4	LOCAL GOVERNANCE AND GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES						
	A	People's Participation In Governance						
	B	Public Service Guarantee Acts						
	C	Electronic Governance: Corporate Social Responsibility						
	Unit 5	GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES						
	A	Citizens Charter						
	B	Right to Information						
	C	Corporate Social Responsibility						
	Mode of examination	Theory						
	Weightage Distribution	<table> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>30%</td><td>20%</td><td>50%</td></tr> </table>	CA	MTE	ETE	30%	20%	50%
CA	MTE	ETE						
30%	20%	50%						
	Text book/s*	<ul style="list-style-type: none"> Governance: Issues and Challenges by Shivani Singh, 2016: Sage Texts B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998 Surendra Munshi and Biju Paul Abraham [eds.], Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004 B. C. Smith, Good Governance and Development, Palgrave, 2007 In Developing Countries: A Comparative Perspective, MIT Press, 2006 Niraja Gopal Jayal, Democracy and the State: Welfare, Secularism, and Development in Contemporary India, Oxford University Press, 1999 						
	Other References	<ol style="list-style-type: none"> United Nation Development Programme ,Reconceptualising Governance, New York, 1997 World Bank Report, Governance and Development, 1992 Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999						

School: SHSS		Batch : 2019-2022
Program: (BA Hons) Political Science		Current Academic Year: 2021-2022
Branch:		Semester: 05
1	Course Code	
2	Course Title	Human Rights
3	Credits	6
4	Contact Hours (L-T-P)	6-0
	Course Type	Compulsory /Elective/Open Elective
5	Course Objective	1. All rights, indeed most rights are not human rights and general rights 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 Outcomes	CO1: The student will be able to understand basic concepts of Human Rights. 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 under-stand 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.
7	Course Description	All rights, indeed most rights are not human rights and general rights discourse 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
	B	NHRC, State Human Rights Commission
	C	Concept of Human Rights in Western and Third World Context.
	Unit 2	Human Rights: Issues and Challenges
	A	Refugees and Displaced persons
	B	Caste , Minorities, Women
	C	Tribal, Landless, Bonded Labour, Unorganised Labour and Peasants
	Unit 3	Constitutional Governance and Repressive Laws
	A	Constitutional Governance: State of Rule of Law.
	B	Fundamental Rights and Repressive Laws: Preventive Detention, MISA, NASA, TADA
	C	Armed Force Special Power Act and Criminal Law Amendment
	Unit 4	State Response to Human Rights
	A	Role of Police, Administration, Army and Paramilitary Forces
	B	Administration of Justice, Judicial Intervention and Activism, Judicial commission on Human rights

	C	Affirmative Action for Weaker Sections.		
	Unit 5	NGOs and Human Rights Movement		
	A	NGOs and Human Rights Movements: Amnesty International, Asia Watch, International Committee of Red Cross.		
	B	NGOs and Human Rights in India: Land, Water and Forest Issues.		
	C	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 examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2021-2022
Branch: Political Science		Semester: V
1	Course Code	
2	Course Title	Political Philosophy- I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Compulsory
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to examine major texts in the history of Western 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 con-temporary political society. 4. This course aims to estimate the contribution of political philosophers to the society.
6	Course Out-comes	<p>CO1: The student will be able to summarize how the philosophers, like Plato, Aristotle, Machiavelli, Hobbes and Locke, responded to the political problems of their times.</p> <p>CO2: The student will be able to understand, interpret and explain the polis, or political community, centred upon the texts of Plato and Aristotle</p> <p>CO3: The student will be able to classify different approaches of interpretation and demonstrate the importance of history and its interpretation.</p> <p>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.</p> <p>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.</p>
7	Course Description	This course goes back to Greek antiquity and familiarizes students with the 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 syllabus	
	Unit 1	History and Interpretation
	A	History and Interpretation: Introduction, Indispensability of interpretation
	B	MODES OF INTERPRETATION: Textual & Contextual
	C	SCHOOLS OF INTERPRETATION: Marxist, Straussian, Cambridge „New History“, Psychoanalytic, Feminist and Post-Modernist
	Unit 2	Political Philosophers
	A	Plato: Philosophy and Politics, Virtues and Education

