



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES (SOHS)

**BACHELOR OF ARTS (HONOURS) POLITICAL SCIENCE
B.A. (H) POLITICAL SCIENCE**

Programme Code: 38

UNDERGRADUATE PROGRAMME

PROGRAMME HANDBOOK
(with effect from 2024-25)

**Approved in the 34th Meeting of Academic Council Held
on 29 June 2024**

PREFACE

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The programmes offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and politics. The programme structure is flexible and is interdisciplinary. At the end of the programme, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

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Verified by: Prof. (Dr.) Tania Gupta, Dean SOHS

PREAMBLE

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning. The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts. We are committed to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

In recognition of the evolving landscape of higher education and the dynamic needs of our students and society, our institution has a long-standing commitment to academic excellence and the holistic development of our students. In pursuit of this commitment, we recognise the pressing need to offer an extended undergraduate programme that goes beyond the conventional three-year model, providing students with a more profound and comprehensive education in the field of Political Science. In line with the LOCF vision of implementing a curriculum for undergraduate studies based on the Choice-Based Credit System (CBCS), the

primary aim of developing the B.A. (Hons.) in Political Science curriculum is to provide students with a comprehensive grasp of the subject. This curriculum places significant emphasis on core content, skills, values, and the enhancement of abilities. It gives due recognition to the diverse range of knowledge within the field of Political Science. The ultimate objective of this syllabus is to equip students with an in-depth understanding of the subject, thereby expanding their employment opportunities at all stages of their academic journey. Furthermore, it places considerable importance on acquainting students with new and evolving techniques and ensuring their comprehension of Political Science in the context of a changing global landscape. We recognise that education is a lifelong journey. This programme is designed not only to prepare our students for immediate career success but also to instil in them a passion for continuous learning, adaptability, and resilience in the face of ever-evolving economic challenges. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and assessment methods within the B.A (Hons.) programme. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey.

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1. UNIVERSITY VISION AND MISSION

K.R. Mangalam University is the fastest-growing higher education institute in Gurugram, India. Since its inception in 2013, the University has been striving to fulfil its prime objective of transforming young lives through ground-breaking pedagogy, global collaborations, and world-class infrastructure.

Recognized for its virtues of quality, equality, inclusiveness, sustainability, and professional ethics, KRMU is synonymous with academic excellence and innovation.

1.1. VISION

K.R Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

1.2 MISSION

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
2. Instil notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
3. Integrate global needs and expectations through collaborative programmes with premier universities, research centres, industries and professional bodies.
4. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

2. SCHOOL OF HUMANITIES (SOHS)

2.1 About the School of Humanities

Since 2015, School of Humanities, K.R. Mangalam University is an impeccable collaboration of genius faculty, start-of-the-art infrastructure, innovative pedagogy, and dynamic curriculum and non-curriculum activities. We work dedicatedly to instill liberal education amongst our students, encouraging them to adopt unique perceptions, impressive communication skills, apt social etiquettes, and an ethically conscious approach towards society and the nation. The school intends to build highly intellectual personalities who

represent themselves as thought leaders on global platforms confidently. The school is staffed by a diverse and knowledgeable faculty who are experts in their respective disciplines.

3. SCHOOL VISION AND MISSION

3.1 Vision

To attain international recognition by excelling in interdisciplinary education, research, and innovation.

Mission

- To foster cross-curricular innovation, focusing on building a strong foundation of knowledge and skills.
- To instil lifelong learning among the students.
- To advance humanitarian goals of global peace, sensitivity, and cooperation through an inclusive and dynamic curriculum.
- To cultivate analytical and critical research skills, scientific inquiry, and creative thinking in students.
- To provide opportunities to students for acquiring language proficiency and socio-cultural-philosophical awareness.

4. Introduction to B.A. (Hons.) Political Science

Political Science focuses on the theory and practice of government and politics at the local, state, national, and international levels. B.A. (Hons.) Political Science, a three-year undergraduate programme is dedicated to developing and augmenting understandings of institutions, practices, and relations that constitute public and private life. For a student of Political Science, society becomes their laboratory. This course emphasises an interdisciplinary and intersectional approach towards the subject that fosters a systematic and scientific understanding of political systems, policymaking, governance issues, Indian and World governments, and procedures, theories and practices of international politics. The course offers a student a vast arena to engage with the subject in a multifaceted way by introducing theories and how concepts manifest in practice. The stated modus operandi encourages students to go beyond the box and think critically, opening novel avenues to comprehend the state and society.

The core courses (CC) offered throughout six semesters by the programme are intended to inculcate foundational understanding in Political Science, General Electives (GE) are designed to concomitantly acquaint students with emerging areas of enquiry. Open Electives (OE) offer students an opportunity to take one subject of their interest apart from Political Science to diversify their skill set and knowledge. The core of imparting knowledge would be classroom teaching that will range from lectures, documentaries screenings, debates and discussions and other such audio and visual medium as and when deem appropriate.

4.1. Nature of B.A. (Hons.) Political Science

B.A. (Hons.) Political Science is a Three-year undergraduate degree that combines the study of Political Science with specialised research training. It emphasises the in-depth exploration of economic theories, quantitative analysis, and research methodologies to develop critical thinking, analytical skills, and a deeper understanding of economic phenomena. The programmes are student-centric, and faculty encourage students to think critically, be analytical, and ask questions to develop an independent mindset. They help in fostering not just a career but also personal growth of the individual self.

4.2. Aims of B.A. (Hons.) Political Science

B.A. (Hons) in Political Science programme typically combines the rigorous study of Political Science with an emphasis on research skills and methodologies. The aim of this programme is to provide students with a deeper understanding of Political Science and to equip them with the skills necessary to conduct independent research in the field. The programme also aims to produce students ready for market opportunities, be it jobs in the corporate sector, public sector, non-governmental/social sector, or a desire to pursue higher studies in Political Science or related discipline.

5. Programme Learning Outcomes for in B.A. (Hons) Political Science

A graduate in Political science is a person who embodies a curiosity towards the political puzzles that confront her and is endowed with the ability to apply various tools to solve them. The undergraduate course encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen.

Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. This level of inquiry is further complicated as they proceed through the curricular semesters; enabling them to engage in systematic reflection of a kind that distinguishes their understanding from that of a lay person.

The undergraduate course in Political science shapes graduate sensibilities such that students are alert to instances of discrimination and deprivation; difference and diversity which they not only identify but can also persuasively argue about.

A Political Science graduate is privy to the unique location of the discipline within the social sciences and can contextual their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities.

Political science graduates go through rigorous training in academic writing which includes writing logical and coherent essays as well as longer research articles in terms of term papers. Classroom debate and discussion encourages them to think on their feet; sharpen their submissions and argue persuasively. They are also introduced to a variety of writing including commentaries and original manuscripts; government reports and alternative assessments as well as visual and print media.

The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands on experience of how research in the discipline is conducted. They are encouraged to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with respondents as well as focused group discussions and finally translate the responses into a coherent write up. These exercises are not limited to election analysis and collecting voter responses but are primarily conducted to teach the student how to transition from the level of policy to the practice of politics. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive

understanding of international relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions. The perspective sharpens their understanding of the national and they can better appreciate the nuances of state policies. The comparative perspective which students imbibe through courses in two semesters highlights the differences in states mapped along various indices such as development trajectories and state formation. Along with a richer understanding of select areas students are also encouraged to reflect and think critically about western frameworks of knowledge and understanding and how these may be challenged by alternative frameworks emerging in what is broadly referred to as the 'Global South' Courses on Public administration familiarise the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies.

The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, sub- national and local. These courses anchor the indispensability of the interdisciplinary and multi-disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena.

On the completion of the eight semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research

organisations, human resource development, management, marketing and also the bureaucracy.

6. Graduate Attributes in B.A. (Hons) Political Science

The following are the graduate attributes in B.A. (Hons) Political Science-

GA 1: Disciplinary knowledge

Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline

GA 2: Communication Skills

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

GA 3: Moral and ethical awareness/reasoning

Capacity to identify ethical issues related to one's work, and commit not to resort to unethical behaviour such as plagiarism, falsification of data, misrepresentation of facts, and the violation of intellectual property rights; capacity to appreciate the ethical nature of the current debates on the environment, development, social media, artificial intelligence, and so on; capacity to uphold truthfulness and integrity in all aspects of one's research and one's work.

GA 4: Multicultural competence

An awareness pertaining to the values and beliefs of multiple cultures: a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups

GA 5: Information/digital literacy

Capacity to use Information and Communications Technology (ICT) in a variety of learning situations; the ability to access, evaluate, and use a variety of information sources.

GA 6: Reflective thinking

Critical sensibility to lived experiences and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

GA 7: Cooperation/Teamwork

Ability to work effectively and respectfully with people from diverse backgrounds; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause.

GA 8: Research-related skills

A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematising; the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, and analyse, interpret and draw conclusions from data; the ability to plan, design, and execute research and investigations and concisely report the results thereof.

GA 9: Communication Skills

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

GA 10: Problem solving

Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations.

GA 11: Critical thinking

Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

7. Qualification Descriptors for Graduates B.A. (Hons.) Political Science

The qualification description for the B.A. Hons. in Political Science include:

1. Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject- in teaching and research, development, social work, and government and public service.

2. Effective use of knowledge and skills to identify problems, collect relevant data - quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments
3. Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs and techniques of the discipline, in language that can be understood by people within and outside the academy
4. The initiative and capacity to meeting one's own learning needs, drawing on a wide range of research and sources
5. Application of one's disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicating curriculum content knowledge.
6. Graduates in Political science have engaged in and pursued diverse career paths.

Some of these include:

- Academic
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management
- Policy Making
- Designing and Conducting surveys
- Human Resource Development
- Advocacy
- Performing Arts
- Research
- Political representatives

8. Programme Educational Objectives (PEO)

PEO1: Pursuing a career as a successful professional in the field of political science and engaged in entrepreneurship.

PEO2: Professionally sound and working at leadership positions

PEO3: Using universal values and adhere to the highest level of professional ethics.

PEO4: Become a responsible citizen contributing to societal development and nation-building.

9. Programme Outcomes (PO)

PO1: **Problem-solving skills:** To equip the students with advanced problem-solving abilities.

PO2: **Critical thinking:** Apply critical thinking ability to assess information from multiple perspectives.

PO3: **Creativity:** Able to generate the new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: **Communication and soft skills:** Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: **Environmental Sensitivity:** Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: **Team Building and Leadership:** Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting.

PO7: **Entrepreneurship:** Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: **Technological advancement:** Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: **Cross-cultural adaptability:** Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

10. Programme Specific Outcomes (PSO)

Upon completing a Bachelor of Arts (Hons./Hons. with Research) in Political Science, students will acquire the following skills and competencies:

PSO 1: **Understanding** of the theories, philosophies, concepts, structures, and processes within Political Science, Public Administration, and International Relations.

PSO 2: **Applying** the theory, thoughts, foundational principles, structures, and processes of Political Science, Public Administration, and International Relations to address real-world situations.

PSO 3: **Analysing** societal and political challenges, particularly those faced by marginalised communities, within the broader contexts of rights, structures and political processes, public administration, and international relations to address socio-economic issues.

PSO 4: **Evaluating** political ideologies, organisational structures, governance models, and public policies, making decisions aimed at improving societal well-being.

PSO 5: **Creating** and innovating new knowledge, frameworks, and processes in the field of Political Science to develop creative solutions for contemporary societal challenges

PROGRAMME DURATION

Name of the Programme	Duration
B.A. (Hons.) Political Science	3 YEARS

11. Career Avenues

Central and State Public Services, Lectureship, Civil Services, Policy Analyst, Law, Legislative Assistant, Social Media Manager, Journalism, Marketing Research Analyst, and Teaching among others.

Employment Areas

International Relations	Human Rights
Politics and Communication	Politics and Public Policy
International Politics	Advertising
Law Firms	Journalism
Mass Communication	Civil Services
Councils	Political Campaigns
Event Management	

Job Profiles

Politician	Advertiser
Content Writer	Journalist
News Reporter	Advocate
Stenographer	Teacher
Policy Analyst	Communications Coordinator
Political Pollsters	Public Administrator
Media Strategist	Public Relation
Campaign Manager	Advisor
Consultant	Professor

12. Eligibility Criteria

1. The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or an equivalent examination from a recognised Board in Social Science with Political Science as one of the subjects and with an overall aggregate of 50% or more.
2. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

13. CLASS TIMINGS

The class will be held from **Monday to Friday** from 9.10 A.M. to 4.00 P.M.

14. Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include-

- a. Lectures
- b. Tutorials
- c. Power-point presentations
- d. Project work
- e. Documentary films on related topics
- f. Debates, Discussions, Quiz
- g. Talks /workshops
- h. Interaction with subject and area experts
- i. Academic festivals and seminars
- j. Films about specific political events or issues
- k. Excursions and walks within the city
- l. Visit to the Parliament and museums
- m. Outstation field trips
- n. Survey research
- o. Internships

15. Assessment Methods

Both formative and summative assessments are integral part of the programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback, engage in one-on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work, research dissertations and performance evaluations are conducted after the completion of the course. A continuous and comprehensive system of assessment provides a mechanism for the teacher and student to take stock of their progress and grasp of the syllabi content. These include:

1. Written assignments
2. Projects Reports
3. Class presentations
4. Participation in class discussions
5. Ability to think critically and creatively to solve the problems
6. Application of conceptual understanding to field-based variables
7. Reflexive thinking
8. Engagement with peers and group discussion
9. Participation in extra and co-curricular activities
10. Critical assessment of Films /Books etc.

16. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

Table 1

Marks Range (%)	Letter Grade	Grade Points	Description of the Grade
>90	O	10.0	Outstanding
80-90	A+	9.0	Excellent
70-80	A	8.0	Very Good
60-70	B+	7.0	Good
55-60	B	6.0	Above Average
50-55	C	5.5	Average
40-50	P	5.0	Pass
<40	F	0	Fail
-	AB	0	Absent
% marks \geq 50	S	-	Satisfactory
% marks <50	US	-	Unsatisfactory
	W	0	Withdrawal

17. Syllabi

The syllabi of the B.A. (H) Political Science offered by School of Humanities are given in the following pages:

For each course, Course Code and Credits (C) of the course are given at the beginning. This is followed by the course objectives, course outcome and the syllabus (Unit I to IV), textbooks and reference books. The programme includes core courses along with Discipline Specific Electives (DSE), Open Electives (OE), Minor, Value Added Courses (VAC), Ability Enhancement Courses (AEC) and Skill Enhancement Courses (SEC).

Programme Structure

Scheme of Studies B.A. (Hons.) Political Science 2024-27															
Semster 1st								Semester 2nd							
S.No	Category of Course	Course Name	Course Code	L	T	P	C	S.No	Category of Course	Course Name	Course Code	L	T	P	C
1	DSC1 (Major)	Constitutional Government and Democracy in India	HUPL101	3	1	0	4	1	DSC4	Introduction to Political Theory – II	HUPL102	3	1	0	4
2	DSC2 (Major)	Introduction to Political Theory – I	HUPL103	3	1	0	4	2	DSC5	Political Process and Governance in India	HUPL104	3	1	0	4
3	DSC3 (Major)	International Relations – Overview, Concepts, and Challenges	HUPL105	3	1	0	4	3	DSC6	Understanding Peace and Conflict Resolution	HUPL106	3	1	0	4
4	GE-I (Minor)	General Elective-I (from the University offered courses)		3	1	0	4	4	GE-II (Minor)	General Elective-II (from the University offered courses)		3	1	0	4

5	SEC-I	Microsoft Excel - Refresher to Advanced	SEC001	2	0	1	3	5	SEC-II	Digital Marketing	SEC002	2	0	1	3
6								6		Club & Society-Extra Curricular Activities	CS001	0	0	0	1
Total Credit								19			Total Credit				20
B.A (Hons.) in Political Science with 39 Credits															
Summer Internships (2 Credit): to be done post culmination of 2nd Semester and evaluation will be done in 3rd Semester															
Semester 3rd								Semester 4th							
S.No	Category of Course	Course Name	Course Code	L	T	P	C	S.No	Category of Course	Course Name	Course Code	L	T	P	C
1	DSC7 (Major)	Nationalism in India	HUPL201	3	1	0	4	1	DSC11 (Major)	Women, Power and Politics – A Global Perspective	HUPL202	3	1	0	4
2	DSC8 (Major)	Comparative Government and Politics	HUPL203	3	1	0	4	2	DSC12 (Major)	Globalisation: Dimensions and Dilemmas	HUPL204	3	1	0	4
3	DSC9 (Major)	Rediscovering Politics	HUPL 205	3	1	0	4	3	DSC13 (Major)	United Nations and Global Conflicts	HUPL206	3	1	0	4

4	DSC 10 (Major)	Public Administration- Concepts and Debates	HUPL 207	3	1	0	4	4	DSE-II	DSE from the 4th Sem	HUPL 208/210/212	3	1	0	4
5	GE-III (Minor)	General Elective-III (from the University offered courses)		3	1	0	4	5	DSE-III	DSE from the 4th Sem	HUPL 208/210/212	3	1	0	4
6	DSE-I	DSE from the 3rd Sem	HUPL209/211/ 213	3	1	0	4	6	SEC-II	Digital Marketing	SEC002	2	0	0	2
7	AEC-I	'Verbal Ability'- New Age Life Skills-I	AEC006	3	0	0	3	7	GE-IV (Minor)	General Elective-IV (from the University offered courses)		3	1	0	4
8	SI	Evaluation of Summer Internship - I	SIPL001	-	-	-	2	8	AEC-II	'Communicati on and Personality'- New Age Life Skills-II	AEC007	3	0	0	3
9	SEC-III	Entrepreneurship	SEC003	2	0	1	3								

10		Community Service-Extra Curricular Activities	CS002	-	-	-	1									
Total Credit							3 3	Total Credit							2 9	
Summer Internships (2 Credit): to be done post culmination of 4th Semester and evaluation will be done in 5th Semester																
B.A (Hons.) Political Science with 101 Credit																
Semester 5th								Semester 6th								
S.No	Category of Course	Course Name	Course Code	L	T	P	C	S.No	Category of Course	Course Name	Course Code	L	T	P	C	
1	DSC14 (Major)	Governance: Issues and Challenges	HUPL301	3	1	0	4	1	DSC18 (Major)	India's Foreign Policy-Evolution and Changing Dymannics	HUPL302	3	1	0	4	
2	DSC15 (Major)	Social Exclusion Theory and Practice	HUPL303	3	1	0	4	2	DSC19 (Major)	Research Methodology – Qualitative and Quantitative Methods	HUPL304	3	1	0	4	
3	DSC16 (Major)	Your Laws, Your Rights	HUPL305	3	1	0	4	3	DSC20 (Major)	Political Processes and Instiutions in Comparative Perspective	HUPL 306	3	1	0	4	

4	GE-V (Minor)	General Elective-V (from the University offered courses)		3	1	0	4	4	GE-VI (Minor)	General Elective-VI (from the University offered courses)		3	1	0	4
5	DSE-IV	DSE from the 5thSem	HUPL 307/309/311	3	1	0	4	5	DSE-VI	DSE from the 6thSem	HUPL310/312/314	3	1	0	4
6	DSE-V	DSE from the 5thSem	HUPL 307/309/311	3	1	0	4	6	DSC21 (Major)	Research Project	HUPL 308	-	-	-	6
7	AEC-III	'Arithmetic and Reasoning Skills'- New Age Life Skills-III	AEC010	3	0	0	3								
8	DSC17 (Major)	Western Political Thought	HUPL 313	3	1	0	4								
Total Credit							31	Total Credit							26
Bachelors of Arts (Hons.) in Political Science-with 158 Credit															

List of DSE															
DSE for 3rd Semester								DSE for 4th Semester							
S.No	Category of Course	Course Name	Course Code	L	T	P	C	S.No	Category of Course	Course Name	Course Code	L	T	P	C

1	Major DSE	Global Politics and Rise of Asian Century	HUPL209	3	1	0	4	1	Major DSE	The Modern State in Comparative Perspective	HUPL208	3	1	0	4
2	Major DSE	Gandhian Philosophy in the Contemporary World	HUPL211	3	1	0	4	2	Major DSE	Development Process and Politics in India	HUPL210	3	1	0	4
3	Major DSE	Social Movements and Development Process in Contemporary India	HUPL 213	3	1	0	4	3	Major DSE	Environment and Development: Policy and Politics	HUPL212	3	1	0	4
DSE for 5th Semester									DSE for 6th Semester						
S.No	Category of Course	Course Name	Course Code	L	T	P	C	S.No	Category of Course	Course Name	Course Code	L	T	P	C
1	Major DSE	Gender in International Relations	HUPL307	3	1	0	4	1	Major DSE	Religion, Reform, Natinonalism in Modern India	HUPL310	3	1	0	4
2	Major DSE	Constitutionalism in Comparative Perspective	HUPL309	3	1	0	4	2	Major DSE	Ambedkar in Contemporary India	HUPL312	3	1	0	4
3	Major DSE	Legistive Practices and Budget Analysis (Procedures)	HUPL 311	3	1	0	4	3	Major DSE	Regional Politics in India	HUPL314	3	1	0	4

List of Minor Papers

Data Science			Media Studies		
Semester	Course Name	Course Code	Semester	Course Name	Course Code
I	Data Analytics Using SQL	UDT101	I	Understanding Media	UMS101
II	Data Analytics Using R	UDT102	II	Media Ethics and Laws	UMS102
III	Python For Data Science	UDT103	III	Reporting and Editing for Print	UMS103
IV	Data Preprocessing And Visualization Using Python	UDT104	IV	Advertising and Integrated Marketing Communication	UMS104
V	Time Series Analysis & Forecasting Using Python	UDT105	V	Public Relation and Corporate Communication	UMS105
VI	Fundamental Of Machine Learning	UDT106	VI	Media, Development and Society	UMS106
VII	Data Driven Applications	UDT107	VII	Film Appreciation and Cinema Studies	UMS107
VIII	Project And Case Study	UDT108	VIII	Global Media Scenario	UMS108

Education		
Semester	Course Name	Course Code
I	Foundations of Education	UED101
II	Educational Psychology	UED 102
III	Measurement and Evaluation of Learner	UED 103
IV	Diversity and Inclusive Education	UED 104
V	Guidance and Counseling	UED 105
VI	Applied Behaviour Analysis in Education	UED 106
VII	Educational Intervention and Teaching Strategies : Intellectual Disability	UED 107
VIII	Educational Intervention and Teaching Strategies :	UED 108

Human Resource Management		
Semester	Course Name	Course Code
I	Foundations in Organizational Behaviour	UHR101
II	Professional HRM Practices	UHR102
III	Psychological Assessment in Organizations	UHR103
IV	Learning and Development in Organizations	UHR104
V	Leadership and Talent Development	UHR105
VI	Counseling at Workplace	UHR106
VII	Change Management and OD Interventions	UHR107
VIII	Total Rewards Management	UHR108

	Learning Disability	
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Foreign Trade		
Semester	Course Name	Course Code
I	Basics of Business	UFT101
II	The Global Economy	UFT102
III	International Business Environment	UFT103
IV	Macroeconomics of open economies	UFT104
V	Global Political Economy	UFT105
VI	Growth Inequality and Conflict	UFT106
VII	Foreign Trade	UFT107
VIII	International Financial Institutions	UFT108

Psychology		
Semester	Course Name	Course Code
I	Foundations of Psychology	UPS101
II	Fundamentals of Social Psychology	UPS102
III	Developmental Psychology	UPS103
IV	Counseling and Guidance	UPS104
V	Health Psychology	UPS105
VI	Environmental Psychology	UPS106
VII	Positive Psychology	UPS107
VII	Media Psychology	UPS108

Total Credits: 158

1st Semester

SEMESTER I					
Course Code-HUPL101	Constitutional Government and Democracy in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions and shows how these have played out in political practice. It further encourages the study of state institutions in their mutual communication and interaction with the larger extra-constitutional environment.

The students will be able to:

1. Comprehend the basic structure of the Indian Constitution.
2. Critically understand the three primary organs of the Indian government.
3. Critically examine of quasi-federal features of the Indian state enshrined in our constitution.
4. Understand the various national security laws and their constitutional validities

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The students will have a theoretical and analytical understanding of the basic structure of the Indian Constitution with some critical understanding of some constitutional amendments.

CO2: The students will have a theoretical and critical understanding of the three basic organs of the Indian Constitution.

CO3: The students will critically understand the quasi-federal features of the Indian state enshrined in our constitution.

CO4: The students will critically understand various national security laws and their constitutional validities.

Course Content

UNIT 1: The Constituent Assembly and the Constitution

- Historical Context, composition and functions of Constituent Assembly
- Preamble and Basic Structure Doctrine
- Fundamental Rights
- Directive Principles of State Policy
- Debates on Citizenship which includes CAA

UNIT 2: Organs of Government

- The Legislature: Power and Functions of Parliament
- The Executive: Election, Power, Functions and the changing role of President and Prime Minister
- The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.
- Judicial Review, Judicial Activism, PIL

UNIT 3: Federalism and Decentralisation

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities

- Schedule and Tribal Areas: 5th and 6th Schedule

UNIT 4: Constitutional Provisions and National Security Laws

- Emergency Provisions
- Preventive Detention and National Security Laws
- Discussions on UAPA
- Consequences of National Security Laws

Learning Experience:

The students will be able to -A. Comprehend the basic structure of the Indian Constitution. B. Critically understand the three primary organs of the Indian government. C. Critically examine of quasi-federal features of the Indian state enshrined in our constitution. D. Understand the various national security laws and their constitutional validities.

Textbooks

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in

R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford:

Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship

The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3:pp.87-148]

S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2. A. Roy (2016), 'Ambivalence of Citizenship in Assam' in *Economic and Political Weekly*, Vol.LI, .26 and 27, pp.45-51.

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women?

Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M. Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpalet.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197

M.P. Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 61-79.

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. IV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

U.K. Singh (2015), 'Anti-terror laws and Human Rights' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. pp.181-197.

G Haragopal, B Jagannatham (2009), 'Terrorism and Human Rights: Indian Experience with Repressive Laws', in *Economic and Political Weekly*, Vol. 44(28), pp. 76-85.

SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Suggested Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights –II, pp.84-115].

II. Organs of Government

a. The Legislature

V. Hewitt and S. Rai (2010), ‘Parliament’, in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary

U. Baxi (2010), ‘The Judiciary as a Resource for Indian Democracy’, *Seminar*, Issue 615, pp. 61-67.

L. Rudolph and S. Rudolph (2008), ‘Judicial Review Versus Parliamentary Sovereignty’, in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp.183-210.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi. D.P.Jinks, (2001) ‘The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India’, *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER I					
Course Code- HUPL103	Introduction to Political Theory – I	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

This course introduces basic concepts and theories of political science to students. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This includes an understanding of the evolution of the modern state system and sovereignty and the key elements of prominent political schools of thought. This course aims to introduce certain vital aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concept.

Course Objective

- 1.To make the learners understand the nature and relevance of political theory.
2. To enable them to assess the conventional as well as contemporary approaches to comprehend politics.
3. To enable the learners critically examine different ideas of political community.
4. To enable the learners to comprehend the significance and application of theory into practice.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Critically understand the nature and various traditions and approaches of political theory.

CO2: Understand the significance of theorising and of applying theory into practice.

CO3: Understand multiple frames by which the idea of political community is debated

CO4: Have a critical comprehension of important debates in Political Theory.

Course Content

UNIT I: Introducing Political Theory

- What is Politics? (Theorising the ‘Political’)
- What is Political Theory and its relevance?
- Why do we need Political Theory?
- Approaches to Political Theory: Normative, Historical and Empirical
- The Idea of Political Community: Political Obligation

UNIT II: Major Concepts in Political Theory

- Liberty
 - Evolution of the concept
 - Negative and positive liberties
 - Concept of liberty in India
- Justice
 - Procedural and distributive justice
 - John Rawls: Justice as fairness
 - Communitarian critique
 - Feminist critique
- Equality
 - Evolution of the concept
 - Why and what equalize?
 - Politics of equality

Unit III: Traditions in Political Theory

- Liberal
- Marxist
- Anarchist

Unit IV: Critical Perspectives

- Feminist
- Post Modernism

Learning Experience

This course will make the learners understand the nature and relevance of political theory. It will enable them to assess the conventional as well as contemporary approaches to comprehend politics. Moreover, it will enable the learners critically examine different ideas of political community; And lastly, it will enable the learners to comprehend the significance and application of theory into practice.

Textbooks

Unit 1

McKinnon, C. (2008) 'Introduction'. Issues in Political Theory. New York: Oxford University Press.

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

The Idea of Political Community: Political Obligation

Shorten, A. (2016). 'Political Community', in Contemporary Political Theory, Palgrave, pp. 18- 45.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 241-264.

Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-146.

Hyums, K. (2008) 'Political Authority and Obligation', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 9-26.

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 41-51.

Knowles, D. (2001). 'Political Obligation', in Political Philosophy. London: Routledge, pp. 239-

298.

Unit 2

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 58-75.

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas (eds), Handbook of Political Theory. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

Unit 3

Heywood, A. (1992) Political Ideologies. Basingstoke: Macmillan
Turner, R. (1993) 'Anarchism: What is it?' Politics Review 3 (1): 28-32.

Unit 4

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 265-288.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F. (eds), Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Additional Resources:

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), Theory and Concepts of Politics. New York: Manchester University Press, pp. 1-14. Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press.

Jaggar, A. (1983) Feminist Politics and Human Nature. Forbes Boulevard: Rowman and Littlefield.

Vattimo, Gianni, 1988 [1985], The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.

Klosko, G. (2005) *Political Obligations*. Oxford: Oxford University Press.

Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*, Cambridge: Polity Press.

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J.

(eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.)

Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of

Michigan Journal of Law Reform. 18 (4), pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Critically understand the nature and various traditions and approaches of political theory.	P01, P04, P05, P07
CO2	Understand the significance of theorizing and of applying theory into practice.	P01, P04, P05, P07
CO3	Understand multiple frames by which the idea of political community is debated	P01, P04, P05, P06
CO4	The students will have a critical comprehension of important debates in Political Theory.	P01, P04, P05, P07

HUPL 103	Course Code	
	Course Title	Introduction to Political Theory
	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
	PO5	Development of overall personality of students as critical thinkers and researcher scholars
	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
	PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
	PO9	Extensive understanding of International Relations and Global Politics.
	PO 10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.
PO 11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.	

HUPL 103	IPT	3	2	2	3	3	3	3	0	0	0	2
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1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Introducing Political Theory
Local	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Regional	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
National	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Global	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Employability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Entrepreneurship	NA
Skill Development	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Professional Ethics	1.What is Politics?
Gender	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Human Values	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical

Environment & Sustainability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Unit II	Major Concepts in Political Theory
Local	NA
Regional	NA
National	Concept of liberty in India
Global	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c. 2. Justice- a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Employability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Entrepreneurship	NA
Skill Development	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Professional Ethics	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Gender	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Human Values	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Environment & Sustainability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Unit III	Traditions in Political Theory
Local	NA

Regional	NA
National	NA
Global	a.Liberal b.Marxist c.Anarchist
Employability	a.Liberal b.Marxist c.Anarchist
Entrepreneurship	NA
Skill Development	a.Liberal b.Marxist c.Anarchist
Professional Ethics	NA
Gender	a.Liberal b.Marxist c.Anarchist
Human Values	a.Liberal b.Marxist c.Anarchist
Environment & Sustainability	a.Liberal b.Marxist c.Anarchist
Unit IV	Critical Perspectives
Local	NA
Regional	NA
National	NA
Global	a.Feminist b.Post Modernism
Employability	a.Feminist b.Post Modernism
Entrepreneurship	NA
Skill Development	a.Feminist b.Post Modernism
Professional Ethics	a.Feminist b.Post Modernism
Gender	a.Feminist b.Post Modernism
Human Values	a.Feminist b.Post Modernism
Environment & Sustainability	a.Feminist b.Post Modernism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER I

Course Code- HUPL105	International Relations - Overview, Concepts, and Challenges	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

This course provides students with a foundational understanding of international relations by introducing key theoretical frameworks and historical developments. Beginning with the evolution of the international state system, it explores the agent-structure dilemma using a levels-of-analysis approach. Students will engage with major international relations theories and examine significant political events of the 20th century, learning to critically analyse world history from diverse perspectives. The course equips students with the skills necessary to appreciate pivotal moments in global politics and their broader implications.

Therefore,

- The following paper aims to give students the fundamental knowledge needed to comprehend international relations. Some of the most significant theoretical frameworks for the study of international relations are introduced to students in this course.
- Before exploring the agent-structure dilemma using the levels-of-analysis method, the course begins by historically situating the development of the international state system. After the bounds of the discussion have been established, students are introduced to several international relations theories.
- It offers a reasonably thorough review of the significant political movements and occasions beginning in the 20th century. The major turning points in world history should be taught to students, along with the skills necessary to appreciate and examine them from many angles.

Course Content

Unit 1: Origin and Growth of International Relations, Meaning and Scope

- Understanding IR: Levels of Analysis
- Emergence of the International State System and Westphalia

Unit 2: Major Theories of International Relations

- Liberal Theory and its Variants
- Realist Theory and its Variants
- Marxist Theory
- Feminist Theory
- Perspectives from the Global South

Unit 3: An Overview of Twentieth Century IR History

- World War I and II: Causes and Consequences
- Cold War: Origins and Outline
- Non-Proliferation Regime

Unit 4

- Decolonisation and Emergence of the Third World
- Post-Cold War Era and Globalization
- Aftermath of COVID 19 and Prospects in International Politics

Learning Experience

- The students will have a thorough grasp of both traditional and contemporary methods used in international relations.
- Students' critical thinking will be expanded by major theoretical perspectives, which will also help them comprehend the importance and challenge of studying international relations.
- The article will go past Euro-centrism in international affairs and take perspectives from the global South into consideration.
- It will improve one's analytical skills and enable the continued study of significant theoretical and practical turning points in international relations.

Textbooks

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.
- Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.
- H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

- T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.
- K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.
- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.
- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.
- R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.
- I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.
- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
- A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Course Code-AEC001	Course Title	L	T	P	S	Credit
	New Age Life Skills – I	3	0	0	0	3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE PERSPECTIVE:

- To enable learners organize and summarize information clearly and logically
- To develop and build upon their abilities in listening reading and speaking skills.
- To Organize and express ideas in writing in a coherent and pertinent manner in formal setting.
- To Implement the acquired knowledge to imbibe qualities of a Leader
- To recognize the interrelationship between theory and practice apply such knowledge for development.
- To enhance verbal and written communication skills, including clarity, articulation, active listening, and effective presentation skills.

COURSE OUTCOME (COs)

Upon completion of the course the learner will be able to:

- CO1 Develop self confidence in their communication abilities and enabling them to express themselves assertively.
- CO 2 Enhance the ability for advanced critical thinking and the ability to formulate logical arguments.
- CO 3 Describe different value systems and moral dimensions while taking decisions.
- CO 4 Include attributes and personality traits that help learner to interact with others and succeed.
- CO 5 Cultivate self-confidence, problem solving and critical thinking abilities

CATALOUGE DESCRIPTION:

New Age Life Skills' course is designed for learner to enhance and develop interpersonal skills that characterize a person's relationships with other professionals. This program will teach skills which will prepare them for a successful career in their industry. The main topics will include verbal communicational skills, non- verbal communication skills, Active listening skills, written communication skills and presentation skills. They will also develop active listening skills, enabling them to understand others and respond appropriately. Learners will demonstrate proficiency in interpersonal communication, fostering positive relationships and resolving conflicts. Additionally, they will exhibit cross-cultural competence, adapting their communication styles to diverse audiences.

COURSE TOPICS:

Unit Number: 1 Title: **Effective Communication Skills**

Content Summary: Verbal Communication Skills: speaking clearly, using appropriate language and tone, and expressing ideas effectively, Non-Verbal Communication Skills: Body Language Facial Expressions, Posture, Eye Contact, and Gestures, Active Listening Skills: Understanding and Reporting to Other's Messages, Interpersonal Skills: Building Rapport, Empathy, and Resolving Conflicts

Unit Number: 2 Title: **Personality development**

Content Summary: - Etiquettes and Manners, Attitude, Self Esteem & Self Reliance, Public Speaking, Work Habits, Presentation Skills/Techniques

Unit Number: 3 Title: **Mindset and Resilience**

Content Summary: Knowing and experiencing self, Developing a growth mindset, Strategies for overcoming obstacles and setbacks, Cultivating Resilience and Adaptability

Unit Number: 4 Title: **Enhancing Spoken Skills**

Content Summary: Vocabulary & Pronunciation improvement, Verbal Ability Qs & Ans, Delivery of speech, Motivation, Assertiveness, Confidence building, Story narration, Book review

Text Book and References

Bayer, Mike (2019), Best Self

Gladwell Malcom, (2021), Talking to strangers

Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Continuous Evaluation (Quiz/Presentation/Assignment)	Class Participation	Mid Term	End Term
Weightage (%)	20	10	20	50

Program Mapping – PO to CO's

New Age Life skills – I

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10	PEO 11	PEO 12	PEO 13
CO 1		3																								3					
CO 2							2								2								2								
CO 3																															
CO 4																															
CO 5														3																	

1=lightly mapped 2= moderately mapped 3=strongly mapped

Syllabus of Skill Enhancement Course (SEC)

Course Code	Course Title	L	T	P	S	Credit
SEC001	Microsoft Excel-Refresher to Advanced	0	0	2		2
Pre-requisites/Exposure						

COURSE OBJECTIVES

1. To learn how to create spread sheet in excel.
2. To learn how to use formulas.
3. To learn how to design graphs using tables.
4. To implement conditional formatting in cells.
5. To learn how to use lookup and references.

COURSE OUTCOMES (COs)

CO1	Demonstrating the basic mechanics and navigation of an Excel spreadsheet
CO2	Learning the use and utility of functions and formulas on excel spreadsheet
CO3	Learning formulas, creating charts and graphs that can easily explain or simplify complex information or data.
CO4	Analysing data using Pivot Tables and Pivot Charts.
CO5	Manipulate data using data names and ranges, filters and sort, and validation lists

Syllabus

Brief Syllabus: This course aims to deliver basic and advanced concepts of MS Excel and its implementation. The students will become familiar with the concepts of functions, graphs, formatting tools and formulas.		
UNIT WISE DETAILS		
Unit Number: 1	Title: Basic of MS Excel	
Content Summary: Introduction to MS Excel, Sheet, Cell, worksheet, menu bar, title bar, tabs.		
Unit Number: 2	Title: Formatting in MS Excel	
Content Summary: Alignment, conditional formatting, table, lookup.		
Unit Number: 3	Title: Functions & Formulas	
Content Summary: Function: Sum, Count, Average, Max, Min, Upper, Lower, Power, logical functions, if-else function.		
Unit Number: 4	Title: Graphs	
Content Summary: Graph: 2D, 3D, Pivot Table.		

Text Books

1. Microsoft Office – Complete Reference – BPB Publication
2. Learn Microsoft Office – Russell A. Stultz – BPB Publication
4. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.

Reference Books/Materials

1. Courter, G Marquis (1999). Microsoft Office 2000: Professional Edition. BPB.
2. Nelson, S L and Kelly, J (2002). Office XP: The Complete Reference. Tata McGrawHill.

Extra Curricular Activities - I

Students must earn 2 credits for Club/Society activities and Community Service (1 credit each) through participation in co-curricular/ extracurricular activities that contribute to their personal development, leadership skills, and community engagement.

Under the category of **Club/Society**, 1 credit can be earned by

- registration in one of the 13 Club/Societies of university and active participation in the events organized by the club/society **OR**
- 15 hours of active engagement in any of the recreational/sports activities

Under the category of **Community Service**, 1 credit can be earned by

- 15 hours active engagement in community service through NGO/NSS/Redcross or any other society approved/ empaneled by the university

At the end of the semester, students are required to submit a log of hours or a report summarising their activities followed by a presentation.

2nd Semester

SEMESTER II					
Course Code- HUPL102	Course Title- Introduction to Political Thought [II]	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This course aims to provide students with a foundational understanding of political theory and its significance in contemporary society. It explores essential political concepts such as the state, democracy, power, and rights, while also familiarising students with normative ideas that shape social practices. By examining how these concepts influence and organise our collective social life, the course encourages critical thinking and a deeper comprehension of the role political theory plays in structuring human interactions and governance.

Course Perspective:

1. To understand the nature and relevance of political theory and political concepts.
2. To understand the myriad concepts such as state, democracy, power and rights.
3. To familiarise students with the normative concepts in political theory and encourage them to understand how they manifest in social practices.
4. To understand the concepts of political theory helps in organising our social living.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Critically understand the nature and various traditions and concepts of political theory.

CO2: Understand the different concepts such as state, democracy, power and

rights.

CO3: Understand multiple frames by which the idea of political community is contested.

CO4: The students will critically understand important political theory debates.

Course Content

Unit 1

Freedom (3 weeks)

a) Liberty: Negative and Positive

b) Freedom, Emancipation, *Swaraj*

Debate: Free speech, expression and dissent

Unit 2

Equality (2 weeks)

a) Equality of opportunity and Equality of Outcome

b) Egalitarianism: Background inequalities and differential treatment

Debate: Affirmative action

Unit 3

Justice (2 weeks)

a) Justice: Procedural and Substantive

b) Rawls and his critics

Debate: Scope of Justice – National vs Global

Unit 4

Rights (2 weeks)

a) Rights: Natural, Moral and Legal

b) Rights and Obligations

Debate: Human Rights - Universalism or Cultural Relativism

Unit 5

Democracy (3 weeks)

a) Democracy: Idea and Practice

b) Liberal Democracy and its critics

c) Multiculturalism and Toleration

Debate: Representation vs Participation

Learning Experience

This course will familiarise students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organising our social living. Political concepts and theories are an essential part of political science that explores what a world should look like by incorporating various political theories and concepts. It is mainly concerned with the foundations of political institutions, human nature and the moral and ethical purpose of the political communities in light of human behavior. This paper gives a strong theoretical base to the study of political science.

Textbooks

I. Freedom

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 103-125.

Knowles, D. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, I. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Smits, K. (2009). 'Should Offensive Speech be Regulated?', In *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, PP. 152-170.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Equality

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, P. and William, A. (2008) 'Equality', in McKinnon, C. (ed), *Issues in Political Theory*.

New York: Oxford University Press, pp. 149-165.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Smits, K. (2009). 'Is Affirmative Action Fair?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, pp. 65-85.

III. Justice

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brock, G. (2008) 'Global Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 289-312.

IV. Rights

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, C. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Campbell, T. (2008) 'Human Rights', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 194-217.

V. Democracy

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 105-117.

Christiano, T. (2008) 'Democracy', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 80-102.

Mookherjee, M. (2008) 'Multiculturalism', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 218-240.

Seglow, J. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Galeotti, A. E. (2008) 'Toleration', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 126-148.

Suggested Changes

Mill, J. S. (1991) *On Liberty and Other Essays*. Ed. Jon Gray. Oxford: Oxford University Press.

Berlin, I. (1969) 'Two Concepts of Liberty', in *Four Essays on Liberty*. England: Oxford University Press, pp. 118-172.

Rawls, J. (1971) *A Theory of Justice*. Harvard: Harvard University Press.

Dworkin, R. (1981) 'What is equality? Part I: Equality of Welfare', *Philosophy and Public Affairs* 10 (3), pp. 185-246.

Dworkin, R. (1981) 'What is equality? Part II: Equality of Resources', *Philosophy and Public Affairs* 10 (3), pp. 185-243.

Dworkin, R. (1977) *Taking Rights Seriously*. London: Duckworth.

Dryzek, J. (2000) *Deliberative Democracy and Beyond*. Oxford: Oxford University Press.

Miller, D. (2006) *The Liberty Reader*. Edinburgh: University of Edinburgh Press.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press. Mendus, S. (ed.) (1999) *The Politics of Toleration*. Edinburgh: University of Edinburgh Press.

Course Code- HUPL104	Political Process and Governance in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course aims to provide a comprehensive understanding of the Indian political party system, tracing its nature and evolving trends. It encourages critical analysis of India's electoral processes, highlighting key reforms and challenges. The course also delves into the influence of caste and religion on Indian politics, fostering a nuanced examination of their roles. Additionally, it offers an in-depth evaluation of regional politics and the dynamics of regionalism in India, enabling students to critically engage with the complexities of the nation's political landscape.

Course Perspective

The students will be able:

- To understand the nature and trend of the Indian political party system.
- To have a critical analysis of electoral processes and reforms in India.
- To have a critical examine the role of caste and religion in Indian politics.
- To have a critical evaluation of various regional politics and regionalism in India.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The students will have an understanding of the nature and trend of the

Indian political party system.

CO2: The students will have a critical understanding of electoral processes and reforms in India.

CO3: The students will have a critical examination of the role of caste and religion in Indian politics.

CO4: The students will have a critical evaluation of various regional politics and regionalism in India.

Course Content

Unit I: Political Parties in India

- ▢ Political Parties: Meaning, Nature, Functions, and Types of Political Party System
- ▢ Origin and Development of the Indian Party System
- ▢ Nature and Trends of the Indian Party System
- ▢ Coalition Politics and Importance of Regional Parties in Federalism

Unit II: Electoral Process in India

- ▢ Representation: Meaning, Nature, Models of Representation
- ▢ Election Commission: Various roles of Election Commission
- ▢ Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money

Unit III: Role of Caste and Religion in Indian Politics

- ▢ Caste and Indian Constitutional Provisions in Political Representation
- ▢ Caste and Politics and Politicization of Caste
- ▢ Case Studies of Political Mobilization Based on Caste Identities
- ▢ Secularism and Communalism in India
- ▢ Religion and Voting Behaviour in Indian Electoral Process

Unit IV: Regionalism and Regional Aspirations

- ▢ Regionalism: Meaning, Connotations, and Causes of Regionalism in India

- Positive and Negative Regionalism
- Some of the Ongoing Regional Movements: Case Study of BodoHomeland Movement and Gorkhaland Movement

Learning Experience

This course acquaints students with the political process in India. The student is given a detailed understanding of the origin, development, nature and changing trends of the political system in India. In the Indian multi- party system, from the dominance of one-party government to a coalition government, the Indian party system has its pros and cons. The students are then introduced to the electoral process in India. They are given a critical analysis of electoral frauds and electoral reforms in India. Caste and religion have become an integral part of Indian politics. The people's voting behaviour based on caste and religion has been an interesting part of Indian politics; communal and caste identities are fanned during elections in certain parts of India. The students were made to critically analyse whether the existence of caste and religion within politics helps or hinders democratic growth in India. Finally, the Indian political process is beingtransformed by regional aspirations, regionalism and regional parties. Despite all these challenges, Indian democracy is considered one of the vibrant democracies in the world.

Textbooks:

Niraja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.

Rajni Kothari, Politics in India Orient Longman, Hyderabad, 1970.

Subrata K. Mitra, Politics in India: Structure Process and Policy, Routledge, New York, 2017

Partha Chatterjee (ed.), State and Politics in India, Oxford University Press, New Delhi, 2002.

Atul Kohli & Prerna Singh (eds.) Routledge Handbook of Indian Politics,

Routledge, New York, 2016.

Bidyut Chakrabarty Indian Politics and Society since Independence Events, processes and ideology, Routledge, New York, 2008

Achin Vanaik and R. Bhargava (eds.), Understanding Contemporary India: Critical Perspectives, Orient Blackswan, New Delhi, 2010

C. Jaffrelot, (2005) 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41-45.

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)

Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3- 25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India after Independence. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER II					
Course Code- HUPL106	Course Title- Understanding Peace and Conflict Resolution	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course aims to introduce students to the origins, concepts, theories, perspectives and dynamics of the major guiding visions that have evolved as integral part of Peace and Conflict Resolution studies discourse. This will also provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations.

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover –

1. In-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organised violence.
2. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.
3. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations.
4. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories.
5. The course is designed to familiarise students with the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.
6. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the

environment, gender, migration, and ethnicity.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understand the concept conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organised violence.

CO2: Critically examine the complicity of the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.

CO3: Understand the overview of the Peace and Conflict Studies discipline, including key concepts and related theories. Moreover, the course will help a student understand the current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

CO4: Understand the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.

Learning Experience:

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

Course Content

Unit 1

- International Peace and Conflict Resolution
- Sources of War
- International and Domestic Issues and Trends

Unit 2

- What is Conflict?
- Introduction to International Conflict Resolution

Unit 3

- International Conflict Resolution Theory
- Models developed by - Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 4

- Conflict Resolution:
- Background of Various Peace Movements and Concepts
- Principles used to resolve conflict

Unit 5

- Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit 6

- Conflict Transformation: Is Peace Possible?
- Resolve problems through conflict analyses and instrumentation of peace concepts

Textbooks

Charles Webel & Jorgen Johansen (ed). 2012. *Peace and Conflict Studies: A Reader*. Routledge. New York.

Johan Galtung et al. 2000. *Searching for Peace: The Road to Transcend*. Pluto Press in Association with Transcend. p. xiii.

Johan Galtung. 1990. "Violence and Peace" in Paul Smoker, Ruth Davies & Barbara Munske (eds.) *A Reader in Peace Studies*. Pergamon Press: Oxford. 9-14.

Terry Terriff et al, 1999. 'Peace Studies', *Security Studies Today*, Polity press.

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150.

Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary Conflict Resolution* (Fourth ed.). (Chapter One, pp. 3-37). Cambridge: Polity Press.

Jeong, H.-W. (2000). *Peace and conflict studies*. Burlington: Ashgate.

Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman & Littlefield, Maryland, 1999, pp. 1-74.

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29.

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24.

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996, pp. 3-25.

Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205.

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74.

Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606.

Galtung, Johan, "The Basic Need Approach", in *Human Needs: A Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126.

Saunders, Harold H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York, 1999, pp. 1-80.

Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973, pp. 1-123.

Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114.

Quackenbush Stephen L., *International Conflict: Logic and Evidence*, Sage: CQ press, Washington, 2015.

Louis Kriesberg and Bruce W. Dayton, *Constructive Conflicts: from Escalation to Resolution* (5th edition), Rowman & Littlefield Publishers; Fifth edition, 2016.

Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Webel & J. Galtung (Eds.), *Handbook of peace and conflict studies* (pp. 35-50). New York: Routledge.

Horowitz, S. (2007). Mediation. In C. Webel and J. Galtung (Eds.). *Handbook of peace and conflict studies* (51-63). New York: Routledge.

Assefa, H. (1999). The Meaning of reconciliation. In *People building peace: 35 inspiring stories from around the world* (pp. 37-45), Utrecht: European Centre for Conflict Prevention.

Boulding, E. (2000). Peace movements and their organizational forms: The seedbed of peace cultures. In *Cultures of peace: The hidden side of history* (pp. 56-84), New York: Syracuse University Press.

Cortright, D. (2008). Banning the bomb. In *Peace: A history of movements and ideas*. Cambridge: Cambridge University Press, 126-154.

Young, N. (1987). Peace movements in history. In Barash, D.P. (ed.) (2000), *Approaches to peace: A reader in peace studies* (pp. 228-237), New York: Oxford University Press.

Weber, T. (2001). Gandhian philosophy, conflict resolution theory and practical approaches to negotiation. *Journal of Peace Research*, 38 (4), 493-513.

Braithwaite, A., Salehyan, I., & Savun, B. (2019). Refugees, forced migration, and conflict: Introduction to the special issue. *Journal of Peace Research*, 56(1), 5–11.
<https://doi.org/10.1177/0022343318814128>

Hoffmann, J. (2013). Conceptualizing ‘communication for peace’. *UPEACE Open Knowledge Network Occasional Working Papers*, 1(January), University for Peace, San Jose, Costa Rica.

Mansfield, E., & Pevehouse, J. (2000). Trade blocs, trade flows, and international conflict. *International Organization*, 54(4), 775-808.

Williams, A. (2015). Changing normative environment for conflict management. In Crocker et. al. (Eds.) *Managing Conflict in a World Adrift*. Washington, US: United States Institute of Peace Press.

Upadhyaya, P. & Kolås, A. (2018). Perspectives from peace research. In P. Upadhyaya (ed.) *Long walk of peace: Towards a culture of prevention* (pp. 26-69). Paris: UNESCO.

Suggested Readings

Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 167-

191.

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. "Theories of Peace: A Synthetic Approach to Peace Thinking". International Peace Research Institute, Oslo.

Rummel, R.J. 1981. *Understanding Conflict and War*, Vol:5. Beverly Hills, CA: Sage Publications.

Deutsch, M. (1983). Conflict Resolution: Theory and practice. *Political Psychology*, 4(3), 431-453.

Gandhi, M.K. (1916) (1964), "On Ahimsa: Reply to Lala Lajpat Rai (October 1916)", in *The Collected Works of Mahatma Gandhi*, Vol.-XIII, Delhi: The Publications Division, Ministry of Information and Broadcasting, Government of India.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Course Code- AEC002	Course Title	L	T	P	S	Credit
	New Age Life skills - II	3	0	0	0	3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE PERSPECTIVE:

- To cultivate and foster leadership skills and break barriers of communication.
- To enhance verbal ability competence and adaptability in learner.
- To enhance networking and relationship building skills in learner.
- To build need for self-awareness and personal development in learner.
- To inculcate different ways of preparing organizing and presenting their ideas

Course Outcomes (COs)

On completion of the course learner should be able to: -

- CO 1: Apply their communication skills in different professional and personal contexts, such as interviews, networking events, customer interactions, and interpersonal relationships.
- CO 2: Express ideas and information clearly and concisely through spoken language. They will develop the ability to articulate their thoughts, use appropriate vocabulary, and convey their message with clarity.
- CO 3: Develop skills related to career planning, job search strategies, and personal branding
- CO 4: Develop leadership skills and to motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Catalogue Description:

The learners may be required to give presentation, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learner of such a course can expect to possess strong verbal and written communication skills, allowing them to express their thoughts and ideas clearly and concisely. The program fosters effective presentation skills, empowering graduates to deliver engaging and informative presentations. Learners will also acquire collaborative communication skills, facilitating teamwork and achieving shared goals.

Course Topics:

UNIT WISE DETAILS

Unit 1: **Presentation and Public Speaking**

Structuring and organizing a presentation, Developing effective visual aids, Managing stage fright and anxiety, Engaging the audience and delivering impactful speeches

Unit 2: **Assertiveness and Confidence Building**

Developing self-confidence and self-esteem, Assertiveness techniques: expressing opinions, setting boundaries, and saying “no” effectively, Handling criticism and feedback.

Unit 3: **Teamwork and Collaboration**

Effective collaboration and cooperation, Conflict resolution within a team, Building trust and fostering a positive team culture

Unit 4: **Well-being and Mindfulness**

Promoting physical and mental well-being, Stress management techniques, Introduction to mindfulness and meditation practices

Teaching Methodology

The course will utilise a combination of lectures, Multimedia presentation, interactive discussions, guest, lectures, group activities, feedback and reflection on the topics, experiential learning.

Text Book and References

Bayer, Mike (2019), Best Self

Gladwell Malcom, (2021), Talking to strangers

Scot Susan (2004), *Fierce conversations*

Mode of Evaluation:

Components	Continuous Evaluation (Quiz/Presentation/Assignment)	Class Participation	Mid Term	End Term
Weightage (%)	20	10	20	50

Programme Mapping – PO to CO's

New Age Life skills – II

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10	PEO 11	PEO 12	PEO 13
CO 1		3																								3					
CO 2													3																		
CO 3							2																								
CO 4																															

1=lightly mapped 2= moderately mapped 3=strongly mapped

Extra Curricular Activities - II

Students must earn 2 credits for Club/Society activities and Community Service (1 credit each) through participation in co-curricular/ extracurricular activities that contribute to their personal development, leadership skills, and community engagement.

Under the category of **Club/Society**, 1 credit can be earned by

- registration in one of the 13 Club/Societies of university and active participation in the events organized by the club/society **OR**
- 15 hours of active engagement in any of the recreational/sports activities

Under the category of **Community Service**, 1 credit can be earned by

- 15 hours active engagement in community service through NGO/NSS/Redcross or any other society approved/ empaneled by the university

At the end of the semester, students are required to submit a log of hours or a report summarising their activities followed by a presentation.

3rd Semester

SEMESTER III					
Course Code- HUPL201	Course Title- Nationalism in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is designed to provide students with a comprehensive understanding of nationalism, both in theory and practice. It offers a critical examination of the growth and development of Indian nationalism, encouraging students to analyse various nationalist discourses. Through an exploration of the contested meanings of Indian national identity, the course aims to foster an analytical mindset, allowing students to engage thoughtfully with the complexities of nationalism in the Indian context.

Therefore, this course aims-

1. To make students have a theoretical understanding of nationalism.
2. To make students have a critical understanding of the growth and development of Indian nationalism
3. To make students have a critical examination of various nationalist discourses
4. To make students have an analytical understanding of various contested meanings of Indian National Identity

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The students will have a theoretical and analytical understanding the nationalism in general

CO2: The students will have a critical understanding of the growth and development of Indian nationalism in the 19th and 20th century

CO3: The students will have a critical understanding of various nationalist discourses from three different perspectives.