	B	Plato: Theory of Forms, Justice, Women and Guardianship		
	C	Plato: Philosopher King/Queen, Communism, Plato on Democracy.		
	Unit 3	Political Philosophers		
	A	Aristotle: Forms, Virtue, Man as Zoon Politikon		
	B	Aristotle: Citizenship and Classification of Government		
	C	Aristotle: Justice, State and Household		
	Unit 4	Political Philosophers		
	A	Machiavelli: Virtue, Religion, Morality and Statecraft		
	B	Machiavelli: Republicanism, Analysing power through Prince.		
	C	Hobbes: Human nature, State of Nature		
	Unit 5	Political Philosophers		
	A	Hobbes: Social Contract and role of consent, State & Sovereignty.		
	B	Locke: Laws of Nature, Natural Rights,		
	C	Locke: justification of property		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. T. Ball, (2004) „History and Interpretation“ in C. Kukathas and G. Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30. 2. A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education. 3. D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press.		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		Batch : 2019-2022
Program: BA(HONS)		Current Academic Year: 2021-2022
Branch:		Semester: 05
1	Course Code	BPO 302
2	Course Title	UNDERSTANDING OF SOUTH-ASIA
3	Credits	6
4	Contact Hours (L-T-P)	6-0
Course Type		Compulsory /Elective/Open Elective
5	Course Objective	1. The course introduces the historical legacies and geopolitics of South Asia as a re-gion 2. It imparts an understanding of political regime types. 3. The course also apprises students of the common challenges and the strategies de-ployed to deal with them by countries in South Asia. 4. The course focuses on the issues on peace and security in the South Asia region, oninter-state conflicts and other matters concerning bilateral relations of South Asian States.
6	Course Outcomes	CO1: The student will be able to know about the South Asia as a region. CO2: The student will be able to imbibe the skills required to engage in debates surrounding the bilateral relations among South Asian countries. CO3: The student will be able to apply the knowledge of different factors in under-standing the policies of respective countries. CO4: The student will be able to analyse and appraise the internal and external factorsthrough the relevant conceptual tool kit. CO5: The student will be able to evaluate the role and prospects of SAARC in the development of this region.
7	Course Description	The course introduces the historical legacies and geopolitics of South Asia as a region.It imparts an understanding of political regime types. The course also apprises studentsof the common challenges and the strategies deployed to deal with them by countries in South Asia. The course focuses on the issues on peace and security in the South Asia region, on inter-state conflicts and other matters concerning bilateral relations of South Asian States. Regional cooperation and confidence building measures in South Asia are also taken up.
8	Outline syllabus	
	Unit 1	South-Asia Conceptual Framework
	A	Historical and Colonial Legacies and Geo-politics of South-Asia
	B	South-Asia as a region
	C	South-Asia as a sub-system
	Unit 2	Politics and Governance
	A	Post-Colonial South Asia: State and Economy, Society and Politics, 1947 to 1971
	B	Post-Colonial South Asia: State and Economy, Society and Politics, since 1971
	C	India & Sri Lanka Relations
	Unit 3	Conflict & Co-operation in South-Asia - I
	A	India- Pakistan

u	B	India- Bangladesh		
	C	India- Afghanistan		
	Unit 4	Conflict & Co-operation in South-Asia - II		
	A	Constitutional Debate in Nepal and Bhutan		
	B	India- Nepal		
	C	India-Bhutan		
	Unit 5	Regional Issues and Challenges		
	A	SAARC: Problem and Prospects		
	B	Terrorism & Narcotic		
	C	Demographic Factors:- Refugees, Immigrants, Diaspora		
	Mode of examination	Theory/Jury/Practical		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References	<p>Government And Politics In South Asia: Fourth Edi-tion Paperback – 17 September 1998 by Craig Baxter (Author), Yogendra K Malik (Author), Charles HKennedy (Author), Robert C Oberst (Author)</p> <p>Ayesha Jalal, Chapter 1 (The Colonial Legacy in India and Paki-stan), Chapter 2, pp. 31-37</p> <p>Sugata Bose and Ayesha Jalal, Modern South Asia: History Cul- ture and Political Economy, London: Routledge 1998, Chapter 16,pp. 165-189</p>		