CO4: The students will have a critical analysis of various contested meanings of Indian National Identity

Course Content

UNIT I: Nation-State and Nationalism

- Historical Background: Rise of Nation-State and Nationalism
- Theories of Nationalism
 - Benedict Anderson's Imagined Community and Modular Nationalism
 - Partha Chatterjee's "Inner" and "Outer" Domains
 - Ernest Gellner and 'High Cultures'
 - Michael Billig's "Banal Nationalism"

UNIT II: Colonialism and Rise of Nationalism in India in the 19th Century

- Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary
- Indian Reformist Movements: Causes, Consequences, and features
- Nationalist Movement and National Identity
- Constitutional developments and the colonial state
- Colonial ideology of civilizing mission: Utilitarians and Missionaries
- Impact on agriculture, land relations, industry and ecology

UNIT III:

i. Discourses on Nationalism

- Nationalist
- Imperialist
- Marxist and Subaltern

ii. Reform and Resistance

- The 1857 rebellion
- Major social and religious movements
- Education and the rise of the new middle class

UNIT IV: i. Nationalist Politics and Expansion of its Social Base

- Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
- Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
- Socialist alternatives: Congress socialists, Communists
- Communalism in Indian Politics
- The two-nation theory, negotiations over partition

ii. Contested Meanings of Indian Nationalism in Contemporary India: Social Movements

- The Women's Question: participation in the national movement and its impact
- The Caste Question: anti-Brahmanical Politics
- Peasant, Tribals, and Workers movements
- Linguistic nationalism

Learning Experience

This course is designed for students to help them critically examine and analyse Indian Nationalism. It would help the students not only understand the origin and growth of nationalism in Europe and its spread to other parts of the world. Further, it highlights the problems of the application of understanding European nationalism to Indian nationalism. Indian nationalism was in response to European colonialism. There are various strands of Indian response to colonialism starting from reformist, revivalist, revolutionary, and subaltern responses. This course ends with contested meanings of Indian nationalism in contemporary times.

Textbooks

1. Colonialism and Nationalism:

Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22. Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin, pp.13-30. Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press. Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) *Science, Technology, Imperialism and War*. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.

Guha, Ranajit. (1982). *Subaltern Studies, I*. Oxford University Press. Delhi. pp.1-8.

Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp.28-65.

Young, R. (2003) *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.

Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.

Chandra, B. (1999) *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 58-78. Metcalf and Metcalf. (2002) *A Concise History of India*. Cambridge: Cambridge University Press, pp. 55-80.

Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences*. Vol X. New Delhi: Oxford University Press.

Guha, R. and Gadgil, M. (1989) 'State Forestry and Social Conflict in British India', in Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies*. May: 123, pp. 141-177.

Mann, M. (2004) 'Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India', in Mann, M. and Fischer-Tine, H. (eds.) *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.

4. Reform and Resistance:

Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.

Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences*. Vol X. New Delhi: Oxford University Press.

Bandopadhyay, S. (2008) *Eighteen-Fifty-Seven and Its Many Histories*, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

5. Nationalist Politics and Expansion of its Social Base

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.

Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

6. Social Movements:

Bandopadhyaya, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.

Suggested Readings

Desai, A.R. (1987 reprint) Social Background of Indian Nationalism, Bombay, Popular.

Chandra, B. (1988) India's Struggle for Independence, New Delhi. Penguin.

Chatterjee, P. (2010) 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black.

Metcalf, T. (1995) Ideologies of the Raj. Cambridge: Cambridge University Press, pp. 132- 148. Islam, S. (2004) 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, pp. 71-103.

Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareepksha', in Bharat Mein Algaovaad aur Dharm. New Delhi: Vani Prakashan, pp. 33-51.

Pradhan, Ram Chandra. (2008) Raj to Swaraj. New Delhi: Macmillan.

Sangari, Kumkun and Vaid, S. (1989) Recasting Woman: Essays in Colonial History. New Delhi: Oxford University Press.

Singh, Abhay Prasad, Bharat mein Upaniveshvaad, Orient Blackswan, 2014. Singh, Abhay Prasad, Bharat mein Rashtravaad, Orient Blackswan, 2014.

Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	The students will have a theoretical and analytical understanding the nationalism in general.	PO1, PO4, PO5, PO6, PO7
CO2	The students will have a critical understanding of the growth and development of Indian nationalism in the 19 th and 20 th centuries.	PO1, PO6, PO4, PO7
CO3	The students will have a critical understanding of various nationalist discourses from three different perspectives.	PO6, PO7, PO1,
CO4	The students will have a critical analysis of various contested meanings of Indian National Identity.	PO1, PO2, PO3, PO4, PO7, PO11

HUP 201		Nationalism in India										
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11
HUP L201	NII	3	2	2	3	1	3	3	0	0	0	1
		Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.	Development of overall personality of students as critical thinkers and researcher scholars	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.	Equipping student how to transit from the level of policy to the practice of politics and vice versa.	Extensive understanding of International Relations and Global Politics.	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Nation-State and Nationalism
Local	a. Historical Background: Rise of Nation-State and Nationalism b. Theories of Nationalism
Regional	a. Historical Background: Rise of Nation-State and Nationalism b. Theories of Nationalism
National	a. Historical Background: Rise of Nation-State and Nationalism a. Theories of Nationalism
Global	a. Theories of Nationalism b. Benedict Anderson's Imagined Community and Modular Nationalism c. Ernest Gellner and 'High Cultures' d. Michael Billig's "Banal Nationalism"
Employability	1. Historical Background: Rise of Nation-State and Nationalism, 2. Theories of Nationalism a. Benedict Anderson's Imagined Community and Modular Nationalism, b. Partha Chatterjee's "Inner" and "Outer" Domains, c. Ernest Gellner and 'High Cultures', d. Michael Billig's "Banal Nationalism"
Entrepreneurship	NA
Skill Development	1. Historical Background: Rise of Nation-State and Nationalism, 2. Theories of Nationalism a. Benedict Anderson's Imagined Community and Modular Nationalism, b. Partha Chatterjee's "Inner" and "Outer" Domains, c. Ernest Gellner and 'High Cultures', d. Michael Billig's "Banal Nationalism"
Professional Ethics	1. Historical Background: Rise of Nation-State and Nationalism, 2. Theories of Nationalism i. Benedict Anderson's Imagined Community and Modular Nationalism, b. Partha Chatterjee's "Inner" and "Outer" Domains, c. Ernest Gellner and 'High Cultures', d. Michael Billig's "Banal Nationalism"

Gender	1. Historical Background: Rise of Nation-State and Nationalism, 2. Theories of Nationalism i. Benedict Anderson's Imagined Community and Modular Nationalism, b. Partha Chatterjee's "Inner" and "Outer" Domains, c. Ernest Gellner and 'High Cultures', d. Michael Billig's "Banal Nationalism"
Human Values	1. Historical Background: Rise of Nation-State and Nationalism, 2. Theories of Nationalism i. Benedict Anderson's Imagined Community and Modular Nationalism, b. Partha Chatterjee's "Inner" and "Outer" Domains, c. Ernest Gellner and 'High Cultures', d. Michael Billig's "Banal Nationalism"
Environment & Sustainability	NA
Unit II	Colonialism and Rise of Nationalism in India in the 19th century
Local	a. Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b. Indian Reformist Movements: Causes, Consequences, and features, c. Nationalist Movement and National Identity
Regional	a. Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b. Indian Reformist Movements: Causes, Consequences, and features, c. Nationalist Movement and National Identity
National	a. Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b. Indian Reformist Movements: Causes, Consequences, and features, c. Nationalist Movement and National Identity
Global	NA
Employability	a. Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b. Indian Reformist Movements: Causes, Consequences, and features, c. Nationalist Movement and National Identity
Entrepreneurship	NA

Skill Development	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Professional Ethics	a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity
Gender	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Human Values	a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity
Environment & Sustainability	NA
Unit III	Discourses on Nationalism
Local	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Regional	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
National	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Global	NA
Employability	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Entrepreneurship	NA
Skill Development	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Professional Ethics	NA
Gender	a.Nationalist, b.Imperialist, c.Marxist and Subaltern

Human Values	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Environment & Sustainability	NA
Unit IV	Contested meanings of Indian Nationalism in Contemporary India
Local	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Regional	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
National	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Global	NA
Employability	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Entrepreneurship	NA
Skill Development	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Professional Ethics	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Gender	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Human Values	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Environment & Sustainability	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER III					
Course Code- HUPL203	Course Title- Comparative Government and Politics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course aims to familiarise students with the core concepts, processes, and scope of comparative politics, emphasising diverse approaches and their respective strengths and weaknesses. By offering a deeper understanding of institutional structures and their roles in a comparative framework, the course explores political dynamics in both industrialised and emerging nations, contextualising them historically. Through specific examples—such as capitalism in Britain, socialism in China, and colonialism and decolonisation in South Asia—students will gain insights into the historical evolution of the modern state, constitutional development, and political economy.

Therefore,

- This course seeks to acquaint students with the fundamental ideas, procedures, and breadth of comparative politics, as well as with various approaches and their advantages and disadvantages.
- The goal is to provide readers with a clearer knowledge of the structures and roles that institutions play in a comparative context.
- The course will explore comparative issues in industrialised and emerging nations while examining politics within a historical context. With particular examples, such as capitalism with regard to Britain, socialism with reference to China, colonialism and decolonisation with reference to South Asian countries, it is possible to understand the historical background of the modern state, constitutional development, and political economy.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The learner would be able to comprehend the discipline's history due to this paper.

CO2: Students will learn about a variety of political regimes, cultures, and political economies via the study of various political systems from various continents throughout the world.

CO3: The manner in which the state interacts with the economy and how culture, law affects political discourse in a given setting will be defined for students.

CO4: It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective.

CO5: Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research.

Course Content

Unit 1: Understanding Comparative Politics

- Nature and scope
- Why Compare and Methods of Comparison
- Going beyond Eurocentrism

Unit 2: Approaches to Studying Comparative Politics

- Institutional Approach, System Approach, Structural Functional Approach
- Political Culture
- New Institutionalism

Unit 3: Historical Context of Modern Government

- Capitalism: meaning and development: globalization
- Socialism: meaning, growth and development
- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

Unit 4: Themes for Comparative Analysis; Contemporary Debates on the Nature of the States

- Governing principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative.
- A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.

Learning Experience

This is a course on comparative politics—one of the major disciplines in political science, along with international relations and political theory of Global South and Global North. The course is especially intended to provide an overview of internal political structures as well as various political actors involved in policy-making processes. To examine similarities and differences across political systems, we will focus on the analysis of domestic politics (we will conduct the analysis in a comparative manner).

Hence this course will be an Introduction to the cross-national and comparative study of contemporary political systems. Focus on structural/behavioural similarities and differences, common and diverse aspirations/struggles, globalisation and local responses, and domestic-foreign linkages. Reference to major illustrative countries in Europe, the Middle East, Asia (including Central Asia), Africa, and Latin America.

Textbooks

- Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
- Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave Macmillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
- O’Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Unit 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.

Unit 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 36-50, 51-68.

Unit 3a.

Hague, R. and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 268-290.

Unit 3b.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) Handbook of Federal Countries. Montreal & Kingston: McGill Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160

Unit 4.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 159-167.

Unit 5.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.

Unit 6.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 17-34.

Suggested Readings

Classic Readings

Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999
Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859
Roy Macridis: The Study of Comparative Government, Random House 1966/'The modern Political Regimes: Patterns and Institutions', 1986.

Additional Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 40-65.
Blondel, J. (1996) 'Then and Now: Comparative Politics', Political Studies. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', Economic and Political Weekly. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Presidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) Understanding US/UK Government and Politics. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 1636; 253-290.

R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications, pp. 151- 188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternisation', in Globalization: A Basic Text. London: Wiley- Blackwell, pp. 63-84.

M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.

A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at
http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs	
	Course Outcomes (COs)
CO1	The learner would be able to comprehend the discipline's history due to this paper.
CO2	Students will learn about a variety of political regimes, cultures, and political economies via the study of various political systems from various continents throughout the world.
CO3	The manner in which the state interacts with the economy and how culture affects political discourse in a given setting will be defined for students.
CO4	It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective.
CO5	Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research.

[illegible]

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Understanding Comparative Politics
Local	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Regional	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
National	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Global	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Employability	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Entrepreneurship	NA
Skill Development	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Professional Ethics	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Gender	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Human Values	1. Nature and Scope
Environment & Sustainability	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism

Unit II	Approaches to Studying Comparative Politics
Local	NA
Regional	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
National	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Global	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Employability	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Entrepreneurship	NA
Skill Development	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Professional Ethics	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Gender	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Human Values	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Environment & Sustainability	1. Political Culture, 2. New Institutionalism
Unit III	Historical Context of Modern Government
Local	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Regional	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
National	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Global	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation

Employability	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Entrepreneurship	NA
Skill Development	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Professional Ethics	NA
Gender	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Human Values	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Environment & Sustainability	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Unit IV	Themes for Comparative Analysis
Local	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
Regional	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
National	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
Global	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political

	economy in the following countries: Britain, China, and South Asia.
Employability	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Entrepreneurship	NA
Skill Development	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Professional Ethics	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative
Gender	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Human Values	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Environment & Sustainability	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER III					
Course Code- HUPL205	Course Title- Rediscovering Politics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is designed to broaden students' understanding of politics, moving beyond simplistic or negative interpretations, and delving into the complexities of political and social structures. It encourages critical examination and analysis, fostering the ability to question pre-existing narratives and engage with counter-narratives. Through discussions and debates, students will be equipped to critique events, beliefs, and systems from diverse perspectives, allowing them to develop a nuanced and comprehensive understanding of political issues.

Therefore,

1. To make students understand the fundamentals of politics that go beyond the pejorative and reduced understanding of the term.
2. To make students critically examine the complexity of political and social structures.

3. To offer students counter-narratives and encourage them to ponder, discuss and debate the pre-existing narratives and perceptions.
4. To equip students to analyse and critique issues, events, beliefs and systems from multiple perspectives and dimensions.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the concept of equality, justice and gender; and equip them to navigate and comprehend societal complexities.

CO2: To encourage them to raise questions critically and challenge preconceived notions and the structure of society and state.

CO3: To make students identify instances of discrimination and deprivation, difference and diversity and persuasively argue about the same.

CO4: Understand the power structures in reference to caste, class and patriarchy

Course Content

Unit 1: What is Politics?

Unit 2: Concepts: Equality, Justice, Gender

Unit 3: Power Structure in India: Caste, class and patriarchy

Unit 4: Understanding Nation and State

Learning Experience

Rediscovering Politics is an open elective that intends to familiarise students with the fundamentals and issues pertaining to politics. It elaborates on the enduring issues that span politics, economic and societal norms and how these impact us and society.

Textbooks

Topic I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A..

(eds.), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17. Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 447-454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the concept of equality, justice and gender; and equip them to navigate and comprehend societal complexities.	PO2, PO3, PO11,

CO2	To make students identify instances of discrimination and deprivation, difference and diversity and persuasively argue about the same.	PO2, PO3, PO11, PO7
CO3	Understand the power structures in reference to caste, class and patriarchy.	PO1, PO2, PO3, PO11, PO7
CO4	To encourage them to raise questions critically and challenge preconceived notions and the structure of society and state.	PO1, PO2, PO3, PO11, PO7

HUPL205	Course Code	Course Title	Rediscovering Politics		
			RP		
			3	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
			3	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
			3	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
			2	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
			3	PO5	Development of overall personality of students as critical thinkers and researcher scholars
			3	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
			2	PO7	Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.
			2	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
			1	PO9	Extensive understanding of International Relations and Global Politics.
			0	PO10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public
			2	PO11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	What is Politics?
Local	What is Politics?
Regional	What is Politics?
National	What is Politics?
Global	What is Politics?
Employability	What is Politics?
Entrepreneurship	NA
Skill Development	What is Politics?
Professional Ethics	What is Politics?
Gender	What is Politics?
Human Values	What is Politics?
Environment & Sustainability	What is Politics?
Unit II	Concepts: Equality, Justice, Gender
Local	Concepts: a.Equality, b.Justice, c.Gender
Regional	Concepts: a.Equality, b.Justice, c.Gender
National	Concepts: a.Equality, b.Justice, c. Gender
Global	Concepts: a.Equality, b.Justice, c.Gender
Employability	Concepts: a.Equality, b.Justice, c.Gender
Entrepreneurship	NA
Skill Development	Concepts: a.Equality, b.Justice, c.Gender
Professional Ethics	Concepts: a.Equality, b.Justice, c.Gender
Gender	Concepts: a.Equality, b.Justice, c.Gender

Human Values	Concepts: a.Equality, b.Justice, c.Gender
Environment & Sustainability	Concepts: a.Equality, b.Justice, c.Gender
Unit III	Power Structure in India: Caste, class and patriarchy Unit
Local	Power Structure in India: a.Caste, b.Class and c.patriarchy
Regional	Power Structure in India: a.Caste, b.Class and c.patriarchy
National	Power Structure in India: a.Caste, b.Class and c.patriarchy
Global	NA
Employability	Power Structure in India: a.Caste, b.Class and c.patriarchy
Entrepreneurship	NA
Skill Development	Power Structure in India: a.Caste, b.Class and c.patriarchy
Professional Ethics	Power Structure in India: a.Caste, b.Class and c.patriarchy
Gender	Power Structure in India: a.Caste, b.Class and c.patriarchy
Human Values	Power Structure in India: a.Caste, b.Class and c.patriarchy
Environment & Sustainability	Power Structure in India: a.Caste, b.Class and c.patriarchy
Unit IV	Understanding Nation and State
Local	Understanding Nation and State
Regional	Understanding Nation and State
National	Understanding Nation and State
Global	Understanding Nation and State
Employability	Understanding Nation and State
Entrepreneurship	NA
Skill Development	Understanding Nation and State
Professional Ethics	Understanding Nation and State
Gender	Understanding Nation and State
Human Values	Understanding Nation and State
Environment & Sustainability	Understanding Nation and State
SDG	4,5,8,9,10,11,12,13,15,16,17

NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER III					
Course Code- HUPL207	Course Title- PUBLIC ADMINISTRATION	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

1. The student will be able to comprehend an overview of the field.
2. Through an investigation of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.
3. The students will be better prepared to analyse leadership and conflict-management processes, which have grown more important in modern administration.
4. The student gains knowledge of the key modern public administration approaches.
5. The student receives unique training in feminist public administration perspectives

Course Outcomes:

Upon completion of the course the learner will be able to:

CO 1: An overview of the field and how it differs from private management will be clear to the learner.

CO 2: Through a study of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.

CO 3: The students will be better prepared to analyse leadership and conflict-management processes, which have grown more important in modern administration.

CO 4: The learner gains knowledge of the key modern public administration approaches.

CO 5: The student receives unique training in feminist public administration perspectives

Course Content

Unit 1: Public Administration as a Discipline

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

Unit 2: Theoretical Perspectives

- **Classical Theories:** Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber)
- **Neo-Classical Theories:** Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon),
- **Contemporary Theories:** Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

Unit 3: Public Policy

- Concept, relevance and approaches
- Formulation, implementation and evaluation

Unit 4: Major Approaches in Public Administration

- Development Administration
- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

Learning Experience:

- The discipline of public administration is introduced in the course. The many classical and modern administrative philosophies are highlighted in this paper, which covers public administration in its historical context. Additionally, the course examines various

contemporary issues and how calls for greater democratisation are changing public administration. Additionally, the course will make an effort to provide the students with a thorough awareness of current administrative changes.

Textbooks

- M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012.
- P. Dunleavy and C. Hood, “From Old Public Administration to New Public Management”, Public Money and Management, Vol. XIV No-3, 1994.
- M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011.
- Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014.
- D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972.
- F. Taylor, ‘Scientific Management’, in J. Shafritz, and A. Hyde, (eds.) Classics of Public Administration, 5th Edition. Belmont: Wadsworth, 2004.
- P. Mouzelis, ‘The Ideal Type of Bureaucracy’ in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press, 2003.
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010 E. J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management, Juta Academics, 2010.
- M. Weber, ‘Bureaucracy’, in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford: Oxford University Press, 1946 Warren. G.Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

HUPL 207 Course Code	PACD CourseTitle	HUPL 207 Public Administration-Concepts and Debates	
		PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
		PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
		PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
		PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
		PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
		PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
		PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
		Mapped
	Course Outcomes (COs)	Program Outcomes
CO1	An overview of the field and how it differs from private management will be clear to the learner.	PO1, PO6
CO2	Through a study of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.	PO1, PO2, PO3
CO3	The students will be better prepared to analyse leadership and conflict-management processes, which have grown more important in modern administration.	PO3, PO4
CO4	The learner gains knowledge of the key modern public administration approaches.	PO5, PO6
CO5	The student receives unique training in feminist public administration perspectives	PO4, PO5, PO6

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Public Administration as a Discipline
Local	NA
Regional	NA
National	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Global	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Employability	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Entrepreneurship	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Skill Development	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Professional Ethics	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Gender	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Human Values	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration
Environment & Sustainability	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Unit II	Theoretical Perspectives
Local	NA
Regional	NA
National	NA

Global	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Employability	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Entrepreneurship	NA
Skill Development	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Professional Ethics	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Gender	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Human Values	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Environment & Sustainability	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Unit III	Public Policy
Local	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation

Regional	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
National	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Global	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Employability	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Entrepreneurship	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Skill Development	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Professional Ethics	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Gender	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Human Values	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Environment & Sustainability	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Unit IV	Major Approaches in Public Administration
Local	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Regional	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
National	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Global	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Employability	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Entrepreneurship	NA

Skill Development	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Professional Ethics	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Gender	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Human Values	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Environment & Sustainability	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

Course Code-AEC006	Course Title	L	T	P	S	Credit
	Verbal Ability	3	0	0	0	3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Total 36 Sessions (Each Session for 50 Minutes)

Contents

S.no.	Description	Page No	
1.	Course Perspective	3	
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3.	Course Outline	3	
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8.	Students' Roles & Responsibilities	6	
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11.	Contact details and student interaction Schedule	6	

A. Course Perspective. The course aims to improve language proficiency in three key areas: grammar, vocabulary and identification of grammatical errors in writing. Language proficiency enables students to comprehend lectures, understand course materials and enhances students' ability to express themselves clearly and effectively. In many professions, strong language skills are a prerequisite. Whether in business, medicine, law, or science, being able to communicate fluently and accurately is essential for collaboration, negotiation, and advancement. A strong command of verbal abilities can

significantly impact job interviews. It allows candidates to answer questions confidently, demonstrate their qualifications effectively and leave a positive impression on potential employers.

B. Program Specific Outcomes:

PSO 1: Developing a positive mind set, self-awareness and the ability to deal with others.

PSO 2: Enhancing verbal and non-verbal communication skills

PSO 3: Improving Arithmetic and Mental Ability Skills

C. The Course Outcomes (COs). On completion of the course the participants will be:

CO 1. Understanding the grammar rules and word meaning (Vocabulary).

CO 2. Applying grammar rules and vocabulary in different context & purpose

CO 3. Analyzing situations/ context of communication and selecting appropriate grammar and words.

CO 4. Developing sentences and paragraphs to describe and narrate a situation

D. Course Outline:

Unit Number: 1 Vocabulary Development and Application

10 hrs

Content Summary: Understanding the concept of root words, Prefix and suffix, Ways to enhance Vocabulary, Crosswords and word quizzes, Confusing words, One word substitution, Odd one out, Synonyms and Antonyms, Commonly misspelt words, Idioms and Phrases

Unit Number:2 Fundamentals of Grammar and Sentence Structure

8 hrs

Content Summary: Introduction to Parts of Speech, Tenses and its 'rules, Sentences (Simple, Compound and Complex), Subject Verb Agreement, Pronoun Antecedent agreement, Phrases and Clauses

Unit Number: 3 Mastering Sentence Accuracy and Completion Skills

12hrs

Content Summary: Spot the error (grammatical errors in a sentence), Sentence Correction (Improvement of sentences based on Grammar rules), Sentence Completion, Cloze Tests

Unit Number: 4 Enhancing Sentence Structure and Reading Comprehension Skills 6 hrs

Logical Arrangement of Sentences, Comprehending passages, Contextual questions, Anagrams, Analogies

E. Learning Plan:

Session Nos.	Topics	Pedagogy	Reference	Session outcome (Bloom's Taxonomy)	Course Outcomes (COs)
1.	Understanding the concept of	Discussion	R3	L2	CO1

	root words, Prefix and suffix.				
2.	Ways to enhance Vocabulary, Crosswords and word quizzes	Discussion, Class Activity(Guess the word)	R 1& R3	L2, L3	CO1, CO 2
3.	Confusing words, One word substitution	Discussion, Class Quiz	R3	L2	CO1
4.	Odd one out, Synonyms and Antonyms	Discussion, Worksheet	R3,R4	L3	CO1 & CO2
5.	Commonly misspelt words, Idioms and Phrases	Discussion, Worksheet	R1,R4	L2, L3	CO1 & CO2
6.	Introduction to Parts of Speech	Discussion	R2 & R4	L4	CO1
7.	Tenses and its 'rules	Discussion, Narration	R2 & R4	L2	CO1
8.	Sentences (Simple, Compound and Complex)	Discussion	R4	L2	CO1
9.	Subject Verb Agreement	Discussion, Worksheet	R3	L3	CO2 , CO3
10.	Pronoun Antecedent agreement	Discussion, Worksheet	R3	L3	CO2 & CO3
11.	Phrases and Clauses	Discussion, Worksheet	R2,R4	L2	CO1& CO2
12.	Spot the error (grammatical errors in a sentence), Sentence Correction (Improvement of sentences based	Discussion & Exercise	R3	L3	CO2 & CO3

	on Grammar rules),				
13.	Sentence Completion, Cloze Tests	Discussion & Exercise	R3,R5	L3	CO2,CO3 & CO4
14.	Logical Arrangement of Sentences	Discussion & Worksheet	R3,R5	L3	CO3& CO4
15.	Comprehending passages, Contextual questions	Discussion	R3,R5	L2,L3	CO3 & CO4
16.	Anagrams	Quiz & Activity	R3,R5	L3	CO1 & CO3
17.	Term-End Project Presentation			L3	CO 2 & CO4

L2= Understanding, L3= Applying, L4= Analyzing, L5= Evaluating and L6= Creating

Note: if a higher order Learning level is indicated for any session, it essentially includes lower- level learning also,

F. Evaluation Scheme: Faculty led Continuous Evaluation

Assignment -1	10 %	(Middle of the semester)
Project	10%	(01 week before last day of class)
Assignment -2	10 %	(after Mid- term)
Mid -term	20%	(Refer Academic Calendar)
End Term Exam	50%	(Refer Academic Calendar)

(ii) Alignment/Mapping of COs & Assessment Matrix

CO Mapping with Assessment tools

Course Outcomes	Assignment -1	Project	Mid Term	Assignment-2	End Term Exam
CO 1					
CO 2					

CO 3					
CO 4					

Mapping /Alignment of COs with PSOs (Program Articulation Matrix)

PSOs/COs	CO1	CO2	CO3	CO4
PSO 1				2
PSO 2	3	3	3	3
PSO 3			1	

1= indicates the strength of co-relation between CO and PSO is Weak/low, 2= strength of co-relation between CO and PSO is Moderate/Medium, 3= strength of co-relation is Strong/High

G. Term – End Project (Blog): Guidelines

The project would be undertaken individually.

The student would essentially include the following in the Blog project : -

- 1. Address a compelling topic-** The topic should fit the blog's area of focus and writing skills learned during the Semester should be put to work to craft the blog post.
- 2. Come up with a great post title.** Come up with a catchy title that will hook readers and make them want to read the article.
- 3. Outline your post.** It's important to outline the post.
- 4. Explain your connection to the topic.** Bloggers connect with their audience and produce great content by making their blog writing personal and demonstrating a connection with their blog content.
- 5. Use a clear layout.** Make sure the post is laid out in a clear and visually clean way to help readers follow along with the blogger's thoughts.
- 6. Write from the heart.** Writing blog posts that one feels passionately about will help readers connect with the work.
- 7. Proofread.** The student should ensure that their posts are free from typos and careless errors.

H. Student's roles & responsibilities

Guidelines: All students must read these guidelines carefully and understand them fully .

1. All students must be seated in the class within 05 minutes of the commencement of the session. The classroom will be bolted from inside after this time.
2. You are expected to read all topics/cases etc. before coming to the class.
3. All students are expected to participate actively in discussions that take place in the classroom.
4. You will have to maintain 100 % attendance in the class. Leave shall be granted only with prior permission for urgent & essential work only.
5. You will submit all types of assignments within the given time frame.
6. You will work in a team & contribute to the team functions.
7. You will be asked to teach in your class.
8. You will undertake field and real time projects.
9. You will actively engage yourself in all activities of the TSB. Any absence will be dealt with separately according to the code of conduct.
10. You will come to the class properly dressed and neatly trimmed hair and clean shaven. The dress code is plain formal trousers, matching full-sleeved shirt & black shoes and necktie.

I. References

- R1.** Norman Lewis – Word Power Made Easy
- R2.** Wren & Martin – High School English Grammar & Composition
- R3.** R.S. Agarwal & Vikas Agarwal – Quick Learning Objective General English
- R4.** S.P. Bakshi - Objective General English
- R 5.** Praxis Groups -Campus Recruitment Complete Reference

J. Additional Readings:

<https://www.indiabix.com/online-test/aptitude-test/>

<https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

<https://www.hitbullseye.com/>

K . Contact details & Interaction Timing

Contact person :Dr.

E Mail ID :@...ac.in

Contact Days & Time: Monday to Saturday : 1600 – 1700 hrs.

SEMESTER III					
Course Code- SIPL001	Course Title- Summer Internship I	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	2				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The internship course in Political Science provides students with the opportunity to gain practical experience in the field of politics, governance, and public service. Through supervised internships with relevant governmental or non-governmental organisations, students will apply theoretical knowledge gained in their academic studies to real-world contexts. The course aims to develop students' professional skills, enhance their understanding of political processes, and prepare them for future careers in politics, public administration, diplomacy, advocacy, and related fields.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Gain practical experience in political science-related fields through internships.

CO2: Apply theoretical concepts learned in academic coursework to real-world situations.

CO3: Develop professional skills such as research, communication, critical thinking, and problem-solving.

CO4: Gain insights into the functioning of governmental and non-governmental organisations

CO5: Reflect on and evaluate personal and professional growth during the internship experience.

CO6: Build networks and connections within the political science field.

Course Content:

The internship course typically spans one Semester and consists of the following components:

1. Pre-Internship Orientation (Week 1-2):

- Introduction to the internship course objectives, requirements, and expectations.
- Guidance on finding and securing internship placements.
- Preparation of resumes, cover letters, and other application materials.

- Overview of professional conduct, workplace etiquette, and expectations.

2. Internship Placement (Week 3-14):

- Students undertake internships in governmental or non-governmental organisations relevant to their interests and career goals.
- Supervision and mentoring by designated professionals within the host organisations.
- Regular reporting and feedback sessions with the internship supervisor.
- Completion of assigned tasks, projects, and responsibilities as per the internship agreement.
- Active participation in organisational activities, meetings, and events.

3. Midterm Review (Week 8):

- Midterm evaluation of student progress and performance by both the internship supervisor and the course instructor.
- Reflection on internship experiences, challenges faced, and lessons learned.
- Identification of areas for improvement and strategies for maximising the remaining internship period.

4. Final Assessment and Presentation (Week 15-16):

- Submission of a comprehensive internship report detailing the tasks undertaken, skills developed, and insights gained during the internship.
- Oral presentation of internship experiences, highlighting key achievements, challenges, and lessons learned.
- Evaluation of the internship experience in relation to academic learning objectives.
- Peer feedback and discussion on internship presentations.

Assessment:

- Internship Performance Evaluation by Supervisor (40%)
- Internship Report (30%)
- Internship Presentation (20%)
- Professionalism and Participation (10%)

Prerequisites: Completion of core courses in Political Science or departmental approval.

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

4th Semester

SEMESTER IV					
Course Code- HUPL202	Course Title- Women, Power and Politics: A Global Perspective	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Therefore,

1. To make students understand the agency, rights, entitlements of women and taking it beyond 'women empowerment' and focusing women as radical social agents.
2. To make students critically examine the complicity of social structures and relations in gender inequality.
3. To provide students a critical understanding of new precarious work and labour forms under the new economy.
4. To analyse the women's position and power in politics.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the concept of patriarchy, feminism, family, community and state

CO2: Critically examine the complicity of social structures and relations in gender inequality.

CO3: Understand the history of women's movement and why these movements emerged, history of achieving constitutional and legal rights, and hence would be able to connect theory and practice.

CO4: Understand the gender roles and responsibilities, women's position and power in politics.

Course Content

UNIT I: Groundings: Introduction of Patriarchy (6 weeks)

- a) Role of patriarchy
- b) Sex-Gender debates
- c) Public-Private dichotomy
- d) Power
- e) Family, Community, State
- f) Gender based Violence

UNIT II: Feminism

- Understanding Feminism
- History of Feminism in West- Waves of Feminism
- Introduction to Feminist Theories
 - a. Liberal
 - b. Socialist
 - c. Marxist
 - d. Radical
 - e. New Feminist Schools/Traditions

UNIT III: Movements and Issues (6 weeks)

- History of the Women's Movement in India
- Work and Labour
 - a. Visible and Invisible work
 - b. Reproductive and care work
 - c. Sex work

UNIT IV: Women's Position in Politics

- Women in Conflict

-A Feminist Foreign Policy?

-Women and State

Learning Experience

The paper seeks to familiarise students with the fundamental concepts and issues related to gender and women empowerment. It provides an overview of some basic concepts, a history of women's struggle for rights across the world, and some seminal and enduring issues that span politics, economic and societal norms and how these impact gender identity and gender relations.

Textbooks

I. Groundings

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

II. Movements and Issues

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp. 1-17

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Suggested Readings

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>, Accessed: 19.04.2013. S. de Beauvoir (1997) *Second Sex*, London: Vintage.

F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

- R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.
- S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.
- Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114
- C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.
- J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited
- Justice Verma Committee Report*, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.
- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196-200
- M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>, Accessed: 19.04.2013.
- R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.
- Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284-306
- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
- D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change
- G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board
- N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

- Agnes, Flavia (2001), *Law and Gender Equality: The Politics of Women's Rights in India*, OUP: New Delhi
- Anderlini, Sanam Naraghi (2007), "Women Building Peace: What They Do, Why It Matters, Lynne Rienner: USA
- Geetha, V. (2002). *Gender*. Stree
- Geetha, V. (2007). *Patriarchy*. Stree
- Jagger, Allison (1983). *Feminist politics and Human nature*. UK: Harvester Press, pp. 25-350
- Lerner, Gerda (1986). *The Creation of patriarchy*. New York: Oxford University Press
- Butler, Judith (1999). *Gender Trouble Feminism and the Subversion of Identity*. New York and London: Routledge.
- Rowbotham, Sheila (1993). *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218
- Comte, Jacqueline (2013). *Decriminalising Sex work: Feminist Discourse in the light of research*. New York: Springer
- Coomaraswamy, Radhika & Dilrukshi Fonseca (2004), *Peace Work: Women, Armed Conflict and Negotiation, Women Unlimited: New Delhi*
- Dasgupta, Sanjukta (2011), *Media, Gender and Popular Culture in India: Tracking Change and Continuity*, Sage: New Delhi
- Davis, Angela Y. (1983, 2011), *Women, Race & Class*, Navayana: New Delhi
- Tickner, Ann J. (1997). *You Just Don't Understand: Troubled Engagement between Feminists and IR theorists*. *International Studies Quarterly*
- Tickner, Ann J. (1988). *Hans Morganthau's Principles of Political Realism: A Feminist Reformulations*. *Millenium Journal of International Studies*.
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165.
- Menon, Nivedita (2012). *Seeing like a Feminist*. New Delhi: Penguin Books
- Beauvoir, Simone D. (1949). *The Second Sex*.
- Nordberg, Jenny. 2015. "Who's Afraid of a Feminist Foreign Policy?" *The New Yorker*. URL: <https://www.newyorker.com/news/news-desk/swedens-feminist-foreign-minister>
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp. 333-355.

Steinem, Gloria (2019). If Men Could Menstruate. Taylor and Francis

R. Upadhyay and S. Upadhyay (eds.) (2004) Aaj ka Stree Andolan, Delhi: Shabd Sandhan.

V. Bryson (2007) Gender and the Politics of Time, Bristol: Polity Press

Zenko, Micah. 2013. "Walking Loudly and Carrying a Big Stick." Foreign Policy. URL: <https://foreignpolicy.com/2013/08/06/walking-loudly-and- carrying-a-big-stick/>.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

K.R MANGALAM UNIVERSITY

SCIENCE ROAD, CHITTIGUDAM, 605001 (TAMIL NADU)

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
Course Outcomes (COs)		Mapped Program Outcomes
CO1	To make students understand women's agency, taking it beyond women's empowerment and focusing on women as radical social agents.	P01, P02, P03, P05, P06, P07
CO2	To make students have critically examined the complicity of social structures and relations and understand the concept of feminism.	P01, P02, P03, P04, P05, P07
CO3	To give students a critical understanding of new forms of precarious work and labor under the new economy.	P01, P02, P03, P04, P05, P07, P011, P08
CO4	To analyze the women's position and power in politics.	P01, P02, P03, P04, P05, P07, P011, P08, P09

		Women Power and Politics: A Global Perspective									
Course Code	Course Title										
HUPL 202	WPP	3	P01	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration, and international politics.							
		3	P02	Comprehensive and interdisciplinary knowledge by emphasizing interlinkages between various political, economic, and social issues and challenges.							
		3	P03	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.							
		3	P04	Training in theoretically rich and empirically grounded knowledge and inculcation of problem-solving techniques.							
		3	P05	Development of the overall personality of students as critical thinkers and researcher scholars.							
		3	P06	Inculcation of the values of tolerance, progressiveness, and fraternity that contributes towards the making of a healthy and prosperous society.							
		3	P07	Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.							
		2	P08	Equipping students on how to transit from the level of policy to the practice of politics and vice versa.							
		1	P09	Extensive understanding of International Relations and Global Politics.							
		1	P010	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.							
		2	P011	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.							

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Introduction of Patriarchy
Local	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Regional	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
National	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Global	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Employability	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Entrepreneurship	NA
Skill Development	Public-Private Dichotomy
Professional Ethics	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy;
Gender	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Human Values	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Environment & Sustainability	1.Role of patriarchy-Power; Sex-Gender Debate
Unit II	Feminism

Local	1.Understanding Feminism, 2.Introduction to Feminist Theories
Regional	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
National	1.Understanding Feminism, 2.Introduction to Feminist Theories
Global	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
Employability	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
Entrepreneurship	NA
Skill Development	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
Professional Ethics	NA
Gender	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
Human Values	NA
Environment & Sustainability	1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories
Unit III	Movements and Issues (keep it only on issues)
Local	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Regional	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work

National	1. History of the Women's Movement in India, 2. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Global	1. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Employability	1. Work and Labour
Entrepreneurship	NA
Skill Development	1. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work
Professional Ethics	1. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Gender	1. History of the Women's Movement in India, 2. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Human Values	1. History of the Women's Movement in India, 2. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Environment & Sustainability	1. History of the Women's Movement in India, 2. Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Unit IV	Women's Position in Politics
Local	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Regional	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
National	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Global	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State

Employability	1. A Feminist Foreign Policy?, 2.Women and State
Entrepreneurship	1. A Feminist Foreign Policy?, 2.Women and State
Skill Development	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Professional Ethics	1.Women's position in politics
Gender	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Human Values	1.Women's position in politics, 2.Women and State
Environment & Sustainability	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER IV					
Course Code- HUPL204	Course Title- Globalisation: Dimensions and Dilemmas	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- By discussing the political, economic, social, cultural, and technical aspects of globalization, this course introduces students to the fundamental discussions surrounding its significance and nature.
- While examining the evolving nature of the relationship between the state and trans-national actors and networks, it imparts knowledge of how the world economy functions and the anchors and resistances provided by global social movements, in keeping with the most significant debates within the globalisation discourse.
- Before finishing with a discussion on the phenomena of global governance, the course also provides insights into important contemporary global challenges such the development of nuclear weapons, ecological concerns, international terrorism, and human security.
- Students' analytical abilities will be strengthened through this paper as they analyse the phenomena of global government.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.

CO2: The students will gain knowledge of the current discussions surrounding the globalization discourse.

CO3: The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.

CO4: The essay will improve students' comprehension of current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.

Course Content:**Unit 1: Globalisation: Conceptions and Perspectives**

- Understanding Globalization and its Alternative Perspectives
- Political Debates on Sovereignty and Territoriality

Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy

- IMF, World Bank, WTO, TNCs

Unit 3: Emerging Perspectives

- Cultural and Technological Dimension
- Global Resistances (Global Social Movements and NGOs)
- Contemporary Global Issues

a. Ecological Issues: Historical Overview of International Environmental

Agreements, Climate Change, Global Commons Debate

b. Proliferation of Nuclear Weapons

c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

d. Migration

e. Human Security

Unit 4

- Globalisation: Power and Resource Governance
- Politics and Problems in Globalization in the Post Covid World order

Learning Experience:

In this course, students explore the political, economic, social, cultural, and technical aspects of globalization, gaining a comprehensive understanding of its significance. By examining the evolving relationship between states, transnational actors, and global networks, students learn how the world economy operates and the role of global social movements. The course also addresses pressing contemporary challenges like nuclear weapons development, ecological concerns, international terrorism, and human security. Through these

discussions, students enhance their analytical skills by engaging with critical debates on global governance and international relations.

Textbooks

- Andrew Heywood, (2011) Global Politics, New York: Palgrave-McMillan.
- Anthony McGrew, (2017) ‘Globalization and Global Politics’, in J. Baylis, Smith and Owens (eds.), Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 13-27.
- Joseph E. Stiglitz (2018), Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump, New York: W.W. Norton & Company.
- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) ‘Globalization: What’s New? What’s Not? (And So What?)’, in Foreign Policy, No 118, pp. 104-119.
- Canchal Kumar, et.al, Understanding Global Politics, K.W. Publishers, Delhi, 2017.
- A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98.
- D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics and Culture, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) ‘Globalization: A Contested Concept’, in Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- A. Appadurai, (2000) ‘Grassroots Globalization and the Research Imagination’, in Public Culture, Vol. 12(1), pp. 1-19.
- P. Willets, (2011) ‘Trans-National Actors and International Organizations in Global Politics’, in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 334-342. (NGO).
- P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV					
Course Code- HUPL206	Course Title- UNITED NATIONS AND GLOBAL CONFLICTS	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

1. To understand the fundamentals and historical background of the United Nations
2. To understand the roles and functions of the United Nations
3. To understand the major conflicts and UN's role in resolving those.
4. To have a thorough understanding of the organisation and its limitations
5. The most significant multilateral political structure in international affairs, the UN is thoroughly introduced in this course.
6. It gives a thorough analysis of the UN's political and organisational development since 1945, particularly in relation to how it has handled the major international wars.
7. In the framework of the current global system, the course provides a critical awareness of the UN's performance to date and the imperatives and procedures for changing the organisation.
8. The study will increase understanding of the necessity of organisational transformation in the modern, interconnected world.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: To understand and analyse the fundamentals and historical background of the United Nations

CO2: To understand the roles and functions of the United Nations (knowledge of the United Nations' role in maintaining and fostering peace since the Second World War will be developed)

CO3: To understand and analyse the major conflicts in the world and UN's role in resolving them

CO4: To develop analytical abilities related to the UN's role in establishing a socially and economically just global order.

CO5: To critically analyse the successes and failures in preserving world peace and security (learn and appreciate the strength and limitations of the United Nations)

Course Content

Unit 1: The United Nations

- Historical Overview and League of Nations
- Principles and Objectives
- Structures: Organs and Specialised Agencies
 - a. General Assembly; Security Council, and Economic and Social Council; the International Court of Justice,
 - b. The specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Assessment of Secretary General
 - c. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
 - d. Sustainable Development Goal

Unit 2: The UN's Role and Functions

- Peace-keeping, Peace-making, and enforcement
- Peace-building and Responsibility to Protect
- MDGs and Sustainable Development Goals

Unit 3: Major Global Conflicts (since the Second World War) and the UN

- Korean War
- Vietnam War
- Afghanistan War

- Balkans: Serbia and Bosnia
- Failure and limitation in conflict situation

Unit 4: Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

Learning Experience

United Nations and Global Conflict is a course that offers a thorough understanding of the organization, its historical background, its organs, its roles, and its functions. It further discusses the various global conflicts and the UN's role in resolving them. The course will make students learn about the organization, its strength as well as its limitations.

Textbooks

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education,

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum

Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies

(International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations

Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum.

Moore, J.A. Jr. and Pubantz, J. (2008), The New United Nations. Delhi: Pearson Education,

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations at fifty. New Delhi, UBS

Whittaker, D.J. (1997) 'Peacekeeping', in United Nations in the contemporary world. London: Routledge.

White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.

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Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers.

Ghali, B.B. (1995) An agenda for peace. New York: UN United Nations Department of Public Information. (2008) The United Nations Today. New York: UN.

II. Major Global Conflicts since the Second World War (a) Korean War

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organizations in world politics. 3rd edn. New York: Palgrave Macmillan.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. An introduction to international relations. 4th edn. Oxford: Oxford University Press.

Achcar, G. (2004) Eastern cauldron. New York: Monthly Review Press.

Achcar, G. (2003) The clash of barbarisms: Sept. 11 and the making of the new world disorder. Kolkata: K.P. Bachi & Co. Prashad, V. (2002) War against the planet. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) Masters of the Universe. London: Verso.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education,

Ali, T. (ed.) (2000) Masters of the Universe. London: Verso,

Kaldor, M. and Vashee, B. (eds.) (1997) New wars. London: Wider Publications for the UN University,

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Course Code	HUPL 206
Course Title	United Nations and Global Conflicts
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To understand and analyse the fundamentals and historical background of the United Nations	P01, P04, P05, P06, P07
CO2	To understand the roles and functions of the United Nations (knowledge of the United Nations' role in maintaining and fostering peace since the Second World War will be developed).	P01, P04, P05, P06, P07
CO3	To understand and analyse the major conflicts in the world and UN's role in resolving them	P01, P04, P05, P06, P07
CO4	To develop analytical abilities related to the UN's role in establishing a socially and economically just global order.	P01, P04, P05, P06, P07
CO5	To critically analyse the successes and failures in preserving world peace and security (learn and appreciate the strength and limitations of the United	P01, P04, P05, P06, P07

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	The United Nations
Local	NA
Regional	NA
National	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Global	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Employability	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Entrepreneurship	NA
Skill Development	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Professional Ethics	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Gender	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Human Values	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Environment & Sustainability	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Unit II	The UN's Role and Functions
Local	NA
Regional	NA

National	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Global	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Employability	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Entrepreneurship	NA
Skill Development	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Professional Ethics	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Gender	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Human Values	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Environment & Sustainability	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Unit III	Major Conflicts and the UN
Local	NA
Regional	NA
National	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Global	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Employability	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Entrepreneurship	NA
Skill Development	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation

Professional Ethics	1. Failure and limitation in conflict situation
Gender	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Human Values	1. Failure and limitation in conflict situation
Environment & Sustainability	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Unit IV	NA
Local	NA
Regional	NIL
National	Assessment : Imperatives of Reforms and the Process of Reforms
Global	Assessment : Imperatives of Reforms and the Process of Reforms
Employability	Assessment : Imperatives of Reforms and the Process of Reforms
Entrepreneurship	NIL
Skill Development	Assessment : Imperatives of Reforms and the Process of Reforms
Professional Ethics	Assessment : Imperatives of Reforms and the Process of Reforms
Gender	Assessment : Imperatives of Reforms and the Process of Reforms
Human Values	Assessment : Imperatives of Reforms and the Process of Reforms
Environment & Sustainability	Assessment : Imperatives of Reforms and the Process of Reforms
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

Course Title: Communication & Personality Development

Course Code: AEC007

Program: Employability Enhancement Program (EEP)

Total 36 Sessions (Each Session for 50 Minutes)

Course Code	Course Title	L	T	P	S	Credit
AEC007	Communication & Personality Development	3	0	1		3
Pre-requisites/Exposure						

Contents

S.No.	Description	Page No	
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A. Course Perspective

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

B. Program Specific Outcomes

PSO 1: Developing a positive mind set, self-awareness and the ability to deal with others.

PSO 2: Enhance verbal and non-verbal communication

PSO 3: Improve Arithmetic and Mental Ability Skills

C. Course Outcomes (COs)

CO1: Improve public speaking and presentation abilities to confidently convey ideas and information.

CO2: Understand the framework of Communication to augment oratory skills and written English

CO3: Cultivate essential soft skills required at the different workplaces.

D. Course Outline

Unit 1: Developing self and others

8 hours

Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset, grit and working in teams.

Unit 2: Enhancing Reading and Writing Skills

6 hours

Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

Unit 3: Effective Communication and Public Speaking

7 hours

Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMAY.

Unit 4: Career Guide and readiness**15 hours**

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

E. Learning Plan

Sess ion Nos .	Topics	Pedagog y	Refere nce	Sessi on Outc ome (Bloo m's Taxon omy)	Course Outcomes (COs)
1.	Self-Awareness (KNOW YOURSELF) – JOHARI WINDOW	Discussi on & Classroom activity	R6, R7	L4	CO3
2.	Personality Assessment – Myers-Briggs Test Indicator (MBTI)	Lecture & Discussi on & Activity	R6,R7	L4, L5	CO3
3.	Self Esteem, Self-Management, Self-Efficacy	Lecture & Discussi ons	R2	L4	CO2, CO3
4.	Interperso nal Skills	Lecture & Discussi ons	R3	L2, L3	CO2,CO3
5.	Speed reading and its importance in	Lecture & Discussi on & Activity	R2	L3	CO2

	competitive examinations (for fluency)				
6.	Techniques for speed reading, note-taking (for analysis)	Lecture & Discussion & Activity	R2	L3	CO2
7.	Critical Reasoning and Analysis	Lecture & Discussion	Class Handout	L4	CO2
8.	Paragraph Writing	Lecture & Discussion	R5	L3	CO1, CO2
9.	Essay and Summary Writing	Lecture & Discussions	R5	L3	CO1, CO2
10.	Business Letter, Email Writing	Lecture, Discussion & Exercise	R5	L3	CO1, CO2 & CO3
11.	Communication Framework (55% - 38% - 7% Rule)	Lecture, Discussion & Classroom activity	R4	L2, L3	CO1, CO2 & CO3
12.	Barriers to Effective Communication & overcoming these barriers, Structuring and organizing a	Lecture & Discussion & Exercise	R3	L2	CO1 , CO2 & CO3

	presentatio n (Oral & PPT)				
13.	Group Discussions	Lecture & Activity	R3	L3	CO1 & CO2
14.	Extempore	Discussi on & Presenta tion	R3	L3	CO1 & CO2
15.	Public Speaking Drills to manage stage fright and anxiety – 10 Keys to Effective Presentatio n	Activity & Discussi on	R3	L3	CO1 , CO2 & CO3
16.	Structuring and Organizing a Presentatio n (Oral and PPT)	Activity & Discussi on	R3	L3	CO1 , CO2 & CO3
17.	Etiquettes, Grooming	Lecture & Discussi on	R4	L2	CO3
18.	Body Language	Discussi on & Classroo m Activity	R1,R4	L2, L3	CO2, CO3
19.	Tell Me About Yourself (TMAY)	Lecture & Discussi ons	R4	L2, L3	CO1, CO2
20.	Tonality	Lecture &	R4	L2, L3	CO2, CO3

		Discussions			
21.	Conversation Starters (Scripted Dialogues)	Discussion & Classroom Activity	R1	L2	CO1, CO2
22.	Cover Letter, Application Tracking System (ATS) friendly Resume	Lecture, & Discussions	R2,R5	L2, L3, L4	CO1 & CO2
23.	Elevator Pitch	Lecture, & Discussions	R2,R5	L3	CO1 , CO2 & CO3
24.	Video Resume (Visume)	Activity & Discussion	R2,R5	L2, L3, L4	CO1, CO2 & CO4
25.	Professional Networking	lecture & Discussions	R5	L3	CO3 & CO4
26.	Group Discussion & Personal Interview (GDPI)	Discussion, Activity & Presentation	R3	L3, L4	CO1 , CO2 & CO3
27.	Mock Interviews, Capstone Project	Activity & Discussion	R5	L2, L3	CO2 & CO4

L2= Understanding, L3= Applying, L4= Analyzing, L5= Evaluating and L6= Creating

Note: if a higher order learning level is indicated for any session, it essentially includes lower- level learning also,

F. Evaluation Scheme: Faculty led Continuous Evaluation

Presentation	10%	(Middle of the semester)
Mid - Term	20 %	(Middle of the semester)
Assignment	10%	(1 week before last day of Class)
Extempore	10 %	(After Mid- Term)
Viva - Voce	20%	(Refer Academic Calendar)
Project – Video Resume	30%	(Refer Academic Calendar)

Alignment/Mapping of COs & Assessment Matrix

CO Mapping with Assessment tools

Course Outcomes	Quizzes & Tests	Assignment	Project	Mid Term	Term Project	End Term Exam
CO 1						
CO 2						
CO 3						

Mapping /Alignment of COs with PSOs (Program Articulation Matrix)

PSOs/COs	CO1	CO2	CO3
PSO 1	3		
PSO 2		2	
PSO 3			1

1=indicates the strength of co-relation between CO and PSO is Weak/low, 2= strength of co-relation between CO and PSO is Moderate/Medium, 3= strength of co-relation is Strong/High

G. End Term Project (VIDEO RESUME): Guidelines

Each student has to create 60- 90 seconds video resume The video will then be uploaded on a shared drive by the candidate. Based on the video resume, candidate's performance will be rated and evaluated on parameters of relevance of content, industry specific keywords, project and assignments, body language, and language proficiency. The project should hold merit on demonstration of the below mentioned points.

I. Professionalism: The video should maintain a professional tone throughout. This includes your appearance, language, and demeanor.

II. Clarity and Conciseness: Information should be clear, concise, and directly relevant to the job or academic program you are applying for.

III. Relevance: Focus on highlighting skills, experiences, and qualities that are directly applicable to the position or program. Tailor your content to match the requirements and expectations of the target audience.

IV. Creativity and Engagement: While maintaining professionalism, your video should also be engaging and memorable. Use creativity to showcase your personality and make a positive impression.

V. Visual and Audio Quality: Ensure the video and audio are of high quality. Use proper lighting, a stable camera setup, and clear audio to enhance the viewing experience.

VI. Structure and Organization: Organize your video resume logically with a clear introduction, main points (such as education, skills, and experience), and a strong conclusion that reinforces your interest and suitability for the opportunity.

VII. Call to Action: Include a call to action at the end of your video, such as encouraging viewers to contact you for more information or to visit your LinkedIn profile.

VIII. Authenticity: Be genuine and authentic in your presentation. Show enthusiasm for the opportunity and let your personality shine through while maintaining professionalism.

IX. Accessibility: Ensure your video resume is easily accessible to your target audience. This might involve uploading it to a suitable platform and providing the link in your application materials.

XI. Compliance: Make sure your video resume complies with any guidelines or requirements set by the organization or employer. This includes length restrictions, content guidelines, and privacy considerations.

H. Student's roles & responsibilities

Guidelines: All students must read these guidelines carefully and understand them fully.

1. All students must be seated in the class within 05 minutes of the commencement of the session. The classroom will be bolted from inside after this time.
2. You are expected to read all topics/cases etc. before coming to the class.
3. All students are expected to participate actively in discussions that take place in the classroom.
4. You will have to maintain 100 % attendance in the class. Leave shall be granted only with prior permission for urgent & essential work only.
5. You will submit all types of assignments within the given time frame.
6. You will work in a team & contribute to the team functions.

7. You will be asked to teach in your class.
8. You will undertake field and real time projects.
9. You will come to the class properly dressed and neatly trimmed hair and clean shaven. The dress code is plain formal trousers, matching full-sleeved shirt & black shoes and necktie.

I. References

- R1 Talking to Strangers – Malcom Gladwell**
- R2 Fierce Conversation - Scot Susan**
- R3 Public Speaking - William S. Pfeiffer, Pearson**
- R4 Soft Skills for Everyone – Jeff Butterfield**
- R5 Business Communication – Rajendra Pal, J S Korlahalli**
- R6 The power of Positive Attitude -Roger Fritz**
- R7 Believe in Yourself – Dr. Joseph Murphy**

J. Additional Readings

Websites & MOOCs

www.16personalities.com

www.tonyrobbins.com

Specific Research Papers

GALLUP PRESS RESEARCH

FRANKLIN COVEY LEADERSHIP CENTRE

Videos

The 7 Habits of Highly Effective People, Dr. Stephen R. Covey

I Am Not Your Guru, Tony Robbins

Podcast

The Tim Ferriss Show

Magazines

SUCCESS Magazine

Journals

The IUP Journal of Soft Skills

K . Contact details & Interaction Timing

Contact person :Dr.