School: SHSS		Batch : 2019-2022
Program: BA(HONS)		Current Academic Year: 2021-2022
Branch:		Semester: 05
1	Course Code	
2	Course Title	UNDERSTANDING OF SOUTH-ASIA
3	Credits	6
4	Contact Hours (L-T-P)	6-0
	Course Type	Compulsory /Elective/Open Elective
5	Course Objective	1. The course introduces the historical legacies and geopolitics of South Asia as a region 2. It imparts an understanding of political regime types. 3. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia. 4. The course focuses on the issues on peace and security in the South Asia region, on inter-state conflicts and other matters concerning bilateral relations of South Asian States.
6	Course Outcomes	CO1: The student will be able to know about the South Asia as a region. CO2: The student will be able to imbibe the skills required to engage in debates surrounding the bilateral relations among South Asian countries. CO3: The student will be able to apply the knowledge of different factors in understanding the policies of respective countries. CO4: The student will be able to analyse and appraise the internal and external factors through the relevant conceptual tool kit. CO5: The student will be able to evaluate the role and prospects of SAARC in the development of this region.
7	Course Description	The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia. The course focuses on the issues on peace and security in the South Asia region, on inter-state conflicts and other matters concerning bilateral relations of South Asian States. Regional cooperation and confidence building measures in South Asia are also taken up.
8	Outline syllabus	
	Unit 1	South-Asia Conceptual Framework
	A	Historical and Colonial Legacies and Geo-politics of South-Asia
	B	South-Asia as a region
	C	South-Asia as a sub-system
	Unit 2	Politics and Governance
	A	Regime Types- Democracy, Authoritarianism, Monarchy
	B	Emerging Constitutional Practices: Federal Experiments in Pakistan, Devolution Debate in Sri Lanka
	C	Constitutional Debate in Nepal and Bhutan
	Unit 3	Conflict & Co-operation in South-Asia – I
	A	India- Pakistan
	B	India- Sri Lanka

	C	India- Bangladesh		
	Unit 4	Conflict & Co-operation in South-Asia - II		
	A	India- Nepal		
	B	India-Bhutan & India- Maldives		
	C	India-Afghanistan		
	Unit 5	Regional Issues and Challenges		
	A	SAARC: Problem and Prospects		
	B	Terrorism & Narcotic		
	C	Demographic Factors:- Refugees, Immigrants, Diaspora		
	Mode of examination	Theory/Jury/Practical		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2021-2022
Branch: Political Science		Semester: VI
1	Course Code	
2	Course Title	Political Philosophy-II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Compulsory
5	Course Objective	<ul style="list-style-type: none"> This course aims to teach each political thinker with special emphasis on their contributions to the development of political thought, theory and ideas. This course aims to present the ideas of philosophers on nature and rights of the individual, and whether these are compatible with political rule This course aims to evaluate the strengths and weaknesses of the arguments employed in the philosophies.
6	Course Outcomes	<p>This course will help the students:</p> <p>CO1: The student will be able to identify and describe about modernity and its discourses and the political philosophy as a part of it.</p> <p>CO2: The student will be able to explain the modern state and different forms of government, featuring in the work of Rousseau, J.S. Mill, etc.</p> <p>CO3: The student will be able to demonstrate an ability to apply main ideas of the thinkers regarding social conflict.</p> <p>CO4: The student will be able to analyse the political concepts discussed by them related to justice, freedom, democracy, etc.</p> <p>CO5: The student will be able to appraise the contribution of philosophers to broad areas of modern state like education, status of women, minorities</p> <p>CO6: The student will be able to formulate their own interpretations of the thinkers.</p>
7	Course Description	Political philosophy contains some of the greatest writings in the western intellectual tradition, as well as highly stimulating contemporary contributions. 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.
8	Outline syllabus	

Unit 1	Introduction to Modernity and Romanticism
A	Modernity and its discourses
B	Jean Jacques Rousseau: General Will
C	Jean Jacques Rousseau: local or direct democracy; self-government
Unit 2	GOVERNANCE AND DEVELOPMENT
A	Jean Jacques Rousseau: Origins of Inequality
B	Mary Wollstonecraft: Women and paternalism
C	Mary Wollstonecraft: Critique of Rousseau's idea of education; Legal rights
Unit 3	Liberal socialist
A	John Stuart Mill: Liberty
B	John Stuart Mill: Suffrage and subjection of women, Right of minorities
C	John Stuart Mill: Utilitarianism
Unit 4	Radicals
A	Karl Marx: Historical Materialism
B	Karl Marx: Alienation
C	Karl Marx: Class struggle, Theory of Revolution
Unit 5	Radicals
A	Hegel: Ethical Life
B	Hegel: Family and civil society
C	Hegel: State

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Kant. (1784) „What is Enlightenment?“, available at http://theliterarylink.com/kant.html. 2. S. Hall (1992) „Introduction“, in <i>Formations of Modernity</i> UK: Polity Press pages 1-16 3. B. Nelson, (2008) <i>Western Political Thought</i>. New York: Pearson Longman. 4. C. Jones, (2002) „Mary Wollstonecraft's Vindications and their Political Tradition“ in C. Johnson, (ed.) <i>The Cambridge Companion to Mary Wollstonecraft</i>, Cambridge: Cambridge University Press, pp. 42-58. 5. S. Ferguson, (1999) „The Radical Ideas of Mary Wollstonecraft“, in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics. 6. D. Boucher, and P. Kelly, (eds.) <i>Political Thinkers: From Socrates to the Present</i>. New York: Oxford University Press. 7. C. Sypnowich, (1993) „Alexandra Kollontai and the Fate of Bolshevik Feminism“ <i>Labour/LeTravail</i> Vol. 32 (Fall 1992) pp. 287-295. <p>A. Kollontai (1909), <i>The Social Basis of the Woman Question</i>, Available at http://www.marxists.org/archive/kollontai/1909/social-basis.htm</p>		

	Other References	<ol style="list-style-type: none"> 1. Selections from A Vindication of the Rights of Woman, Available at http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II 2. A. Skoble and T. Machan, (2007) <i>Political Philosophy: Essential Selections</i>, New Delhi: Pearson Education
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School: School of Humanities and Social Sciences		Batch : 2019-2022
Program: B.A (H) Political Science		Current Academic Year: 2021-2022
Branch:		Semester: VI
1	Course Code	
2	Course Title	United Nations
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Elective
5	Course Objective	<ul style="list-style-type: none"> • This course aims to establish a firm foundation of how the UN works. • This course aims to make students fully versed in the intricate bureaucracy of the UN. • This course aims to explain UN's efforts in addressing a number of substantive problems.
6	Course Outcomes	<p>CO1: The student will be able to describe the history, principles and objectives of United Nations.</p> <p>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.</p> <p>CO3: The student will be able to classify the organs of United Nations and its functions.</p> <p>CO4: The student will be able to reflectively analyse and appraise the role of United Nations in international peace and security.</p> <p>CO5: The student will be able to evaluate the contribution of United Nations to the economic and social development worldwide.</p> <p>CO6: The student will be able to integrate their general understanding of international politics within the specific context of UN activity.</p>
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 has done 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
	B	Principles and Objectives

C	Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies
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Unit 2	International Peace and Security through United Nations		
A	Peaceful Settlement of International Disputes		
B	Collective security		
C	Peacekeeping and Peace building		
Unit 3	International Peace and Security through United Nations		
A	United Nations and Regional conflicts		
B	United Nations and Disarmament		
C	United Nations and Terrorism		
Unit 4	Economic and Social Development		
A	Bretton Woods and Economic and Social Council		
B	Civil Society and INGOs		
C	SDGs		
Unit 5	United Nations and Issues		
A	Human Rights		
B	Women Rights		
C	UN Reforms		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education. 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, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave. 		
Other References	<ol style="list-style-type: none"> 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. 		