E Mail ID :@...ac.in

Contact Days & Time: Monday to Saturday : 1600 hours – 1700 hours

Course Code	Course Title	L	T	P	S	Credit
SEC002	Digital Marketing	1	0	1		2
Pre-requisites/Exposure						

Course Perspective:

This course has been designed to impart knowledge of online marketing and working on various tools. Through this program, we aim to provide tools which are in high demand in the current business environment. The course curriculum of the University needs to be supplemented by a short duration course to impart knowledge and skills required to understand digital marketing concepts. This program is the need of the hour. Once there was a time when advertisements were limited to television, radio, newspapers and magazines. However, as the world is moving towards online platforms, businesses are expanding their reach and trying to connect with the customers through digital marketing platforms.

Course Outcomes:

CO1- students will be able to understand the concept of digital marketing and its integration with traditional marketing.

CO2- students will be able to understand customer value journey in digital context and behaviour of online consumers.

CO3- students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns.

CO4- students will be able to examine various tactics for enhancing a website's position and ranking with search engines.

CO5- students will be able to examine various tactics for enhancing a website's position and ranking with search engines.

CO6- students will be able to leverage the digital strategies to gain competitive advantage for business and career.

Course Content:

Unit 1: Marketing in the Digital World (3 weeks)

Digital marketing: Concept, Features, Difference between traditional and digital marketing, Moving from traditional to digital Marketing; Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand

Based-Display Advertising; Community Based-Social Media Marketing; Others-Affiliate, Email, Content, Mobile. Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

Unit 2: Content and Email Marketing (2 weeks)

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

Unit 3: Social Media Marketing and Display Marketing (5 weeks)

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies) Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format- Budget, Media, Ad Formats, Ad Copy.

Unit 4 Search Engine Marketing (5 weeks)

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMIs 5P Customer Search Insights Model. Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects- Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques Search Advertising: Overview of PPC Process Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension.

Essential/recommended readings

- J Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

Suggested Readings

- Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
- Seema Gupta: Digital Marketing: Mcgraw Hill
- Ultimate guide to digital Marketing by Digital Marketer

5th Semester

SEMESTER V					
Course Code- HUPL301	Course Title- Governance: Issues and Challenges	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

- The paper discusses several aspects of government while highlighting the most important current disputes.
- Understanding the significance of the notion of governance in the context of a globally interconnected society, administration, and development is necessary.
- Through the many good governance initiatives launched in India, the core of governance is examined.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: The learners are aware of how governance has changed in the age of globalization.

CO2: The most modern concepts of sustainable development and green governance are presented to the pupils.

CO3: The finest practices for excellent governance in India are rigorously introduced to the students.

Course Content

Unit 1: Government and Governance: Concepts

- Role of State in The Era of Globalisation
- State, Market and Civil Society

Unit 2: Governance and Development

- Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3: Environmental Governance

- Human-Environment Interaction
- Green Governance: Sustainable Human Development

Unit 4: Local Governance

- Democratic Decentralisation
- People's Participation in Governance

Learning Experience:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Textbooks

- 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
- United Nation Development Programme, Reconceptualising Governance, New York, 1997
- Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001
- Vasudha Chotray and Gery Stroker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008
- J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992
- B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, 2007 pp. 218-240.
- B. C. Smith, Good Governance and Development, Palgrave, 2007
- World Bank Report, Governance And Development, 1992
- P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in The Political Economy of Development in India. 6th edition, Delhi: Oxford University Press, 2005
- J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995
- Niraja Gopal Jayal[ed.], Democracy in India, Oxford University Press, 2007
- Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999
- J.P. Evans, Environmental Governance, Routledge, 2012

- Emilio F. Moran, Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell, 2010
- Pranab Bardhan and Dilip Mookherjee, Decentralization and Local Governance in Developing Countries: A Comparative Perspective, MIT Press, 2006
- T.R. Raghunandan, Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society, Orient Blackswan, 2013
- Pardeep Sachdeva, Local Government In India, Pearson Publishers, 2011
- P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, 2002

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

HUPL 301	Course Code	HUPL 301
GIC	Course Title	GOVERNANCE: ISSUES AND CHALLENGES
3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO2	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
		Mapped
CO1	The learners are aware of how governance has changed in the age of globalization.	PO1, PO2, PO3, PO4
CO2	The most modern concepts of sustainable development and green governance are presented to the pupils.	PO5, PO6
CO3	The finest practices for excellent governance in India are rigorously introduced to the students.	PO7
CO4	NA	NA

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Government and Governance: Concepts
Local	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Regional	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
National	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Global	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Employability	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Entrepreneurship	NA
Skill Development	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Professional Ethics	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Gender	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Human Values	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Environment & Sustainability	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Unit II	Governance and Development
Local	Changing Dimensions of Development Strengthening Democracy through Good Governance
Regional	Changing Dimensions of Development Strengthening Democracy through Good Governance
National	Changing Dimensions of Development Strengthening Democracy through Good Governance

Global	Changing Dimensions of Development Strengthening Democracy through Good Governance
Employability	Changing Dimensions of Development Strengthening Democracy through Good Governance
Entrepreneurship	NA
Skill Development	Changing Dimensions of Development Strengthening Democracy through Good Governance
Professional Ethics	Changing Dimensions of Development Strengthening Democracy through Good Governance
Gender	Changing Dimensions of Development Strengthening Democracy through Good Governance
Human Values	Changing Dimensions of Development Strengthening Democracy through Good Governance
Environment & Sustainability	Changing Dimensions of Development Strengthening Democracy through Good Governance
Unit III	Environmental Governance
Local	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Regional	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
National	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Global	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Employability	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Entrepreneurship	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Skill Development	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Professional Ethics	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Gender	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Human Values	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development

Environment Sustainability &	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Unit IV	Local Governance
Local	1. Democratic Decentralisation; 2. People's Participation in Governance
Regional	1. Democratic Decentralisation; 2. People's Participation in Governance
National	1. Democratic Decentralisation; 2. People's Participation in Governance
Global	1. Democratic Decentralisation; 2. People's Participation in Governance
Employability	1. Democratic Decentralisation; 2. People's Participation in Governance
Entrepreneurship	NA
Skill Development	1. Democratic Decentralisation; 2. People's Participation in Governance
Professional Ethics	1. Democratic Decentralisation; 2. People's Participation in Governance
Gender	1. Democratic Decentralisation; 2. People's Participation in Governance
Human Values	1. Democratic Decentralisation; 2. People's Participation in Governance
Environment Sustainability &	1. Democratic Decentralisation; 2. People's Participation in Governance
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER V					
Course Code- HUPL303	Course Title- Social Exclusion Theory and Practice	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: The course provides an insight into the historical background of the concept social exclusion

CO2: The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination

CO3: It discusses different modes of social exclusion with case studies from India and elsewhere

CO4: It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality

Course Content:

Unit I:

1. Social Exclusion: Origin, Concept, Dimension
2. Theories, Debates, Issues and Challenges of Social Exclusion
(Historical Background of the Concept of Social Exclusion; humiliation, inequalities- social, economic and political, untouchability, stigmatisation, discrimination, deprivation, marginalisation)

Unit II:

1. Political and Economical Dimension of Social Exclusion in India
2. Socio- Cultural and Religious Dimension of Social Exclusion in India
(Theories of Social Exclusion: Caste as Social Exclusion- Notions of purity and pollution and hierarchical gradation of people, inferior / superior occupations and remuneration; Property as economic exclusion- Unequal access to productive resources; Power as political exclusion, Rights as entitlements- educational opportunities, and unequal capabilities, competition, 'merit' based exclusion, and market based formal exclusions.)

Unit III:

1. Caste and Class and its Intersectional role in Social Exclusion
2. Gender and Religion and its Intersectional role in Social Exclusion
(Forms of Social Exclusion I: Religion, Race, Caste, Class, Gender, Indigenous/Adivasi, Disability)

Unit IV:

1. Migration and Disability as recent Trends of Social Exclusion.
2. Alternative Sexuality, Sexuality, Body and Language as Emerging Trends of Social Exclusion.
(Forms of Social Exclusion II: Migrants and Refugees, Region, Language and Ethnicity, Illness.)

Unit V:

Social Exclusion, Human Rights and Inclusive Policy- the link: Reservation policies for the socially and educationally backward in India.

Learning Experience:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality.

Textbooks

Essential Texts

1. Omvedt, Gail: Dalit Vision Tract and Times.
2. Sawaswati Raju : Locating Women in Social Development in India
3. Sukhdeo Throat : Empowering Marginalized Groups: Policies and Changes in India
4. Jordan Bill : A theory of Poverty and Social Exclusion
5. H.S Verma : The OBCs and the dynamics of social exclusion in India
6. Ghanashyam Shah : Untouchability In Rural India

De Haan, Arjan.(1999). Social Exclusion: Towards a Holistic Understanding of Deprivation. London: Department for International Development.

Dréze, Jean and Amartya Sen. (1999). Hunger and Public Action. Delhi: Oxford University Press.

Guru, G. (ed.) (2009). Humiliation: Claims and Context. Delhi: OUP.

Indian Journal of Human Rights. (1997). Special issue on Dalits. Hyderabad: HCU.

Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (ed.), Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, (pp. 11- 23). New Delhi: Concept Publishing Company.

Piketty, T. (2015). (Translated by Arthur Goldhammer). The Economics of Inequality, USA: Harvard College.

Sen, Amartya. (2007). Social Exclusion: Concept, Application and Scrutiny. New Delhi: Critical Quest.

Shah, G. et.al. 2006. Untouchability in Rural India. New Delhi: Sage Publications.

Teltumbde, A. (2010). The persistence of caste: The Khairlanji murders and India's hidden apartheid. Zed Books: London.

Thorat, Sukhadeo and Narender Kumar (2008). B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies, New Delhi: Oxford University Press.

Suggested Readings:

Himanshu. (2018). India Inequality Report: Widening Gaps. London: Oxfam.

Kabeer, Naila. (2000). Social exclusion, poverty and discrimination: towards an analytical framework. IDS Bulletin, 31 (4), pp. 83-97.

Kurzban, Robert and Mark. R. Leary. (2001). Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. Psychological Bulletin, 127(2): 187 -208

Saith, R. (2001). 'Social Exclusion: The Concept and Application to Developing Countries', Queen Elizabeth House Working Paper Series 72. Oxford: Queen Elizabeth House.

Sheth, D. L. (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies', Occasional Paper. New York: UNDP, Human Development Report Office.

Thorat, Sukhadeo and Umakant. (Eds.). (2004). Caste, Race and Discrimination –Discourses in International Context. Jaipur and New Delhi: Rawat Publications.

Thorat, Sukhadeo (2009). Dalits in India: Search For Common Destiny, New Delhi: Sage Publications

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V					
Course Code- HUPL305	Course Title- Your Laws, Your Rights	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- The goal of this course is to further equip the students with an understanding of law as a source of rights and as an expanding realm of justice, welfare, and dignity.
- Through the study of certain principles, such as equality and non-discrimination, empowerment, redistribution, and respect of customary rights, learner will learn to view these as essential for a democratic society.
- The course will demonstrate a basic understanding of criminal justice system including capital punishment, colonial understanding of punishment, criminal, and justice system; gender, minority, subaltern groups and their rights viewed in the legal system and the purview of law and enforcement.
- The course will demonstrate learners' knowledge of the Indian legal system's structure and guiding principles.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: To illustrate that learner grasps the role of law as a foundation for rights; the idea of law, rights, criminal justice systems, punishment and the contemporary debates and discussion on the same.

CO2: To learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on; additionally to develop knowledge of these values.

CO3: To aware the learner of the rights to democracy that Indian citizens and people are entitled to.

CO3: To learn how to protect the rights and entitlements that citizens and individuals are provided by using regular legal processes.

Course Content

Unit 1

Rule of law and the Criminal Justice System in India

Unit 2

- Laws relating to criminal justice administration

a) How to file a complaint, First Information Report (FIR)

b) Detention, arrest and bail

- Equality and non-discrimination

a) Gender: the protection of women against domestic violence, rape and sexual harassment

b) Caste: laws abolishing untouchability and providing protection against atrocities

c) Class: laws concerning minimum wages

d) Disability and equality of participation and opportunity

Unit 3

- Empowerment

a) Access to information

b) Rights of the consumer

- Redistribution, recognition and livelihood

a) Traditional rights of forest dwellers and the issue of women's property rights

b) Rural employment guarantee

Unit 4

- Access to Identification documents and Social Security Schemes-

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

Learning Experience:

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Textbooks

1. A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston, pp.3-19.
2. SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.
3. V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), *Indian Legal System*, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, doi: <http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf>
4. B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.
5. SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.
6. SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India: The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

7. SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.
8. Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at <https://nyaaya.in/topic/firstinformation-report-fir>, <https://nyaaya.in/topic/bail>, <https://nyaaya.in/topic/arrest>
9. P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.
10. V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Toward Legal Literacy, New Delhi: Oxford University Press.
11. S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
12. M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, Economic and Political Weekly (Engage), available at
 - a. <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>
13. P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
14. N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
15. Vishnu Konoorayar, (2008), 'Consumer Law', In Towards Legal Literacy in India. K. Sankaran and U.K. Singh (eds). New Delhi: Oxford University Press.
16. J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

HUPL305	Course Code	HUPL305
YL YR	Course Title	Your Laws, Your Rights
3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

Mapping between COs and POs	
	Mapped
Course Outcomes (COs)	Program Outcomes
CO1 Illustrate that you grasp the role of law as a foundation for rights.	PO1, PO2, PO3
CO2 Learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on. Develop knowledge of these values.	PO4, PO5
CO3 Show that you are aware of the rights to democracy that Indian citizens and people are entitled to.	PO4, PO5, PO6
CO4 Learn how to protect the rights that citizens and individuals are given by using regular legal processes.	PO5,PO6,PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	NA
Local	Rule of law and the Criminal Justice System in India
Regional	Rule of law and the Criminal Justice System in India
National	Rule of law and the Criminal Justice System in India
Global	NA
Employability	Rule of law and the Criminal Justice System in India
Entrepreneurship	NA
Skill Development	Rule of law and the Criminal Justice System in India
Professional Ethics	Rule of law and the Criminal Justice System in India
Gender	Rule of law and the Criminal Justice System in India
Human Values	Rule of law and the Criminal Justice System in India
Environment & Sustainability	Rule of law and the Criminal Justice System in India
Unit II	NA
Local	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Regional	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity

National	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Global	NA
Employability	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Entrepreneurship	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Skill Development	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Professional Ethics	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Gender	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Human Values	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Environment & Sustainability	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity

Unit III	NA
Local	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Regional	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
National	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Global	NA
Employability	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Entrepreneurship	NA
Skill Development	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Professional Ethics	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Gender	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Human Values	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Environment & Sustainability	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Unit IV	NA
Local	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Regional	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

National	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Global	NA
Employability	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Entrepreneurship	NA
Skill Development	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Professional Ethics	NA
Gender	1. Access to Identification documents and Social Security Schemes
Human Values	1. Access to Identification documents and Social Security Schemes
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER VI					
Course Code- HUPL 313	Course Title- Western Political Thought	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- This course introduces students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.
- The purpose is to introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.
- The purpose of this course is to introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.
- Students will be able to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Learn how to comprehend the classics so that you may utilize them to address current socio-political issues.

CO2: Inculcate the ability to relate to historically written books and analyse them in a manner that is comfortable (the way philosophers do).

CO3: To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

CO4: Recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

CO5: Recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

Course Content

Unit 1: Antiquity

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship
- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; Human (termed as 'man') as zoon politikon

Interlude

- Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue

Unit 2: Possessive Individualism

- Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.
- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property

Unit 3: Modernity and its Discourses

- **Romantics**
- Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

Unit 4:

a. Utilitarian and Liberal Socialist

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

b. Idealist & Radicals

- Hegel
- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

Learning Experience

This course deals with government, sovereignty and state, along with justice, constitution and citizenship. Western political thought remains an essential tradition of political thinking and theorisations. In this course, we examine major texts in Western political thought, where authors pose difficult questions about the political community, social order, and human nature. How do our views about human nature and history inform government design? This course explores how Plato, Machiavelli, and Rousseau responded and how these philosophers contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between the citizen and the state.

In the first unit, the course addresses the polis, or political community, centred upon the texts of Plato and Aristotle. In the second unit, it explores the modern state and constitutional government, featuring the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes. Finally, we focus on democracy and a critique of liberal ideology from the perspectives of the texts of Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels. These political philosophies have shaped various forms of government, from tyranny to republican democracy to welfare states.

Note that while we use the terms politics, political theory, and political science throughout the course, they are not interchangeable. Politics describes the use of power and the distribution of resources. Political theory is the study of the concepts and principles people use to describe, explain, and evaluate political events and institutions. Traditionally, political theory approaches this study from three perspectives: classic, modern, and contemporary political theory. Here, we examine all three. Political science is the academic discipline concerned with the study of the state, government, and politics. Aristotle defined political science as "the study of the state".

Western political thought has served as a philosophical and ideological foundation for governments around the world. This course gives one historical, social, and cultural context to relate to contemporary political society.

Textbooks

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- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53
- J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184
- Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.
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- D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.
- C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.
- A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.
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Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

313	HUPL	CourseCode	Cours e	HUPL313	
	WPT			Western Political Thought	
	3			PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
	2			PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
	2			PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
	3			PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
	3			PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
	3			PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
	3			PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

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1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Learn how to comprehend the classics so that you may utilize them to address current socio-political issues	PO1, PO2
CO2	Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).	PO3, PO4
CO3	To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.	PO5
CO4	Recognize modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.	PO6
CO5	Recognize distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.	PO7

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Antiquity; Interlude
Local	NA
Regional	NA
National	NA
Global	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Employability	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Entrepreneurship	NA
Skill Development	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Professional Ethics	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Gender	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Human Values	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Environment & Sustainability	NA
Unit II	Possessive Individualism

Local	NA
Regional	NA
National	NA
Global	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Employability	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Entrepreneurship	NA
Skill Development	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Professional Ethics	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Gender	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Human Values	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Environment & Sustainability	NA
Unit III	Modernity and its Discourses: Romantics
Local	NA
Regional	NA
National	NA
Global	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Employability	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Entrepreneurship	NA
Skill Development	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

Professional Ethics	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Gender	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Human Values	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Environment & Sustainability	NA
Unit IV	Utilitarian and Liberal Socialist; Idealist & Radicals
Local	NA
Regional	NA
National	NA
Global	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Employability	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Entrepreneurship	NA
Skill Development	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Professional Ethics	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Gender	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Human Values	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

Career Development Center
K R Mangalam University
Course Title: Arithmetic and Reasoning Skills- III
Course Code: AEC010

Program: Employability Enhancement Program (EEP)

Total 45 Sessions

AEC010	Arithmetic and Reasoning Skills- III	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure					
Co-requisites	--				

Contents

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A. Course Perspective. The course aims to improve basic arithmetic skills, speed, and accuracy in mental calculations, and logical reasoning. These abilities are essential for a strong math foundation, helping students succeed in academics and various practical fields.

B. Program Specific Outcomes:

PSO 1: Developing a positive mind set, self-awareness and the ability to deal with others.

PSO 2: Enhancing verbal and non-verbal communication skills

PSO 3: Improving Arithmetic and Mental Ability Skills

C. The Course Outcomes (COs). On completion of the course the participants will be:

CO 1: Understanding arithmetic algorithms required for solving mathematical problems.

CO 2: Applying arithmetic algorithms to improve proficiency in calculations.

CO 3: Analyzing cases, scenarios, contexts and variables, and understanding their inter-connections in a given problem.

CO 4: Evaluating & deciding approaches and algorithms to solve mathematical & reasoning problems.

D. COURSE CONTENT

Unit I: Mathematical Essentials	12	Hrs
Traditional Indian Calculation methods, Number types and divisibility principles, Practical uses of Percentage in calculating changes and discount, understanding Ratio and Proportion in everyday context.		
Unit II: Fundamentals of Logical Reasoning		9 hrs
Blood Relations, Direction Sense, Coding Decoding		
Unit III: Elementary Quantitative Skills		13 hrs
Simple and Compound Interest in everyday situations like loans, investment, Practical problems involving Averages, Real life examples and scenarios involving Partnership		
Unit IV: Reasoning Skills	11hrs	Introduction to
reasoning, logical reasoning, Analytical reasoning, deductive reasoning, Inductive reasoning, Abductive reasoning, Reasoning in Communication, reasoning in decision making, Reasoning in Research and analysis		

E. Learning Plan:

Session Nos.	Topics	Pedagogy	Reference	Session outcome (Bloom's Taxonomy)	Course Outcomes (COs)
1.	Traditional Indian Calculation methods	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO3
2.	Number types and divisibility principles	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO2, CO4
3.	Practical uses of Percentage in calculating changes and discount	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO2, CO4
4.	Understanding Ratio and Proportion in everyday context.	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO2, CO4
5.	Blood Relations	Discussion, Worksheet	R3	L2, L4	CO3, CO4
6.	Direction Sense	Discussion, Worksheet	R3	L2, L4	CO3, CO4
7.	Coding Decoding	Discussion, Worksheet	R3	L2, L4	CO3, CO4
8.	Simple and Compound Interest in everyday situations	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO3, CO4
9.	Practical problems involving Averages	Discussion, Worksheet	R1, R2	L2, L3	CO1, CO2, CO4
10.	Real life examples and scenarios involving Partnership	Discussion, Worksheet	R1, R2	L3	CO3, CO4

11.	Introduction to Logical , Analytical Reasoning	Discussion, Worksheet	R1, R2	L2, L3	CO3, CO4
12.	Deductive, Inductive and Abductive reasoning, Reasoning in Communication	Discussion, Worksheet	R1, R2	L2, L3	CO3, CO4
13.	Term-End Project Presentation			L3	CO1, CO2

L2= Understanding, L3= Applying, L4= Analyzing, L5= Evaluating and L6= Creating

Note: if a higher order Learning level is indicated for any session, it essentially includes lower- level learning also,

F. Evaluation Scheme: Faculty led Continuous Evaluation

Assignment -1	10 %	(Middle of the semester)
Project	10%	(01 week before last day of class)
Assignment -2	10 %	(after Mid- term)
Mid -term	20%	(Refer Academic Calendar)
End-Term Exam	50%	(Refer Academic Calendar)

(ii) Alignment/Mapping of COs & Assessment Matrix

CO Mapping with Assessment tools

Course Outcomes	Assignment-1	Project	Mid Term	Assignment-2	End Term Exam
CO 1					
CO 2					
CO 3					
CO 4					

Mapping /Alignment of COs with PSOs (Program Articulation Matrix)

PSOs/COs	CO1	CO2	CO3	CO4
PSO 1			1	3
PSO 2			1	
PSO 3	3	3	3	1

1=indicates the strength of co-relation between CO and PSO is Weak/low, 2= strength of co-relation between CO and PSO is Moderate/Medium, 3= strength of co-relation is Strong/High

G. Term – End Project: Guidelines

The project would be undertaken individually.

The student would essentially include the following in the project: -

Project: Impact Analysis of a Major Event or Trend

Project Overview

Students will analyze how a significant event or trend has impacted their field of study. This project will help them develop skills in data collection, analysis, and presentation while applying their disciplinary perspectives to a common subject.

Project Steps

Step 1: Define Objectives and Scope

Identify Major Event or Trend: Select a significant event or trend relevant to each discipline. For example:

Psychology: Impact of remote work on mental health

Political Science: Effects of social media on election outcomes

English: Influence of digital media on contemporary literature

Design: Impact of sustainable practices on design trends

Law: Effect of recent legal reforms on case outcomes

Determine Time Frame: Decide the period for analysis related to the event or trend (e.g., pre- and post-event analysis, quarterly updates).

Step 2: Gather and Prepare Data

Data Collection: Collect relevant data from various sources:

Psychology: Surveys, interviews, or existing research studies

Political Science: Election data, social media statistics, or public opinion surveys

English: Literary works, reviews, or author interviews

Design: Design projects, industry reports, or user feedback

Law: Case law, legal documents, or legislative records

Data Cleaning: Clean the data by removing inaccuracies, handling missing values, and ensuring consistency.

Data Structuring: Organize data into a structured format suitable for analysis, such as tables, charts, or text summaries.

Step 3: Prepare Report

Summary of Findings: Summarize key insights related to the impact of the event or trend on the field. Include trends, patterns, and significant changes.

Visual Aids: Create visualizations like charts, graphs, and infographics to support the findings.

Recommendations: Provide recommendations based on the analysis. This could include strategic adjustments, areas for further research, or practical applications.

Step 4: Present Findings

Create Presentation: Develop a presentation that includes key findings, visual aids, and recommendations. Tailor the content to the specific perspective of each discipline.

Discussion and Feedback: Present the findings to peers or faculty, engage in discussions about the implications, and gather feedback for further refinement.

Example Application:

Psychology: Analyze how remote work trends have affected mental health and propose interventions or support systems.

Political Science: Investigate how the rise of social media has influenced election strategies and voter behavior.

English: Examine how the proliferation of digital media has changed literary styles and reader engagement.

Design: Assess how the emphasis on sustainability is shaping current design trends and practices.

Law: Evaluate the impact of recent legal reforms on case outcomes and the justice system

H. Student's roles & responsibilities

Guidelines: All students must read these guidelines carefully and understand them fully .

1. All students must be seated in the class within 05 minutes of the commencement of the session. The classroom will be bolted from inside after this time.
2. You are expected to read all topics/cases etc. before coming to the class.
3. All students are expected to participate actively in discussions that take place in the classroom.
4. You will have to maintain 100 % attendance in the class. Leave shall be granted only with prior permission for urgent & essential work only.

5. You will submit all types of assignments within the given time frame.
6. You will work in a team & contribute to the team functions.
7. You will be asked to teach in your class.
8. You will undertake field and real time projects.
9. You will actively engage yourself in all activities of the TSB. Any absence will be dealt with separately according to the code of conduct.
10. You will come to the class properly dressed and neatly trimmed hair and clean shaven. The dress code is plain formal trousers, matching full-sleeved shirt & black shoes and necktie.

I. References

- R1. Guha Abhijit: Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill Publication
R2. Quantitative Aptitude by R.S. Aggarwal
R3. Verbal & Non-Verbal Reasoning by R.S. Aggarwal

J. Additional Readings:

<https://www.indiabix.com/online-test/aptitude-test/>

<https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

<https://www.hitbullseye.com/>

K . Contact details & Interaction Timing

Contact person :Dr.

E Mail ID : [.....@...ac.in](#)

Contact Days & Time: Monday to Saturday : 1600 – 1700 hrs.

SEC003	Entrepreneurship	L	T	P	C
Version 1.0		2	0	0	2
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives

The purpose of the course is that the students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities. The objective of the course is, further on, that the students develop the ability of analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development and, finally, to contribute to their entrepreneurial and managerial potentials.

Course Outcomes

On completion of this course, the students will be able to

CO1. Develop idea generation, creative and innovative skills

CO2. Aware of different opportunities and successful growth stories

CO3. Learn how to start an enterprise and design business plans those are suitable for funding by considering all dimensions of business.

CO4. Understand entrepreneurial process by way of studying different case studies and find exceptions to the process model of entrepreneurship.

Catalog Description

A fundamental outcome of entrepreneurship is the creation of new value, usually through the creation of new products and services which may lead to the creation of a new business entity. The objective of this course is to demonstrate and understand that exploiting a new opportunity is a process that can be planned, resourced, and managed. To start a successful business, an entrepreneur must exercise motivation as well as enterprising and managerial skills. He or she requires access to resources to grow the business; not just investment but social resources as well. Overall success is not just related to the nature of market opportunities but to the entrepreneurial and managerial motivations and skills of the entrepreneur

Course Content

Course Syllabus:

UNIT-I

Entrepreneurship – Concept, knowledge and skills requirement, characteristics of successful Entrepreneurs, role of entrepreneurship in economic development, entrepreneurship process, factors impacting emergence of entrepreneurship, managerial vs. entrepreneurial approach and emergence of entrepreneurship

UNIT-II

Creating Entrepreneurial Venture – Environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility; drawing business plan; preparing project report; presenting business plan to investors

UNIT-III

Sources of Finance – Debt or equity financing, commercial banks, venture capital; financial Institutions supporting entrepreneurs; legal issues – intellectual property rights patents, trademarks, copy rights, trade secrets, licensing, franchising .

UNIT-IV

Role of Central and State Governments in promoting entrepreneurship – Start-up India, Standup India, PM Yuva Yojna, NITI Aayog, Various incentives, subsidies, fiscal and tax concessions; agencies in entrepreneurship development – District Industries Centres (DICs), Small Industries Service Institute (SISI), Entrepreneurship Development Institutes of India (EDII); Women Entrepreneurs – role, problems, prospects.

References:

1. Tendon, C: Environment and Entrepreneur; Clough Publications, Allahabad.
2. Siner A David: Entrepreneurial Megabucks; John Wiley and Sons, New York.
3. Srivastava S. B: A Practical Guide to Industrial Entrepreneurs; Sultan Chand and Sons, New Delhi.
4. Prasanna Chandra: Protect Preparation, Appraisal, Implementation; Tata McGraw Hill. New Delhi.
5. Paudey I.M: Venture Capital - The Indian Experience; Prentice Hall of India. New Delhi
6. Holt: Entrepreneurship-New Venture Creation; Prentice Hall of India. New Delhi

6th Semester

SEMESTER VI					
Course Code- HUPL302	Course Title- India's Foreign Policy – Evolution and Changing Dynamics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- The purpose of this course is to inform students about the domestic origins and institutional limitations that have shaped India's foreign policy throughout its development and application.
- By emphasising the changes in India's internal identity and the accompanying developments at the global level, the effort aims to emphasise important connections between the "domestic" and "international" parts of its foreign policy.
- Understanding India's shifting positions and the evolution of its role as a global player since independence is made easier by looking at its relations with the superpowers during and after the Cold War, its negotiating tactics and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy.

CO2: Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.

CO3: Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.

CO4: Students' comprehension of India's tactics in South Asia will improve as a result of the course.

CO5: Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.

Course Content

Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

- India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Unit 2: India and Great Powers

- India's Relations with the USA and Russia
- India's Engagements with China

Unit 3: India in South Asia: Debating Regional Strategies

- Prospects and Challenges

Unit 4: India in the Contemporary Multipolar World

- UNO
- G20
- EU
- BRICS
- SCO

Learning Experience

This course will help students, academics and professionals develop an authentic understanding of India's Foreign Policy- its historical context, recent developments and key issues facing the country. The course will provide students with a framework to analyse and become familiar with India's diplomatic agenda and current engagements with partner countries.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Textbooks

- Ragi, Sangit K. et.al. (2018), Imagining India as a Global Power: Prospects and Challenges, Oxon and New York, Routledge.
- Ian Hall (ed) (2014), The Engagement of India: Strategies and Responses, Washington, DC, Georgetown University Press.
- Muchkund Dubey, (2016), India's Foreign Policy: Coping with the Changing World, New Delhi, Orient Blackswan Pvt. Ltd.
- Harsh V.Pant (ed), (2009), India's foreign Policy in a Unipolar World, New Delhi, Routledge.
- Harsh V. Pant (2016), India's Foreign Policy-An Overview", New Delhi: Orient Blackswan.
- Harsh V. Pant (ed) (2019), New Directions in India's foreign Policy: Theory and Praxis, New Delhi: Cambridge University Press.
- David M. Malone, (2011), Does the Elephant Dance? Contemporary Indian Foreign Policy, New Delhi, Oxford University Press.
- Sumit Ganguly (ed),(2016), Engaging the World-Indian Foreign Policy since 1947, New Delhi, Oxford University Press.
- D.M. Malone & C. Raja Mohan & S. Raghavan (eds) (2015), The Oxford Handbook of Indian Foreign Policy, United Kingdom, Oxford University Press
- Sumit Ganguly (ed) (2010), India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code HUPL302	HUPL302
Course Title IFP	Indian Foreign Policy – Evolution and Changing Dynamics
3	PO1 Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2 Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3 An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4 Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5 Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6 A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7 Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy	PO1, PO2
CO2	Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.	PO3, PO4
CO3	Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China .	PO4, PO5
CO4	Students' comprehension of India's tactics in South Asia will improve as a result of the course.	PO6
CO5	Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.	PO7

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power
Local	NA
Regional	NA
National	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Global	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Employability	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Entrepreneurship	NA
Skill Development	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Professional Ethics	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Gender	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Human Values	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Environment & Sustainability	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Unit II	India and Great Powers
Local	NA
Regional	NA
National	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Global	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Employability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Entrepreneurship	1. India's Relations with the USA and Russia, 2. India's Engagements with China

Skill Development	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Professional Ethics	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Gender	NA
Human Values	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Environment & Sustainability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Unit III	India in South Asia: Debating Regional Strategies
Local	NA
Regional	NA
National	Prospects and Challenges
Global	Prospects and Challenges
Employability	Prospects and Challenges
Entrepreneurship	NA
Skill Development	Prospects and Challenges
Professional Ethics	Prospects and Challenges
Gender	Prospects and Challenges
Human Values	Prospects and Challenges
Environment & Sustainability	Prospects and Challenges
Unit IV	India in the Contemporary Multipolar World
Local	NA
Regional	NA
National	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Global	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Employability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Entrepreneurship	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Skill Development	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO

Professional Ethics	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Gender	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Human Values	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Environment & Sustainability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER VI					
Course Code- HUPL304	Course Title- Research Methodology – Qualitative and Quantitative Methods	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- Students are introduced to the processes and procedures used in political science research throughout this course.
- The key philosophical discussions of science as well as positivism and hermeneutics, two influential methods of social science investigation, are covered in the course material.
- Included are study design, several qualitative and quantitative methodologies, and research ethics.
- The purpose of the course is to provide the students the tools they need to perform independent research, which is crucial if they want to continue their education.

Course Outcome

Upon completion of the course the learner will be able to:

CO1: The course introduces the students to the methods and processes of political science research.

CO2: The key philosophical controversies and the two main methods of studying the social sciences, positivism and hermeneutics, are covered in the course program.

CO3: Additionally covered are study ethics, different qualitative and quantitative approaches, and research design.

CO4: The goal of the course is to prepare the students for independent research, which is crucial if they want to continue their education.

Course Content

Unit I: Understanding and Explanation in Social Sciences

- Positivism and Social Sciences
- Hermeneutics

Unit 2: Major Debates in the Philosophy of Science

- Logical Positivism and Falsification
- Structure of Scientific Revolutions

Unit 3: Research Design

- Identifying Research Questions
- Writing a Research Report
- Research Ethics

Unit 4: Introduction to Methods and Methodology

- Qualitative/ Quantitative Debate
- Qualitative Research Methods
 - a. Inferential and Descriptive Statistics
 - b. Survey
 - c. Sampling

Learning Experience

This course aims to focus-

- 1) Social Research: - Scientific Study of Political Science. The role of Logic in Social Science Research A) Kinds of Knowledge and their Limits -Perception, inference testimony, B) Kinds of Inference- Inductive – deductive Hypothesis and Fallacies
- 2) Scientific Methods: - Causality and explanation, Dependent and independent various values in Political Science Research.
- 3) Behavioural revolution in Political Science: Intellectual Foundations of behaviouralism.
- 4) Research Design: Types of Research Design – Exploratory, Descriptive, Experimental. Characteristics of good Research Design. Pros and Limitation of various Research Design.
- 5) Selection and formulation of research problem: Conceptual Framework, Objectives of Research, Review of related literature. Hypotheses.
- 6) Field Study: Census and Sample, Sampling techniques- Stratified, random, Quota, Cluster, Purposive Sampling.
- 7) Methods of Collection of Data:
 - a) Primary Data Collection: Observation- Participant and non- participant. Questionnaires- Interview schedule (closed-open)

- b) Secondary Data: Sources: Documents, census materials, records, biographies, Library references, travelogues, history, journals, reports, Government report, serials, gazetteers, annuals.
- 8) Presentation of data: Coding and tabulation of data - simple and cross tabulation. Statistical presentation of data, mean, mode, median. Graphs Probability. Measurement of association.
- 9) Analysis of data: Interpretation of data, qualitative analysis. Case study. Testing the hypothesis.
- 10) Research Report: Introduction, Objectives and methods of study, Selection of universe and sample. Presentation of data and analysis, Conclusions and suggestions.

Textbooks

- Action, H. B. Acton (1951) Comte's Positivism and the Science of Society. Philosophy, 26(99), 291-310.
- Bryman, A., Bell, E., & Teevan, J. J. (2012). Social research methods. Don Mills, Ont: Oxford University Press.
- Derrida, J., & Bass, A. (1978). Writing and difference. Chicago: University of Chicago Press.
- Kuhn, T. S. (1996). The structure of scientific revolutions. Chicago, IL: University of Chicago Press.
- Levin, J., & Fox, J. A. (2000). Elementary statistics in social research. Boston: Allyn and Bacon.
- Mahajan, G. (2011). Explanation and Understanding in the Human Sciences, New Delhi: Oxford University Press.
- Miller, D. ed. (1987). A Pocket Popper. Glasgow: Fontana Press.
- Neurath, O. (1973). Empiricism and Sociology. Dordrecht, Boston: D. Redel Publishing Company.
- Popkin, R. H. (1999). The Columbia history of Western philosophy.
- Ricoer, P. (1973). The Model of the Text: Meaningful Action Considered as a Text. New Literary History, 5(1), 91-117.
- Ricoer, P. (1976). Interpretation Theory: Discourse and the Surplus of Meaning, Texas: The Texas Christian University Press.
- Sarukkai, S. (1995). Mathematisation of Human Sciences: Epistemological Sanskritisation? Economic and Political Weekly, 30(52), 3357-3360.
- Scott, S. (1987). Enlightenment and the Spirit of the Vienna Circle. Canadian Journal of Philosophy, 17(4), 695-710.
- Skinner, Q. (1975). Hermeneutics and the Role of History. New Literary History, 7(1), 209-232.
- Strauss, A. L., & Corbin, J. M. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, Calif: Sage Publications.

SEMESTER VI					
Course Code- HUPL306	Course Title- Political Processes and Institutions in Comparative Perspective	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- Students will learn how to use comparative methodologies for studying politics in this course.
- Both the content and the method of instruction in the course are comparative.
- The course's goal is to introduce undergraduate students to some of a variety of topics, works of literature, and methodologies that are related to comparative politics in the process.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Students who complete the assignment will have a thorough grasp of various political systems and regime varieties.

CO2: Students might compare and contrast democratic and authoritarian regimes, as well as unitary and federal ones.

CO3: Students' ability to reflect on institutional structures and their operations, such as party systems and election systems, will be aided by this. It will shed light on how nation-states have developed in the context of Western civilizations and post-colonial countries.

CO4: The process of democracy in post-colonial, post-authoritarian, and post-communist states will become more understandable to students.

Course Content

Unit 1: Forms of Government:

- Unitary and Federal System
- Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2: Electoral Systems:

- Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Unit 3: Parties and Party Systems

- Historical contexts of the emergence of the party system and types of parties

Unit 4: Nation-State

- What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

Learning Experience

In every society, prevailing political culture functions in a number of interrelated roles. It legitimised governmental actions, public policies and political system. Political leadership gets support from the attitude, belief, orientations and value system possessed by the people. Political culture relates to larger issues of political development. The stability of political system depends upon the cohesive nature of the political system. A political culture produces three kinds of orientations that affect attitudes and behaviour towards the political objects. These orientations are namely cognitive, affective and evaluative. Cognitive orientation refers to the knowledge about roles, institutions, process and the political system. Affective orientation relates to an individuals feeling or attachment to, involvement in or identification with the political system. Evaluative orientation entails the assessment with the political system on the basis of the individual’s beliefs or values. These three dimensions are interrelated and may be combined in a variety of ways, even within the same individual as he considers various aspects of the political system.

Hence, the study of political culture of a society centres round a number of queries as follows. What are the major believers, values and attitudes that prevail within a society? To what extent, do political subcultures exist within the national political culture and how do they accommodate in the society? Finally, how do the cultures change in a society?

Textbooks

- M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) Comparative Politics: Explaining Democratic System. Sage Publications, New Delhi, pp. 13-40.

- M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
- B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.
- P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.
- L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.
- A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.
- A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.
- R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.
- A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.
- A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York: Palgrave, pp. 247-268.
- B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.
- W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A.Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.
- K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.
- A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102
- T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.
- K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.
- J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.
- B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.
- M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.
- R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27.
- R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Course Code	HUPL 306
Course Title	Political Processes and Institutions in Comparative Perspective
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of

	schools of thought considered trendy or fashionable.
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1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs	
Course Outcomes (COs)	Mapped Program Outcomes
CO1 Students who complete the assignment will have a thorough grasp of various political systems and regime varieties.	PO1, PO4, PO5, PO6, PO7
CO2 Students might compare and contrast democratic and authoritarian regimes, as well as unitary and federal ones.	PO1, PO4, PO5, PO7
CO3 Students' ability to reflect on institutional structures and their operations, such as party systems and election systems, will be aided by this. It will shed light	PO1, PO4, PO5, PO6, PO7
CO4 The process of democracy in post-colonial, post-authoritarian, and post-communist states will become more understandable to students.	PO1, PO4, PO5, PO6, PO7

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Forms of Government
Local	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Regional	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
National	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Global	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Employability	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Entrepreneurship	NA
Skill Development	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Professional Ethics	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Gender	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Human Values	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Environment & Sustainability	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Unit II	Electoral Systems
Local	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Regional	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
National	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Global	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Employability	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Entrepreneurship	NA
Skill Development	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Professional Ethics	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Gender	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Human Values	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Environment & Sustainability	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Unit III	Parties and Party Systems
Local	1. Historical contexts of the emergence of the party system and types of parties
Regional	1. Historical contexts of the emergence of the party system and types of parties
National	1. Historical contexts of the emergence of the party system and types of parties
Global	1. Historical contexts of the emergence of the party system and types of parties
Employability	1. Historical contexts of the emergence of the party system and types of parties
Entrepreneurship	NA
Skill Development	1. Historical contexts of the emergence of the party system and types of parties
Professional Ethics	1. Historical contexts of the emergence of the party system and types of parties
Gender	1. Historical contexts of the emergence of the party system and types of parties
Human Values	1. Historical contexts of the emergence of the party system and types of parties
Environment & Sustainability	NA

Unit IV	Nation-State
Local	NA
Regional	NA
National	NA
Global	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Employability	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Entrepreneurship	NA
Skill Development	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Professional Ethics	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Gender	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Human Values	1. What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: Debates
Environment & Sustainability	1. What is nation–state? A. Postcolonial contexts ‘Nation’ and ‘State’: Debates
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER VI					
Course Code- HUPL308	Course Title- Research Project	L	T	P	C
Version 1.0		-	-	-	6
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	6				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The "Research Project" in the B.A. Political Science DEGREE programme will provide students with an opportunity to engage in independent, in-depth research on a topic of their choice within the discipline. It will encourage students to apply theoretical knowledge and methodological skills acquired throughout the program. The course emphasises the development of critical thinking, analytical abilities, and practical research skills while exploring contemporary political issues and contributing original insights to ongoing debates in the field.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Develop the ability to identify, conceptualise, and investigate a significant political science research question.

CO2: Demonstrate proficiency in research methodologies, data collection, and analysis.

CO3: Produce a well-structured, original research report that effectively communicates findings and arguments.

CO4: Cultivate independent learning, problem-solving, and project management skills.

CO5: Present research findings with clarity, contributing to academic discourse in political science.

Learning Experience:

The "Research Project" will enable students to transition from theoretical learning to hands-on research. Through the process of formulating research questions, collecting and analysing data, and writing up their

findings, students experience the challenges and rewards of academic inquiry. This course fosters self-directed learning, deepens their understanding of political science, and sharpens their ability to critically engage with complex issues. By the end of the project, students not only gain specialised knowledge but also enhance their research, writing, and presentation skills.

SEC004	Basics of Artificial Intelligence	L	T	P	C
Version 1.0		1	0	1	2
Pre-requisites/Exposure					
Co-requisites	--				

Unit I:

Definition of Intelligence, Knowledge, Artificial Intelligence; importance, real time applications, Turing test, importance of Artificial Intelligence in today's era, Difference between Human Brain & Computer; Chinese Room Argument, 15-tile Puzzle Problem, Types of Knowledge, Knowledge Pyramid, Merits and Demerits of Artificial Intelligence.

Unit II:

Characteristics of AI Problems, Problem Representation techniques, Declarative and Procedural Representation, Monotonic & Non Monotonic Reasoning, Introduction to Brute Force Search: Breadth First Search & Depth First Search; Introduction to Heuristic Search: Hill Climbing & Problems associated with it, A* Algorithm, Min – Max Game Playing Algorithm, Difference between Database and Knowledgebase, Knowledge Representation : Semantic Nets, Frames, Scripts.

Unit III:

An introduction to Machine Learning, Definition of Machine Learning, Learning, Classification of machine Learning; Supervised, Unsupervised and Reinforcement learning; 7 Types of Reasoning (With Definitions and Examples), Machine Learning Applications, Life Cycle of Machine Learning, Introduction to Fuzzy Logic.

Unit IV:

Fusion of AI with IOT, Case Studies: Artificial Intelligence & Machine Learning, Definition: Expert Systems, Neural Networks, Natural Language Processing, Expert System Life Cycle, Futuristic trends in Artificial Intelligence & Machine Learning.

Annexure I

Discipline Specific Electives

(Semester Wise)

SEMESTER III					
Course Code- HUPL102	Course Title- Global Politics and the Rise of the Asian Century	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalisation discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analysing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Outcome

Upon completion of the course the learner will be able to:

CO1: The idea that the 21st century will be the Asian Century first appeared as a number of Asian economies began to develop at historically unprecedented rates in the late 1980s. Investigating such a situation is the primary motivation behind developing this paper.

CO2: Decision-makers, political figures, academics, and business executives both inside and outside of Asia have given the idea a lot of thought since then. In the course, the students will learn more about this component.

CO3: The paper will highlight the imaginative idea of the Asian century. It demands that a new, more just world order be established as well as the liberation of billions of people from poverty.

CO4: The Asian century portends social turmoil, instability, and maybe war as growing Asian nations push back against the US-led global order. The following paper will examine this difficult yet intriguing idea.

Course Content

Unit 1: Conceptualisation of the Asian Century

- What is the 'Asian Century'?
- Is the American 'Pivot to Asia' and the friction in India–China relations a challenge to the concept of the Asian Century?

Unit 2: Asia and the World in the Asian Century

- The creation of new world order and its impacts on existing global governance
- India's dilemmas in an Asian century

Unit 3: The Rise of China: Challenges, Implications, and Options

- Implication on USA
- Implication on India
- Implication on Indo-Pacific region
- Prospects towards Military and strategic perspectives

Unit 4: Asia as Future: The Claims and Rhetoric of an Asian Century

- Prospects in the post-Covid world order

Learning Experience

- As a number of Asian economies started to expand at historically unparalleled rates in the late 1980s, the notion that the 21st century would be the Asian Century initially surfaced. The main reason behind this course is to investigate such a phenomenon.
- Since then, the concept has received considerable consideration from decision-makers, leaders in politics, academia, and industry both inside and outside of Asia. The students will learn about this element in the course.
- The Asian century is a visionary notion that the paper will emphasize. It calls for the emancipation of billions of people from poverty and the creation of a new, more equitable world order.
- As emerging Asian nations fight back against the US-led global system, the Asian century suggests social unrest, instability, and perhaps war. This paper will study this challenging but stimulating notion.

Textbooks

- Narayanan R. (2018). Achieving the Asian Century: Challenges and Options. United Service Institution of India, 490.
- Woetzel J., Seong J. (2021, January 5). What is driving Asia's technological rise? Retrieved from McKinsey Global Institute
- Aggarwal V. K. (2008). Asia's Competing Regionalism: The Search for Coherence and Convergence. Pacific Affairs Vol. 81, No. 1, pp. 9-30
- McNeil T. (2019, November 21). Why the United States Is the Only Superpower. Retrieved from Tufts
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- Nye, J. S. (2012). China and soft power. South African Journal of International Affairs, 19(2), 151-155.
- Kawakita, K. Are We Entering an “Asian Century?”: The Possibility of a New International Order.
- Alagappa, M. (2014). International Peace in Asia: Will it Endure? Carnegie Endowment International Peace (<http://carnegieendowment.org/2014/12/19/international-peace-in-asia-will-it-endure-pub-57588>)
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- Cha, V. D. (2009). What do they really want?: Obama’s North Korea Conundrum. The Washington Quarterly, 32:4 pp. 119-138
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- Dibb, P. (2011). Two Geopolitical Fallacies: the rise of China and the inevitable decline of America. Speech to ANU College of Asia and the Pacific (<https://www.youtube.com/watch?v=QiZ6391DCis>)
- Gordon, R. (2016). The Rise and Fall of American Growth. New Jersey: Princeton University Press
- Harris, J. (2016). America’s fatal flaw in its competition with China is thinking militarily, not economically.
- Hubbard, P. (2014). Asiaphoria or Asiaphobia? East Asia Forum (<http://www.eastasiaforum.org/2014/12/14/asiaphoria-or-asiaphobia/>)
- Ikenberry, J. (2008). “The rise of China and the future of the West: Can the liberal system survive?”, Foreign Affairs, 23-37.

- Krugman, P. (1994). The Myth of Asia's Miracle. Foreign Affairs
(<https://www.foreignaffairs.com/articles/asia/1994-11-01/myth-asias-miracle>)

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER III					
Course Code- HUPL211	Course Title- Gandhian Philosophy in the Contemporary World	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: This course will help students to understand Gandhian philosophy in a critical and analytical manner.

CO2: It will also help in describing the impact of Gandhian thought on Indian and global politics.

CO3: It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Course Content

Unit 1

Gandhi on Modern Civilization and Ethics of Development (2 weeks)

- Conception of Modern Civilisation and Alternative Modernity
- Critique of Development: Narmada Bachao Andolan

Unit 2

Gandhian Thought: Theory and Action (4 weeks)

- Theory of Satyagraha

b. Satyagraha in Action

- i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
- ii. Temple Entry and Critique of Caste
- iii. Social Harmony: 1947 and Communal Unity

Unit 3

Gandhi's Legacy (4 weeks)

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture Unit 4

Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

Textbooks

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), Gandhi's Vision for Indian Society: Theory and Action, Master Thesis in History, University of Oslo, Available at <https://www.duo.uio.no/bitstream/handle/10852/23275/IngfridKnudegaardxmasteroppgavexixhistorie.pdf?sequence=1&isAllowed=y>, Accessed: 14.05.2019, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. Social Scientist. Vol. 37 (1/2). Pp. 64-70.

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D. Hardiman, (2003) 'Fighting Religious Hatreds', in Gandhi in His Time and Ours. Delhi: Oxford University Press.

III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) In Search of Answers: Indian Women's Voices from Manushi, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.05.2019.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri',

Economic and Political Weekly, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political

Suggested Readings:

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910,

https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2);

"Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharatmk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf

A. Baviskar, (1995) 'National Development, Poverty and the environment', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company.

R. Iyer, (1993) The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan, pp. 432-39.

- R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.
- J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58
- M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.
- R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.
- N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.
- R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.
- A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.
- J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008
- R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER III					
Course Code- HUPL213	Course Title- Social Movement and Development Process in Contemporary India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

1. To understand the development process in India since independence and the Liberalisation policy
2. To understand the process of industrialisation and the influence it had on social structures
3. To understand the agrarian policy and structure in India and the land reforms and green revolution
4. To understand the various social movements such as tribal, peasant, Dalits, and women.
5. India's development processes have changed as a result of the effects of globalisation, creating new geographies of power as well as places of advantage and disadvantage.
6. Students will learn about the circumstances, settings, and modes of political contestation over current development paradigms and the recovery of people' democratic voices in this course.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: To understand and analyse the development process and policies in India since independence at a deeper level

CO2: To understand and analyse the industrial policy of India and its influence on the social structure

CO3: To understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.

CO4: To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.

CO5: To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.

Course Content

Unit I: Understanding Social Movements: An introduction

- Social Movements-Concepts and Definition, Approaches
- Conceptual Problems in the Study of Social Movements
- Role and Theories of Social Movement (Collective Behaviour Theory, Deprivation Theory-Resource Mobilisation Theory, Political process Theory, New Social Movements Theories and so on) & Evolution of Social Movements
- Impact of Globalisation and Social Movements (Industrial Development Strategy and Its Impact on the Social Structure; Mixed Economy, privatisation, the impact on organised and unorganised labour; Emergence of the New Middle Class; State and Planning; Liberalisation and Reforms)
- New Social Movements in India

Unit II: Peasant and Farmers Movements

- Agrarian Development Strategy and its Impact on the Social Structure
- Land Reforms, Green Revolution
- Agrarian Crisis since the 1990s and its impact on farmers
- New and Recent Farmers movements (2020-24)

Unit III: Feminist and Women's Movements

- Pre-Independence Period
- Post-Independence Period (Dowry, Rape, Community, Religion, Caste and Class)
- Challenges to the Women's Movement

Unit IV: Movements of the Deprived Sections

- Dalit Movement (New Beginning-Bhimrao Ramji Ambedkar; Dalit Panthers; Bahujan Samaj Party; Dalit Women; Present Trends; Challenges and Opportunities)

- Tribal Movement- Past and Present
- Disability Movements
- Queer Movements
- Movements of the Displaced-Civil Liberties and Human Rights Movements
- Environment Movements

Unit V: Autonomy and Association: Civil Society Mobilisations

- Right to Information-RTI; Right to Education-RTE; Anti-Corruption; Right to Food Campaign-RTFC
- Social Movements and Social Change

Learning Experience

Social Movements and Development Process in India is a comprehensive course that helps students better understand and appreciate Indian society and the structures and processes that shape it. It develops the understanding of the agricultural and industrial policy of India.

Textbooks

Menon, Krishna and Ranjana Subberwal (2019), *Social Movements in Contemporary India*, Sage Publications, New Delhi.

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

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- T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.
- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
- L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
- S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.
- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.
- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

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- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', Occasional Publication 22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
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- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) The Success of India's Democracy, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) Social Movements and the State, New Delhi: Sage, pp. 251-266

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

HUPL213	Course Code	HUPL213
SMDPCI 3	Course Title	Social Movement and Development Process in Contemporary India
2	PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

3	PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs	
Course Outcomes (COs)	Mapped Program Outcomes
CO1 To understand and analyze the development process and policies in India since independence at a deeper level	P01, P04, P05, P06, P07
CO2 To understand and analyse the industrial policy of India and its influence on the social structure	P01, P04, P05, P06, P07
CO3 To Understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.	P01, P04, P05, P06, P07
CO4 To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.	P01, P02, P04, P05, P06, P07
CO5 To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.	P01, P02, P03, P04, P05, P06, P07

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Development Process Since Independence
Local	1. State and Planning, 2. Liberalisation and Reforms

Regional	1. State and Planning, 2. Liberalisation and Reforms
National	1. State and Planning, 2. Liberalisation and Reforms
Global	NA
Employability	1. State and Planning, 2. Liberalisation and Reforms
Entrepreneurship	NA
Skill Development	1. State and Planning, 2. Liberalisation and Reforms
Professional Ethics	1. State and Planning, 2. Liberalisation and Reforms
Gender	1. State and Planning, 2. Liberalisation and Reforms
Human Values	1. State and Planning, 2. Liberalisation and Reforms
Environment & Sustainability	1. State and Planning, 2. Liberalisation and Reforms
Unit II	Industrial Development Strategy and Its Impact on the Social Structure
Local	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Regional	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
National	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Global	NA
Employability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Entrepreneurship	NA
Skill Development	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Professional Ethics	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Gender	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class

Human Values	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Environment & Sustainability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Unit III	Agrarian Development Strategy and its Impact on the Social Structure
Local	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Regional	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
National	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Global	NA
Employability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Entrepreneurship	NA
Skill Development	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Professional Ethics	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Gender	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Human Values	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Environment & Sustainability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Unit IV	Social Movements
Local	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements

Regional	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
National	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Global	NA
Employability	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Entrepreneurship	NA
Skill Development	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Professional Ethics	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Gender	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Human Values	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Environment & Sustainability	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER IV						
Course Code- HUPL208	Course Title- The Modern State in Contemporary Perspective	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Discipline Specific Elective (DSE)					
Total Contact Hours	4					
Pre-Requisites/ Co-Requisites						

Course Perspective:

This course focuses on studying the state in its historical and conceptual variations. It would focus on how the state may be studied as a conceptual variable, how states have been historically emergent and specific, and how the modern state has developed in various forms in history and in contemporary contexts viz., the state in Europe, Africa and Asia. The course also identifies certain themes viz., gender, class, race and nationality, which are relevant for the study of states, especially for etching out a common experience in the unfolding of state formation and state practices of rule.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understand and Analyse State Formation:

Students will be able to critically analyse the concept of the state, identifying its historical emergence and variations in different regions, including Europe, Africa, and Asia.

CO2: Conceptualise the Modern State:

Students will gain the ability to compare and contrast the development of the modern state across different historical periods and contexts, understanding its evolution and contemporary significance.

CO3: Examine the Role of Social Constructs:

Students will be able to evaluate the impact of social categories such as gender, class, race, and nationality on state formation and governance, recognizing common patterns across global histories.

CO4: Apply Theoretical Insights to Contemporary Issues:

Students will be equipped to apply theoretical frameworks related to state formation and practices to current global and regional political issues, enabling a nuanced understanding of state practices in modern governance.

Course Content:

Unit 1: Studying the State/Idea of the State: Modern, Colonial and Postcolonial State (s)

Unit 2: The Promise of the State, Constitutionalism and Postcolonial Legality

Unit 3: The State and Practices of Ruling

- a. Governmentality, enumeration, identification
- b. The security state: patriotism, surveillance, suspect communities, the masculinist /protective state and subordinate citizenship
- c. The Nation-state and gendered citizenship

Unit 4: The State and the Politics of the Governed

Learning Experience

This course provided a comprehensive exploration of the state, examining its historical evolution and conceptual variations across different regions, including Europe, Africa, and Asia. Through a critical lens, I gained insights into how the state has emerged historically and taken specific forms in different geographical and temporal contexts. The course also focused on key social constructs—such as gender, class, race, and nationality—and their role in shaping state formation and governance. By the end of the course, I was able to critically analyse the process of state formation, compare the development of the modern state across various historical periods, and understand its contemporary implications. The course also deepened my understanding of how social categories influence state practices and governance, enabling me to apply theoretical frameworks to current global and regional political issues. This learning experience has not only enriched my understanding of state theory but also sharpened my analytical skills in evaluating the interplay between social factors and state formation across diverse historical and political contexts.

Textbooks

Achille Mbembe, *On the Post-colony*, Berkeley, University of California Press, 2001.

Adeel Khan, *Politics of Identity: Ethnic Nationalism and the State in Pakistan*, New Delhi and London, Sage, 2005 [Chapter 2: Ethnicity, Nationalism and the Modern State, Chapter 3: Colonial State and Colonial Difference in India]

Ashis Nandy, *The Romance of the State and the Fate of Dissent in the Tropics*, Delhi, Oxford Indian Paperbacks, 2007 (1st edition 2003)

Austen Sarat, *Law, Violence, and the Possibilities of Justice*, Princeton University Press, Princeton, 2001.

Bernard S. Cohn and Nicholas B. Dirks, 'Beyond the Fringe: The Nation-State, Colonialism and Technologies of Power', *Journal of Historical Sociology*, Vol.1, No.2, June 1988.

David Dyzenhaus, *The Constitution of Law: Legality in a Time of Emergency*, Cambridge University Press, Cambridge, 2003.

David Held, 'The Development of the Modern State', Stuart Hall and Bram Gieben, eds.

- Formations of Modernity, Cambridge, Polity Press, 1982.
- David Scott, 'Colonial Governmentality' in *Refashioning Futures: Criticism after Postcoloniality*, Princeton, Princeton University Press, 1999.
- Gargi Chakravartty, *Coming Out of Partition: Refugee Women of Bengal*, New Delhi and Calcutta, Bluejay Books, 2005.
- Georgio Agamben, *State of Exception*, (translated by Kevin Attell) the University of Chicago Press, Chicago, 2005.
- Hamza Alavi, *State in Post Colonial Societies: Pakistan and Bangladesh*, New Left Review, 1972.
- Iris Marion Young, 'The Logic of Masculinist Protection: Reflections on the Current Security State' (Part II, Ch.6) in *Global Challenges, War, Self Determination and Responsibility for Justice*, Polity, Cambridge, 2007, pp.117-139.
- James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven, Yale University Press, 1990.
- James Ferguson and Akhil Gupta, 'Spatialising States: Towards an Ethnography of Neoliberal Governmentality', in Jonathan Xavier Inda ed., *Anthropologies of Modernity*:
- Foucault, *Governmentality and Life Politics*, Blackwell, 2005, pp.105-130.
- James Tully, *Strange Multiplicity: Constitutionalism in an Age of Diversity*, Cambridge University Press, Cambridge, 1995.
- Joel S. Migdal, 'Studying the State', in Mark Irving, Lichback and Alan S. Zukerman, *Comparative Politics, Rationality, Culture and Structure*, Cambridge, Cambridge University Press, 1997.
- Jose Maria Maravall and Adam Przeworski, *Democracy and the Rule of Law*, Cambridge University Press, Cambridge, 2003.
- Judith Butler, *Precarious Life: The Powers of Mourning and Violence*, Verso, London, New York, 2004.
- Julia M.Eckert ed., *The Social Life of Anti-Terrorism Laws: The War on Terrorism and the Classification of the Dangerous Other*, Transaction, Piscataway, 2008.
- Laura Nader, *The Life of the Law: Anthropological Projects*, University of California Press, California, 2002.
- Michel Foucault, 'Governmentality', in G.Burchell, C.Gordon and P.Miller eds., *The Foucault Effect: Studies in Governmentality*, London, Harvester Wheatsheaf, 1991.
- Mohammad Waseem, *Constitutionalism in Pakistan: The Lingering Crisis of Dyarchy* (Conference paper)
- Partha Chatterjee, *Nation and its Fragments*, OUP, Delhi, 1993 (chapter 2: The Colonial State]
- Partha Chatterjee, *Politics of the Governed*, OUP, Delhi, 2004.
- Philip Abrams, *Notes on the Difficulty of Studying the State* (1977), *Journal of Historical Sociology*, Vol.1, No.1, March 1988.

Quentin Skinner and Bo Strath eds., *States and Citizens: History, Theory, Prospects*, Cambridge, Cambridge University Press, 2003.

Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, Delhi, Kali for Women, 1998.

Sandro Mezzadra, 'Citizen and Subject: A Postcolonial Constitution for the European Union', *Situations*. 1(2): 31-42, 2006.

Sarbani Sen, *Popular Sovereignty and Democratic Transformation: The Constitution of India*, Delhi, OUP, 2007.

Sudipta Kaviraj, 'On the Construction of Colonial Power: Structure, Discourse, Hegemony' in Dagmar Engels and Shula Marks (eds.), *Contesting Colonial Hegemony*, Academic Press, London, 1994.

Upendra Baxi, 'Outline of a 'Theory of Practice' of Indian Constitutionalism', in Rajiv Bhargava ed. *Politics and Ethics of the Indian Constitution*, OUP, Delhi, 2008, pp.92-118.

Upendra Baxi, 'The (Im)possibility of Constitutional Justice: Seismographic Notes on Indian Constitutionalism' in Zoya Hasan, E.Sridhran and R.Sudarshan eds., *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, Delhi, 2002, pp.31-63.

Upendra Baxi, 'Postcolonial Legality', in Henry Schwartz and Sangeeta Ray eds., *A Companion to Postcolonial Studies*, Blackwell, 2000, pp.540-555.

Upendra Baxi 2000. 'Constitutionalism as a Site of State Formative Practices', 21 *Cardozo Law Review* 1183, 2000.

Urvashi Butalia, 'Migration/Dislocation: A Gendered Perspective', in Navnita Chadha Behera (ed), *Gender, Conflict and Migration*, Delhi, Sage, 2006.

Shahanaz Rouse, *Shifting Body Politics: Gender, Nation, State in Pakistan*, Women Unlimited, New Delhi, 2004.

Uma Chakravarty, *Archiving Disquiet: Feminist Praxis and the Nation-State*, CWDS Occasional Paper, 2007.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV

Course Code- HUPL210	Course Title- Development Process and Politics in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective: This course aims to familiarise students with the theory and practice concerning development issues in India. It, therefore, also traces the history and subsequent course of public policies and planning at the national, state and local level.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Understand the Evolution of Development Policies

Students will be able to trace the historical evolution of development policies and planning in India at national, state, and local levels.

CO2: Analyse Development Theories

Students will develop the ability to critically analyse various development theories and their practical implications on India's socio-economic progress.

CO3: Evaluate Public Policies

Students will evaluate the effectiveness of public policies in addressing India's key development issues, including poverty, inequality, and regional disparities.

CO4: Apply Policy Frameworks

Students will gain the ability to apply theoretical knowledge to assess current public policy initiatives and development plans at different levels of government.

Course Content:

Unit 1: Relationship between Development and Politics; Theory of the Developmentalist State

Unit 2: Concept of Development

a. Concept of Human Development

b. Gender Development Debates

Unit 3: Socio-Economic Problems and Issues of Development in India

a. Poverty

b. Social Backwardness and Disparities

c. Role of Historical, Sociological and Economic Forces

Unit 4: Development Strategy and State Policies in India

a. Priorities

b. Target Groups

c. Approaches and Methods

Unit 5: Shift in Developmental Policies and Strategies

a. Liberalisation

b. Privatisation and Globalisation

c. Implications for Weaker Sections

Unit 6: Critiques of Development and Alternative Models

Unit 7: Democracy, Decision Making and Development

a. Participatory Development

b. Decentralised Planning

Unit 8: Non-Governmental Initiatives and People's Empowerment

Unit 9: Assessment

a. Impact of Development on the Political Process

b. India as a Developmentalist State

Learning Experience

Through this course, students will gain a comprehensive understanding of the evolution and current landscape of development policies in India. They will explore both the theoretical foundations and practical applications of these policies, from national to local levels. By tracing the historical journey of development policies, students will critically assess various development theories and their impact on India's socio-economic growth. Additionally, students will learn to evaluate the effectiveness of public policies in addressing critical issues like poverty, inequality, and regional disparities. Equipped with this knowledge, they will be able to

apply theoretical frameworks to assess contemporary public policy initiatives, enhancing their ability to engage with development planning across different governmental levels.

Textbooks

Bardhan, Pranab, *The Political Economy of Development in India*, London, Blackwell, 1984.

Bhaduri, Amit and Nayyar, Deepak, *The Intelligent Person's Guide to Liberalization*, New Delhi, Penguin 1995.

Jalan, Bimal(ed), *The Indian Economy: Problems and Prospects*, New Delhi, Viking, 1992

Brass, Paul, *The Politics of India since Independence*, Delhi, Foundation Book, 1992.

Casseu, Robert and Vijay Joshi (eds.) *India: the Future of Economic Reform*, New Delhi, Oxford University Press. 1995.

Frankel, Francine et. al. (eds.), *Transforming India: Social and Political Dynamics of Democracy*, Delhi, Oxford University Press, 2000.

Jayal, Niraja Gopal (ed.), *Democracy in India*, New Delhi. Oxford University Press, 2001.

Kaviraj, Sudipta, 'Dilemmas of Democratic Development in India' in Adrian Leftwich edited *Democracy and Development: Theory and Practice*, Cambridge, Polity Press, 1996.

Kohli, Atul. *The State and Poverty in India: The Politics of Reform*, Cambridge, Cambridge University Press, 1987.

Lewis, John P. *Governance and Reform: Essays in Indian Political Economy*. New Delhi, Oxford University Press, 1995.

NCAER. *Economic Policy and Reforms in India*. New Delhi, 2001.

Rudolph L.I. and Rudolph, Susanne H. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. New Delhi, Orient Longman, 1987.

Sathyarmurthy T.V. *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance*, Delhi, Oxford University Press, 1999, 4 volumes.

Sen, Amartya, *Development as Freedom*, Delhi, Oxford University Press, 2000.

UNDP. *Human Development Report*. 2001.

Vanaik, Achin. *The Painful Transition: Bourgeois Democracy in India*. London, Verso, 1990.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV					
Course Code- HUPL212	Course Title- Environment and Development: Policy and Politics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The central focus here is on environmental problems, policies and practices in India and how government institutions have sought to tackle them and with what consequences. Possible solutions and directions to be taken are discussed.

Course Outcome:

CO1: Understand key environmental challenges: Students will be able to identify and analyse major environmental problems in India, including their causes and effects on society, economy, and ecosystems.

CO2: Evaluate government policies: Students will assess how various Indian government institutions have addressed environmental issues, examining the effectiveness and limitations of policies and interventions.

CO3: Analyse environmental practices: Students will critically examine the role of environmental practices in India and their impact on sustainability and development.

CO4: Propose potential solutions: Students will explore and propose viable solutions and strategic directions for addressing environmental problems in India, grounded in policy, science, and socio-economic considerations.

CO5: Assess the consequences of environmental policies: Students will evaluate the long-term consequences of governmental actions and inaction on environmental issues in India.

Course Content:

Upon completion of the course the learner will be able to:

Unit 1: Environment and Development: An Introduction

a. Environmental Philosophies, Politics and Ethics

b. Historical Legacies: Continuities and Discontinuities

i India

c. Understanding the Environment in India.

Unit 2: State, Market, Community & Local Governments

a. State: Hardin and the Tragedy of the Commons

b. Market: Pricing for Sustainability

c. Community & Local Government Management: A Developing Country Perspective

Unit 3: Policy, Politics, Institutions and Resources

a. Forests: State, Trade & Community

b. Biodiversity, protected areas & people

c. Irrigation- Dams & Canals: State, Science & Inequities

d. Groundwater Management & Rainwater Harvesting

e. Agriculture, Soil Management & Cash Crops: implications for environment
and women's lives

f. Displacement and Resettlement: power, culture and resistance

g. Industrialisation, Urbanisation & Pollution: institutional challenges

h. Pastoralists & Nomads: taming of mobile livelihoods

Unit 4: Poverty-Environment Inter-linkages

a. Enhancing Livelihoods

b. Reducing Environmental Health Risks

c. Reducing Vulnerability to Environmental Hazards

Unit 5: Caste, Gender and Environment

Unit 6: Global Commons and Initiatives

Unit 7: Environmental and Social Movements

Learning Experience

This course offered an in-depth exploration of environmental issues in India, focusing on the challenges, government policies, and practices aimed at addressing them. I gained a comprehensive understanding of major environmental problems in India, such as deforestation, pollution, and resource depletion, and analysed

their far-reaching effects on society, the economy, and ecosystems. A key component of the course involved evaluating the effectiveness of government policies and the role of various institutions in tackling these issues. I critically examined how these interventions have succeeded or fallen short, considering both their limitations and potential for sustainability. Additionally, the course allowed me to explore practical environmental practices in India and their impacts on development. By evaluating current policies, I was able to propose potential solutions that integrate scientific, socio-economic, and policy-based approaches to environmental challenges. Ultimately, this learning experience deepened my ability to assess the long-term consequences of governmental actions on environmental well-being, equipping me with a nuanced understanding of the complex interplay between policy, practice, and sustainability in India's environmental landscape.

Textbooks

Arnold, David & Guha, Ramachandra (ed), Nature, Culture & Imperialism: Essays on the Environmental History of South Asia, Delhi, Oxford University Press, 1996.

Baviskar, Amita, In the Belly of the River, Delhi, Oxford University Press, 1996

Dryzek, John S., The Politics of the Earth: Environmental Discourses, Oxford, Oxford University Press, 1997.

Guha, Ramachandra & Alier, Juan Martinez. Varieties of Environmentalism: Essays North & South, London, Earthscan, 1997.

Guha, Ramachandra, Environmentalism, Delhi, Oxford University Press, 2000.

Guha, Ramachandra, The Unquiet Woods, Delhi, Oxford University Press, 1992.

Johnston, R. J. Nature, State and Economy: A Political Economy of the Environment, Chichester, John Wiley & Sons, 1996.

McCully, Patrick, Silenced Rivers: The Ecology and Politics of Large Dams, New Jersey, Zed Books, 1996

Ostrom, Elinor, Governing the Commons: The Evolution of Institutions for Collective Action.

Cambridge, Cambridge University Press, 1990.

Redclift, Michael. Political Economy of Environment: Red & Green Alternatives. London, Methun, 1987

Shiva, Vandana, Staying Alive: Women, Ecology & Survival in India. New Delhi, Kali for Women, 1989.

Taylor, Charles, 'Two Theories of Modernity', in Public Culture 11(1):153-74, 1999.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V					
Course Code- HUPL307	Course Title- Gender in International Relations	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This course introduces the students to gender ‘in’ International Relations. Its aim is not only to make them understand how IR has been constituted and sustained by a number of so-called ‘hegemonic’ masculinities’ and how these particular gendered constructions of a sovereign state, nationalism, security and militarism impact on the lives of particular groups of men and women, but, more importantly, to evaluate the specific contribution that feminist critiques have made as part of the so-called ‘Critical Turn’ in IR.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Understand Gender Constructs in IR: Students will be able to analyse how International Relations (IR) theories and practices have been influenced and sustained by dominant masculinities, including the gendered constructions of sovereign states, nationalism, security, and militarism.

CO2: Assess Gender Impacts: Students will evaluate how these gendered constructions impact the lives of different groups of men and women, recognizing the implications for global and local contexts.

CO3: Critique Traditional IR Frameworks: Students will critically examine the contributions of feminist critiques to the field of IR, understanding their role in challenging and expanding traditional perspectives.

CO4: Evaluate the Critical Turn: Students will assess the significance of the feminist 'Critical Turn' in IR and its influence on the development of alternative theories and approaches within the discipline.

Course Content:**Unit 1:**

- 1) What's at Stake? The Nature of the Debate
- 2) Gendered Concepts of IR
 - a. Sovereignty
 - b. Security
 - c. Power

Unit 2:

- 3) Hegemonic Masculinities: State & Nationalism
- 4) Militarisation of Women's Lives

Unit 3:

- 5) Women in War and Peace Movements
- 6) Sex Trafficking and the Politics of Security

Unit 4:

- 7) Gender, Conflict and Forced Migration
- 8) Gender and the 'Critical Turn': Where IR Does Understand

Learning Experience

In this course, students will engage in a critical exploration of gender dynamics within International Relations (IR). Through a blend of theoretical study and practical analysis, they will uncover how dominant masculinities have shaped core IR concepts such as nationalism, security, and sovereignty. By examining real-world cases and feminist critiques, students will gain insight into the significant impact of these gendered constructs on diverse groups globally and locally. Interactive discussions and assessments will encourage students to challenge traditional IR frameworks, fostering an appreciation for the feminist 'Critical Turn' and its contributions to alternative theories within the field.

Textbooks

- J. Ann Tickner, *Gendering World Politics* (New York: Columbia University Press, 2001) Jan Jindy Pettman, *Worlding Women: A Feminist International Politics* (New York: Routledge, 1996)
- V. Spike Peterson & Anne Sisson Runyan, *Global Gender Issues* (Boulder: Westview Press, 1993)
- Anuradha M. Chenoy, 2002. *Militarism and Women in South Asia*. New Delhi: Kali for Women.
- Neelam Hussain, Samiya Mumtaz and Rubina Saigol (eds.), *Engendering the Nation-State*, Volume 1 & II, Lahore: Simorgh Publication, 1997.
- Vivienne Jabri & Eleanor O’Gorman (eds.), *Women, Culture, and International Relations* (Boulder: Lynne Rienner, 1999)
- Christine Sylvester, *Feminist International Relations* (Cambridge: CUP, 2002)
- V. Spike Peterson (ed.), *Gendered States* (Boulder: Lynne Rienner, 1992)
- Rebecca Grant & Kathleen Newland (eds.), *Gender and International Relations* (Milton Keynes: OUP, 1991)
- Paul R. Highgate (ed.), *Military Masculinities* (London: Praeger, 2003)
- Stefan Dudink, Karen Hagerman, & John Tosh (eds.), *Masculinities in Politics and War* (Manchester: MUP, 2004)
- Jean Bethke Elshtain, *Women and War* (Brighton: Harvester Press, 1987)
- Cynthia Enloe, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (Berkely: University of California Press, 1990)
- Kumari Jayawardena, *Feminism and Nationalism in the Third World*. London: Zed Books, 1986
- Waller, M. and J. Rycenga (eds.), 2000. *Frontline Feminisms: Women, War, and Resistance*. New York: Garland.
- Lois Ann Lorentzen & Jennifer Turpin (eds.), *The Women and War Reader* (New York: NYUP, 1998)
- Navnita Chadha Behera, (ed.), *Gender, Conflict and Migration* (Editor), New Delhi: Sage Publications, 2006.
- Cockburn, Cynthia. 1998. *The Space Between Us: Negotiating Gender and National Identities in Conflict*. New York: Zed Books.
- Rita Manchanda (ed.), *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi: Sage Publications, 2000.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V					
Course Code- HUPL309	Course Title- Constitutionalism in Comparative Perspective	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This course intends to expose students to the multitudinous and differentiated forms of constitutional practices. Distinguishing between constitutions as historical texts and constitutionalism as ideological sites which justify specific constitutional theory and practices, the course will attempt to familiarise students with the pluralities of these sites, and their diverse manifestations. The course encourages students to ask questions such as, what is a constitution, what are the processes through which constitutions evolve, and what are the different underlying principles they pledge, what rights are incorporated in the constitutions and what are the implications of their incorporation are constitutions static/stagnant or do they embody principles of transformative change? For adequate responses to these questions, the course takes the students along the diverse historical experiences of constitutional development and their forms, their relationship with culture and democracy, the notion of transformative constitutionalism in societies transitioning from colonial to postcolonial constitutionalism or from authoritarianism to democracy, and the debates around emergency, states of exception and constitutionalism.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Understanding Constitutional Practices: Students will be able to distinguish between constitutions as historical texts and constitutionalism as ideological frameworks, recognizing the diverse forms and practices of constitutional governance.

CO2: Analysing Constitutional Evolution: Students will gain insight into the processes through which constitutions evolve, including the underlying principles they pledge, and the rights they incorporate, along with the implications of these incorporations.

CO3: Exploring Transformative Constitutionalism: Students will critically assess the role of constitutions in transformative change, particularly in societies transitioning from colonial or authoritarian regimes to democratic governance.

CO4: Evaluating Constitutional Debates: Students will engage with key debates surrounding constitutionalism, such as states of emergency, exceptions, and the interaction between constitutionalism, culture, and democracy.

Course Content:

Unit 1: What is constitutionalism?

Unit 2: Culture and Constitutionalism

Unit 3: Democracy and Constitutionalism

Unit 4: Postcolonial Constitutionalism

Unit 5: Socialist Constitutionalism

Unit 6: Constitutionalism in times of Emergency

Learning Experience

In this course, students will explore constitutional practices through diverse historical and ideological perspectives, engaging with constitutions both as evolving historical texts and as ideological frameworks that shape governance. Through case studies, comparative analysis, and critical discussions, students will grapple with questions about the nature, principles, and evolution of constitutions, as well as the implications of rights incorporation and transformative change. This immersive learning journey will prompt students to analyze constitutional development across different socio-political contexts, from colonial and postcolonial shifts to transitions from authoritarianism to democracy, enriching their understanding of constitutionalism and its role in democratic and cultural discourse.

Textbooks

Anil Kalhan, 'Constitution and 'extra constitution': Emergency powers in postcolonial Pakistan and India', Drexel University Earle Mack School of Law Legal Studies Research, Paper Series 2009 – A-16, available at <http://www.ssrn.com/link/Drexel-U-LEG.html>

Carl J Friedrich, Constitutional Government and Democracy, David Dyzenhaus (ed.), Civil Rights and Security, Ashgate, Surrey, 2009.

Helen Irving, *Gender and the Constitution, Equity and Agency in Comparative Constitutional Design*, Cambridge University Press, Cambridge, 2008.

James Tully, *Strange Multiplicity, Constitutionalism in an age of diversity*, Cambridge University press, 1995.

Julian Go, 'A Globalizing Constitutionalism? Views from the Post colony', 1945–2000, *International Sociology*, March 2003, Vol 18(1).

Kim Lane Scheppelle, 'The Agendas of Comparative Constitutionalism,' 13, *Law and Courts*, 2003.

Larry Alexander, *Constitutionalism, Legal Studies Research Paper Series*, Research Paper No.07-04, September 2005, e-copy available at <http://ssrn.com/abstract>

Larry Cata Backer, 'The Party as Polity, The Communist party, and the Chinese Constitutional State: A Theory of State-Party Constitutionalism', *Journal of Chinese and*

Comparative Law, Vol.16, e-copy available at <http://ssrn.com/abstract>

Muhammed Waseem, 'Constitutionalism in Pakistan: The Lingering Crisis of Dyarchy' (Conference Paper).

Ranabir Samaddar, 'Colonial Constitutionalism' in *The Materiality of Politics*, Anthem Press, London, 2007.

Upendra Baxi, 'Constitutionalism as a Site of State Formative Practices', 21 *Cardozo Law Review*, 1183, 2000.

Upendra Baxi, 'Postcolonial Legality', in Henry Schwartz and Sangeeta Ray (eds.), *A Companion to Postcolonial Studies*, Blackwell, 2000.

Upendra Baxi, 'Alternate Constitutionalisms under Signatures of Capitalism', *Modern Law review Symposium on Globalisation and Constitutionalism*, 6 June 2003.

Upendra Baxi, 'Preliminary Notes on Transformative Constitutionalism', *BISA Conference: Courting Justice*, Delhi, April 27-29, 2008

Upendra Baxi, 'The Colonialist Heritage', *Comparative Legal Studies: Traditions and Transitions*, University of Cambridge, A conference at the Millennium, July 2000.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V					
Course Code- HUPL311	Course Title- Legislative Practices and Budget Analysis (Procedures)	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

- In order to equip the students with the fundamental abilities needed to be a member of a legislative support team and expose them to actual legislative work, this course will familiarize the students with the legislative process in India at various levels.
- This course will teach you how to: comprehend legislative procedures; comprehend policy concerns that serve as the goal of legislative practices; draft new legislation; track and analyse feedback on existing bills; write press releases; hold meetings with various stakeholders; monitor media and public opinion; manage constituent relations; and handle inter-office communications.
- Their comprehension and respect of the legislative process and its significance for a strong democracy will likewise grow as a result.
- Develop novice abilities to join a team supporting various activities.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: At various levels, comprehend the composition and duties of India's legislative bodies.

CO2: To enable one is familiar with India's legislative processes.

CO3: Enhance one's abilities to closely examine legislative materials

CO4: Recognise the dynamic between the electorate and its representatives.

Course Content:

Unit 1: Powers and Functions of People's Representative at Different Tiers of Governance

- Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2: Supporting the Legislative Process

- How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3: Supporting the Legislative Committees

- Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4: Reading the Budget Document

- Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway
- Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Learning Experience

This course deals with to acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

Textbooks

- M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:

http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

- S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available

at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

- H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at: https://www.prsindia.org/sites/default/files/parliament_or_policy_pdfs/1417684398--Parliament%20as%20a%20Law%20Making%20Body_0.pdf
- Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at <http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm, Accessed: 19.04.2013
- Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013
- D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)
- O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf
- B. Debroy, (2001) 'Why we need law reform' Seminar January.
- P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.
- K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013
- A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-unionbudget-1023/>, Accessed: 19.04.2013.
- G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Relationship between the Course Outcomes (COs) and Programme Outcomes (POs)

Course Code	SHPL208A
Course Title	Legislative Practices and Budget Analysis (Procedures)
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	At various levels, comprehend the composition and duties of India's legislative bodies.	P01, P04, P05, P06, P07
CO2	To enable one is familiar with India's legislative processes.	P01, P04, P05, P07
CO3	Enhance one's abilities to closely examine legislative materials	P01, P04, P05, P06, P07
CO4	To recognise the dynamic between the electorate and its representatives.	P01, P04, P05, P06, P07

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Powers and Functions of People's Representative at Different Tiers of Governance
Local	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Regional	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
National	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Global	NA
Employability	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Entrepreneurship	NA
Skill Development	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Professional Ethics	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Gender	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Human Values	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Environment Sustainability &	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Unit II	Supporting the Legislative Process

Local	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Regional	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
National	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Global	NA
Employability	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Entrepreneurship	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Skill Development	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Professional Ethics	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Gender	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Human Values	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Environment & Sustainability	NA
Unit III	Supporting the Legislative Committees
Local	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Regional	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
National	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Global	NA
Employability	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Entrepreneurship	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Skill Development	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Professional Ethics	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Gender	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Human Values	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Environment & Sustainability	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Unit IV	Reading the Budget Document
Local	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Regional	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
National	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Global	NA
Employability	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Entrepreneurship	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Skill Development	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Professional Ethics	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Gender	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Human Values	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Environment & Sustainability	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
SDG	4,5,8,9,10,11,12,13,15,16,17

NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 th IR	NA

SEMESTER VI					
Course Code- HUPL310	Course Title- Religion, Reform and Religious Nationalism in Modern India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The paper will examine the ways in which religion has been imbricated in movements of reform and nationalism. It will study new areas and modes of religious thought. Individual thinkers will be seen as points of anchorage to explore more general issues. The list of suggested readings is designed to generate critical thought about the large issues and not to limit the paper to the study of discrete thinkers alone.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Analyse the Role of Religion in Reform and Nationalist Movements: Students will be able to critically examine and articulate how religion has influenced various reform and nationalist movements throughout history.

CO2: Explore New Areas and Modes of Religious Thought: Students will be able to identify and analyze emerging areas and modes of religious thought, recognizing their impact on social and political dynamics.

CO3: Evaluate the Contributions of Individual Thinkers: Students will assess the contributions of individual thinkers as pivotal points for understanding broader issues related to religion, reform, and nationalism.

CO4: Engage in Critical Thought and Discussion: Students will engage with suggested readings to foster critical thinking about overarching issues, moving beyond the study of individual thinkers to address general themes and questions.

CO5: Apply Theoretical Insights to Historical and Contemporary Contexts: Students will apply theoretical insights gained from the course to both historical and contemporary contexts, demonstrating an understanding of the interplay between religion, reform, and nationalism.

Course Content:

Unit 1:

I. The Gender Question; Vedanta: Rammohon Roy.

Unit 2:

II. Critique of Orthodoxy Dayanand Saraswati.

III. Modernising Islam: Sir Sayyid Ahmed Khan.

Unit 3:

IV. Hinduism and Hindu Nationalism: Bankim Chatterjee, Vivekananda and Savarkar.

V. Nationalism and the Pan Islamic Ummah: Muhammad Iqbal, A.K Azad, Maududi.

Unit 4:

VI. Dalit Theology: Ambedkar.

Learning Experience

Through this course, students will delve into the intersections of religion with reform and nationalist movements, examining both historical and contemporary contexts. By engaging with foundational and emerging areas of religious thought, students will explore how religious ideologies have shaped social and political dynamics. Key thinkers will serve as focal points, allowing students to critically assess their contributions while also encouraging broader reflection on the larger themes of religion's role in societal change. Critical discussions and analyses of suggested readings will cultivate a nuanced understanding, empowering students to connect theoretical insights with real-world applications.

Textbooks

A. Jalal, Self and Sovereignty: Individual and Community in South Asian Islam since 1950, New Delhi: Oxford, 2001.

A. Raghuramraju ed., Debating Vivekananda: A Reader, New Delhi: Oxford University Press, 2014.

Amiya Sen, Rammohon Roy: A Critical Biography, New Delhi; Penguin Books, 2012.

Dermot Killingley, Rammohon Roy in Hindu and Christian Tradition: The Teape Lectures 1990, Newcastle upon Tyne: Grevatt and Grevatt, 1993.

Iqbal Singh Sevea, The Political Philosophy of Muhammad Iqbal, Cambridge: Cambridge University Press, 2012.

Johannes Beltz, and S Jondhale, eds., Reconstructing the World: B.R. Ambedkar and Buddhism in India, New Delhi: Oxford University Press, 2004.

M.Hasan ed., Islam and Indian Nationalism: Reflections of Abul Kalam Azad, New Delhi: 1992.

Peter Hardy, The Muslims of British India, Cambridge; Cambridge University Press, 1972.

Roy Jackson, Maulana Mawdudi and Political Islam: Authority and the Islamic State, Routledge, 2010.

S. Clarke, D. Manchal, P.V. Peacock, eds., Dalit Theology in the Twenty-Century: Discordant Voices, Dissenting Pathways, New Delhi: Oxford University Press, 2010.

Shruti Kapila, Feisal Devji eds., Political Thought in Action: The Bhagavad Gita and Modern India (Ch.8), Cambridge: Cambridge University Press, 2013.

Tanika Sarkar, Rebels, Wives, Saints: Designing Selves and Nations in Colonial times, Ranikhet Cantt: Permanent Black, 2011.

Vinay Lal ed., Political Hinduism: The Religious Imagination in Public Spheres (New Delhi: Oxford University Press, 2009.

William Radice ed., Swami Vivekananda and the modernization of Hinduism, New Delhi: Oxford University Press, 1998.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER VI					
Course Code- HUPL312	Course Title- Ambedkar in Contemporary India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This course is proposed to introduce Ambedkar's ideas, thoughts and their relevance in contemporary India. To creatively engage students with the existing social concerns, state and economic structures and other (non) institutional mechanisms/paradigms of dominance and emancipation; it is essential to approach Ambedkar beyond his contextual and clichéd readings. Ambedkar's textual, contextual, symbolic, discursive, creative and emancipatory methods and contents explore substantial questions of state, society and governance in contemporary India.

Course Outcomes:

To assess the significance of Ambedkar's thought and politics in contemporary political discourse in India.

Course Contents:

Unit I. Introducing Ambedkar Philosophical Groundings of Ambedkar's thought and Ideas

Unit II. Nation and Constitutional Democracy a. Nation, Nationalism and inclusive Citizenship b. Constitution, Rights and Democracy

Unit III. Economy and Class Question a. Planning and Development b. Land and Labour

Unit IV. Religion and Emancipation.

- a. Philosophy of Religion b. Buddhism and Conversion

Unit V. Caste, Gender and Social Order

- a. Caste and the Critique of Hindu Social Order
b. Religion & Patriarchy, Hindu Code Bill

Unit VI. Contemporary Concerns, Contradictions and Debates

Learning Experience

This course will make students to assess the significance of Ambedkar's thought and politics in contemporary political discourse in India.

Textbooks

Aishwary Kumar, "Ambedkar's Inheritances", Modern Intellectual History, Vol.7, pp. 391- 415, 2010.

Anand Teltumbde and Shoma Sen (eds). Caste Question in India, in Scripting the Change, Selected Writings of Anuradha Gandhi, Delhi: Daanish Books, 2013.

Anupama Rao (ed.), Gender and Caste: Issues in Contemporary Indian Feminism, New Delhi: Kali for Women and Women Unlimited. 2006.

Anupama Rao, "Sexuality and the Family Form", Economic and Political Weekly 40 (8), 2005.

B R Ambedkar, Philosophy of Hinduism, New Delhi: Critical Quest, 2010. B. R Ambedkar, Babasaheb Ambedkar Writing and Speeches, Vol. 1, Maharashtra: Education Department Government of Maharashtra, 1979.

B. R Ambedkar, Babasaheb Ambedkar Writing and Speeches. Vol. 13.

Maharashtra: Education Department Government of Maharashtra, 2005.

Ambedkar Collective Hatred in the belly: Politics behind the appropriation of Dr Ambedkar's writings. New Delhi: Shared Mirror Publishing House 2015

B. R Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar Writing and Speeches. Vol. 14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.

B. R Ambedkar, "Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society", Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990.

B.R. Ambedkar "The Untouchables: Who Were They and Why they Became Untouchables?" in Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990.

- B. R. Ambedkar, "Ambedkar's Speech on Draft Constitution in the Constitution Assembly Debates, (Nov. 8, 1948)., Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol. 1, 1990 Vol. 13, p. 321, 2005.
- B. R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches. Vol. 11. Maharashtra: Education Department Government of Maharashtra, 2010.
- B. R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest, 2013.
- Brajan Mani, Debrahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.
- Arun Shourie, Worshipping False Gods: Ambedkar and the Facts that have Been Erased, India: Harper Collins, 2012.
- Biswamoy Pati, Invoking Ambedkar: Contributions, Receptions and Legacies. New Delhi. Primus, 2013
- Debjani Ganguly, History's Implosions: A Benjaminian Reading of Ambedkar, Journal of Narrative Theory 32 (3), pp. 326-347, 2002.
- Eleanor Zelliot, Ambedkar's Conversion, Delhi: Critical Quest, 2013.
- Francisco Jesús and Cháirez-Garza, Touching Space: Ambedkar on the Spatial Features of Untouchability, London: Routledge, available at, <http://www.tandfonline.com/loi/ccsa20>, 2014.
- G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press, 2014.
- Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order, Delhi: Navyana Publication 2013.
- Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi: Orient Black Swan, 2011.
- Guru, Gopal. "Appropriating Ambedkar", Economic and Political Weekly 26 (27/28), pp. 1697- 1699, 1991.
- Jotirao Phuley Slavery, New Delhi : Critical Quest, 2008.
- M. S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, 1993.
- Pandita Ramabai, The High Caste Hindu women. New Delhi: Critical Quest, 2013.
- Ronki Ram, "Dr. Ambedkar, Neo Liberal Market-Economy and Social Democracy in India, Human Rights Global Focus", 5 (384), pp. 12-38, available at roundtableindia.co.in (Part-I, II) 2010.
- Sharmila Rege, Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy, Delhi: Navyana Publication, 2013.

Sukhdeo Thorat and Aryama, *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, New Delhi: Rawat publications, 2007.

Sumit Sarkar and Tanika Sarkar (ed.), *Women and Reform in Modern India: A Reader*. Vol. II. Ranikhet: Permanent Black Publisher, 2007.

Valerian Rodrigues, *The Essential Writings of B. R. Ambedkar*, New Delhi: Oxford University Press, 2010.

Facilitating the achievement of Course Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

These include:

- The communication and analytical skills of students are evaluated through regular class presentations and group discussions.
- Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non-governmental sector and learn skills to undertake future research.
- Students are encouraged to read primary texts and create original understanding of the concepts.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER VI					
Course Code- HUPL314	Course Title- Regional Politics in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course situates the study of state politics as one of the key domains of Indian politics. It aims to introduce the students to ‘state politics’ in India as a significant site where key idioms, processes and practices of democratic politics are produced. Discussing the relevance of the theme, the course focusses on various theories on state politics, the historical and constitutional context that shaped state reorganisation including linguistic demands and other recent demands for smaller states. The course also focuses on the rise of regional parties and movements as the means through which state politics unfolds. It subsequently looks at the political economy of development in the states through a detailed analysis of agrarian change, with specific focus on the rise of the agrarian capitalist class, rural markets, agrarian movements, regional business and economic reforms in the states.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Knowledge of the historical context and legal framework of the emergence of state politics in India

CO2: Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India

CO3: Awareness of the nature of agrarian politics in India and the political economy of states in India

CO4: Knowledge of electoral politics and political leadership in states in India.

Course Content:

UNIT – I (9 hours)

- State politics in India
- Relevance and frameworks of analysis

UNIT – II (9 hours)

- States reorganisation and formation of states

UNIT – III (9 hours)

- Agrarian politics
- Rise of an agrarian capitalist class, rural markets, land acquisition and
- farmers' movements

UNIT – IV (9 hours)

- Political economy of development and reforms in the states Policy, politics, and regional business.

UNIT – V (9 hours)

- Electoral politics in states
- Political parties, leadership, and mobilisation

Learning Experience

The learning experience for this course engages students with a comprehensive exploration of state politics in India, highlighting its critical role in shaping democratic practices and political processes. Through a mix of theoretical discussions and practical case studies, students will examine the historical and constitutional foundations of state formation, including the challenges of state reorganisation and the rise of regional demands. The course encourages students to analyse the political economy of development at the state level, with a focus on agrarian change, the emergence of capitalist classes, and the role of regional business in economic reforms. Additionally, through discussions on electoral politics and leadership, students will gain a deeper understanding of the dynamics that govern state-level governance in India, providing them with both theoretical insights and practical knowledge to critically assess the functioning of state politics.

Textbooks

- a. State politics in India: relevance and frameworks of analysis

Kumar, A. (2016) Introduction, in *Rethinking State Politics in India-Regions Within Regions*, Taylor and Francis.

Pai, Sudha (1989) 'Towards a theoretical framework for the study of state politics in India: Some observations, *The Indian Journal of Political Science*, Jan. - March, Vol. 50, No. 1, pp. 94-109

Tillin, L. (2013) 'National and Subnational Comparative Politics: Why, What and How,' *Studies in Indian Politics*, Vol.1, No.02, pp.235-240.

Snyder, R. (2001) 'Scaling Down: The Subnational Comparative Method,' *Studies in Comparative International Development*, Spring 2001, Vol. 36, No. 1, pp. 93–110.

b. States reorganisation and formation of states

Mawdsley, E. (2002). Redrawing the body politic: federalism, regionalism and the creation of new states in India. *Commonwealth & Comparative Politics*, Vol. 40, No.3, pp. 34-54.

Sarangi, A. and Pai, S. (2011), Introduction: Contextualising Reorganisation, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Tillin, Louise (2011), Reorganising the Hindi Heartland in 2000: The Deep Regional Politics of State Formation, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Singh, M.P. (2008) 'Reorganisation of States in India,' *Economic and Political Weekly*, Vol. 43, No.11 (March 15-21) pp.70-75.

Tillin, Louise (2013). *Remapping India: New states and their political origins*. Hurst Publishers.

Samaddar, R. (2020). Rule, Governmental Rationality and Reorganisation of States, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States* (pp. 48-65). Routledge India.

Nag, Sajal (2011) 'Linguistic Provinces' to 'Homelands': Shifting Paradigms of State-making in Post-colonial India, in Sarangi, A. and Pai, S. (eds) *Interrogating Reorganisation of States Culture, Identity and Politics in India*, Routledge, New Delhi.

c. Agrarian politics

Bhalla G.S. 1994 (ed.) *Economic Liberalisation and Indian Agriculture*, Institute for Studies in Industrial Development, New Delhi: 61107.

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: 10.1080/03066159408438553

Frankel, F. and Rao, M.S.A. (1989 and 1990) (eds.) *Dominance and State Power in India* Oxford University Press, New Delhi 2 Vols. 198

Pai, S. (2009) 'Agrarian Mobilization and Farmers' Movements in India' in *Oxford Companion to Indian Politics* (eds.) Pratap Bhanu Mehta and Niraja Gopal Jayal. Oxford: Oxford University Press.

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Ahluwalia, M. (2000) 'Economic Performance of States in Post-Reform Period,' *Economic and Political Weekly*, 6 May, pp.1637-1648

Jenkins, R. (2000). The evolution of economic reform in India. In Democratic Politics and Economic Reform in India (Contemporary South Asia, pp. 12-41). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511605871.004

Kennedy, L., Robin, K. and Zamuner, D. (2013) 'Comparing State-level policy responses to economic reforms in India,' 13 | 1er semestre / Spring 2013: Économiepolitique de l'Asie (1)

Sinha, A. (2016) 'A Distinctive Indian Political Economy: New Concepts and a Synthesising Framework', Studies in Indian Politics, Vol.4, No.02, pp. 266-273.

d. Electoral politics in states

Auerbach, A. M., Bussell, J., Chauchard, S., Jensenius, F. R., Nellis, G., Schneider, M., & Ziegfeld, A. (2022). Rethinking the study of electoral politics in the developing world:

Reflections on the Indian case. Perspectives on Politics, 20(1), 250-264.

Kumar, A. (2003). State Electoral Politics: Looking for the Larger Picture. Economic and Political Weekly, 38(30), 3145–3147

Yadav, Y. (1999). Electoral politics in the time of change: India's third electoral system, 1989-99. Economic and political weekly, 2393-2399.

Yadav, Yogendra, and Palshikar, S. (2006) 'Party system and electoral politics in the Indian States, 1952-2002: From hegemony to convergence,' India's political parties 6: 73-116.

Additional Readings:

Roy, H., Singh, M.P. and Chouhan, A.P.S. (2017) State Politics in India, Primus Books.

Narain, I. (1965) (ed.) State Politics in India Meerut, Meenakshi Prakashan.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Annexure II
Syllabi (Minor Courses)

1. DATA SCIENCE							
S.No/Sem	Category of Course	Course Name	Course Code	L	T	P	C
I	GE	UDT101	Data Analytics Using SQL	2	0	2	4
II	GE	UDT102	Data Analytics Using R	2	0	2	4
III	GE	UDT103	Python For Data Science	2	0	2	4
IV	GE	UDT104	Data Preprocessing and Visualization Using Python	2	0	2	4
V	GE	UDT105	Time Series Analysis & Forecasting Using Python	2	0	2	4
VI	GE	UDT106	Fundamental Of Machine Learning	2	0	2	4
VII	GE	UDT107	Data Driven Applications	2	0	2	4
VIII	GE	UDT108	Project And Case Study	2	0	2	4

Semester-I

UDT101	Data Analytics using SQL	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Perspective

The course objective of "Data Science Using SQL" typically revolves around teaching students or participants the essential skills and knowledge needed to effectively utilize SQL (Structured Query Language) for data analysis and exploration within the context of data science. The course aims to provide a strong foundation in SQL and its application in various data-related tasks, with a focus on supporting data-driven decision-making processes.

Course Outcomes:

Upon successful completion of the course students should be able to:

1. Write complex SQL queries to retrieve, filter, and aggregate data from relational databases.
2. Apply SQL commands to clean and pre-process data, including handling missing values, duplicates, and data transformations.
3. Utilize SQL queries to explore datasets, identify patterns, and summarize key statistics to gain initial insights into the data.
4. Visualize query results using tools or libraries to create meaningful charts, graphs, and plots that enhance data understanding.
5. Apply SQL skills to real-world data science problems in domains such as business, finance, marketing, and healthcare.

Course Contents:

Unit 1

Contact Hours: 16

- Introduction to Data Science
- Introduction To SQL Server
- Understanding Data & Information
- Database
- DBMS
- RDBMS
- DB Design
- Types of Databases
- SQL Server versions
- Creating DB
- Sub Languages of TSQL

- DDL
- DML
- TCL
- DCL
- DQL
- Creating Tables
- Insert,Delete,Update Data into Tables
- Normalization
- Constraints
- Unique
- Not Null
- Primary key
- Check
- Default
- Foreign Key

Unit 2

Contact Hours: 22

- Working With Single Table Queries
- Writing Queries using SELECT Statement
- Understanding Query Flow
- Operators in SQL Server
- Clauses in SQL Server
- Filtering Data Using WHERE Clause
- Sorting Data using ORDER BY Clause
- Avoid Duplicates using DISTINCT Clause
- Using Top Clause
- DML Commands
- Copying Data From one Table to Another
- Insert command
- Update Command
- Delete Command
- DDL Commands
- Create command
- Alter Command
- Drop Command
- Truncate Command
- Delete vs Truncate

Unit 3

Contact Hours: 10

- Built in Functions
- Scalar Functions

- String
- Date
- DateFromParts
- ISNULL
- Group Functions
- Aggregate Functions
- Cunt(*)
- MAX()
- MIN()
- AVG()
- SUM()

Unit 4

Contact Hours: 16

- Sub Queries
- Importance of Sub Query
- Types of Sub Queries
- Nested Queries
- JOINS
- Importance of Joins
- Types of Joins
- Inner Join or Equi Join
- Outer Join
- Left Outer Join
- Right Outer Join

List of Practicals

- Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
- Insert the details of a new student in the above table
- Delete the details of a student in the above table
- Use the select command to get the details of the students with marks more than 80
- Find the min, max, sum, and average of the marks in a student marks table
- Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
- Write a SQL query to order the (student ID, marks) table in descending order of the marks
- Write a SQL query to display the marks without decimal places, display the remainder after dividing marks by 3 and display the square of marks
- Write a SQL query to display names into capital letters, small letters, display first 3 letters of name, display last 3 letters of name, display the position the letter A in name
- Remove extra spaces from left, right and both sides from the text - " SQL for Data Science "
- Display today's date in "Date/Month/Year" format

- Display day name, month name, day, day name, day of month, day of year for today's date.

Reference Books

SQL: QuickStart Guide – The Simplified Beginner's Guide To SQL

UDT102	Data Analytics Using R	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Perspectives:

Data Science is a fast-growing interdisciplinary field, focusing on the analysis of data to extract knowledge and insight. This course will introduce students to the collection, preparation, analysis, modeling and visualization of data, covering both conceptual and practical issues. Examples and case studies from diverse fields will be presented, and hands-on use of statistical and data manipulation software will be included.

Course Outcomes:

Upon completion of the subject, students will be able to:

1. Command over R programming for Data Visualization
2. Understand the processes of data science - identifying the problem to be solved, data collection, preparation, modeling, evaluation and visualization.
3. Able to use basic R data structures in loading, cleaning the data and preprocessing the data.
4. Able to do the exploratory data analysis on real time datasets
5. Able to understand and implement Linear Regression
6. Able to understand and use - lists, vectors, matrices, dataframes, etc.

Course Content

UNIT I Introduction to Data Science and Data Visualization:

Introduction to Data Science- Introduction- Definition - Data Science in various fields - Examples - Impact of Data Science - Data Analytics Life Cycle - Data Science Toolkit - Data Scientist - Data Science Team
Understanding data: Introduction – Types of Data: Numeric – Categorical – Graphical – High Dimensional Data – Classification of digital Data: Structured, Semi-Structured and Un-Structured - Example Applications. Need for data visualization, applications of data visualization, Difference Between Data Visualization and Data Analytics, Role of Data Visualization in Artificial Intelligence, Machine Learning and Data Science. Comparison of various data visualization techniques.

UNIT II FUNDAMENTALS OF R

Introduction to R- Features of R - Environment - R Studio. Basics of R-Assignment - Modes - Operators - special numbers - Logical values - Basic Functions - R help functions - R Data Structures - Control Structures. Vectors: Definition- Declaration - Generating - Indexing - Naming - Adding & Removing elements - Operations on Vectors

- Recycling - Special Operators - Vectorized if- then else-Vector Equality – Functions for vectors - Missing values - NULL values - Filtering & Subsetting.

UNIT III:

Matrices - Creating Matrices - Adding or Removing rows/columns - Reshaping - Operations - Special functions on Matrices. Lists - Creating List – General List Operations - Special Functions - Recursive Lists. Data Frames - Creating Data Frames - Naming - Accessing - Adding - Removing - Applying Special functions to Data Frames - Merging Data Frames- Factors and Tables.

WORKING WITH R

Working with data in R - Reading CSV and Excel Files, reading text files, Writing and saving data objects to file in R, String operations in R - Regular Expressions, Dates in R, Using Visualization tools – Bar Charts, Histograms, Pie Charts, Scatter Plots, Line Plots.

Input / Output – Reading and Writing datasets in various formats - Functions - Creating User-defined functions - Functions on Function Object - Scope of Variables - Accessing Global, Environment - Closures - Recursion. Exploratory Data Analysis - Data Preprocessing - Descriptive Statistics - Central Tendency - Variability - Mean - Median - Range - Variance - Summary - Handling Missing values and Outliers - Normalization
Data Visualization in R : Types of visualizations - packages for visualizations - Basic Visualizations, Advanced Visualizations and Creating 3D plots.

UNIT V Data Visualization with R:

Basic Visualization Tools-Bar Charts, Histograms, Pie Charts, Basic Visualization Tools Continued Scatter Plots, Line Plots and Regression, Specialized Visualization Tools-Word Clouds, Radar Charts, Waffle Charts, Box Plots, how to create Maps Creating Maps in R, How to build interactive web pages- Introduction to Shiny, Creating and Customizing Shiny Apps, Additional Shiny Features Hands on with ggplot2: Marginal Plots, Bubble Plots & Count Charts, Diverging Charts, Themes, Multi Panel Plots, Multiple Plots, Background Colors.

Text Books:

1. Cognitive computing with IBM Watson (by Rob High (Author), Tanmay Bakshi (Author), 30 April 2019)- 1st edition.

Reference Books:

1. Nina Zumel, John Mount, “Practical Data Science with R”, Manning Publications, 2014.
2. Jure Leskovec, Anand Rajaraman, Jeffrey D. Ullman, “Mining of Massive Datasets”, Cambridge University Press, 2014.
3. Mark Gardener, “Beginning R - The Statistical Programming Language”, John Wiley & Sons, Inc., 2012.
4. W. N. Venables, D. M. Smith and the R Core Team, “An Introduction to R”, 2013.
5. Tony Ojeda, Sean Patrick Murphy, Benjamin Bengfort, Abhijit Dasgupta, “Practical Data

Science Cookbook”, Packt Publishing Ltd., 2014.

6. Nathan Yau, “Visualize This: The FlowingData Guide to Design, Visualization, and Statistics”, Wiley, 2011.

7. Boris lublinsky, Kevin t. Smith, Alexey Yakubovich, “Professional Hadoop Solutions”, Wiley, ISBN: 9788126551071, 2015.

8. R in a Nutshell: Second Edition Paperback– (23 Oct 2012) by Joseph Adler-2nd edition.

9. Applied Predictive Modeling Hardcover– (27 Apr 2018) by Max Kuhn, Kjell Johnson- 1st edition.

10. An Introduction to Statistical Learning: with Applications in R (Springer Texts in Statistics) Hardcover– (29 Sep 2017), by Gareth James, Daniela Witten, Trevor Hastie.

Student Activity

Databases need to undergo pre-processing to be useful for data mining. Dirty data can cause confusion for the data mining procedure, resulting in unreliable output. Data cleaning includes smoothing noisy data, filling in missing values, identifying and removing outliers, and resolving inconsistencies.

RECOMMENDED CO-CURRICULAR ACTIVITIES:

(Co-curricular activities shall not promote copying from textbook or from others work and shall encourage self/independent and group learning) **A. Measurable**

1. Assignments (in writing and doing forms on the aspects of syllabus content and outside the syllabus content. Shall be individual and challenging)
2. Student seminars (on topics of the syllabus and related aspects (individual activity))
3. Quiz (on topics where the content can be compiled by smaller aspects and data (Individuals or groups as teams))
4. Study projects (by very small groups of students on selected local real-time problems pertaining to syllabus or related areas. The individual participation and contribution of students shall be ensured (team activity

B. General

1. Group Discussion
2. Try to solve MCQ's available online.
3. Others

RECOMMENDED CONTINUOUS ASSESSMENT METHODS:

Some of the following suggested assessment methodologies could be adopted;

1. The oral and written examinations (Scheduled and surprise tests)
2. Closed-book and open-book tests
3. Problem-solving exercises
4. Practical assignments and laboratory reports
5. Observation of practical skills
6. Individual and group project reports like "COVID-19 Analysis", "Estimated Quarantine Period for Covid-19 Contacts", etc.
7. Efficient delivery using seminar presentations,
8. Viva voce interviews.
9. Computerized adaptive testing, literature surveys and evaluations,
10. Peers and self-assessment, outputs from individual and collaborative work.

E BOOKS

1. https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf

MOOC

1. <https://online-learning.harvard.edu/subject/r>

2. <https://www.udemy.com/course/r-basics/>

3. <https://www.datacamp.com/courses/free-introduction-to-r>

List of Practicals

R Programming LAB

- 1) Installing R and R studio
- 2) Create a folder DS_R and make it a working directory. Display the current working directory
- 3) installing the "ggplot2", "caTools", "CART" packages
- 4) load the packages "ggplot2", "caTools".
- 5) Basic operations in r
- 6) Working with Vectors:
 - Create a vector v1 with elements 1 to 20.
 - Add 2 to every element of the vector v1.
 - Divide every element in v1 by 5
 - Create a vector v2 with elements from 21 to 30. Now add v1 to v2.
- 7) Getting data into R, Basic data manipulation
- 8) Using the data present in the table given below, create a Matrix "M"

	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>
<i>C1</i>	0	12	13	8	20
<i>C2</i>	12	0	15	28	88
<i>C3</i>	13	15	0	6	9
<i>C4</i>	8	28	6	0	33
<i>C5</i>	20	88	9	33	0

- Find the pairs of cities with shortest distance.

9) Consider the following marks scored by the 6 students

<u>Secti</u> <u>on</u>	<u>Stude</u> <u>nt no</u>	<u>M1</u>	<u>M2</u>	<u>M3</u>
<u>A</u>	1	45	54	45
<u>A</u>	2	34	55	55
<u>A</u>	3	56	66	64
<u>B</u>	1	43	44	45
<u>B</u>	2	67	76	78
<u>B</u>	3	76	68	37

- create a data structure for the above data and store in proper positions with proper names
 - display the marks and totals for all students
 - Display the highest total marks in each section.
 - Add a new subject and fill it with marks for 2 sections.
-
- Three people denoted by P1, P2, P3 intend to buy some rolls, buns, cakes and bread. Each of them needs these commodities in differing amounts and can buy them in two shops S1, S2. The individual prices and desired quantities of the commodities are given in the following table "demand".

	price			demand.quantity			
	S1	S2		Roll	Bun	Cake	Bread
Roll	1.5	1	P1	6	5	3	1
Bun	2	2.5	P2	3	6	2	2
Cake	5	4.5	P3	3	4	3	1
Bread	16	17					

- Create matrices for above information with row names and col names.
- Display the demand.quantity and price matrices
- Find the total amount to be spent by each person for their requirements in each shop
- Suggest a shop for each person to buy the products which is minimal.

10) Consider the following employee details:

employee details as follows		
	emp_no:1	
	name: Ram	
	salary	
		basic: 10000
		hra: 2500
		da: 4000
	deductions	
		pf: 1100
		tax: 200
	total salary	
		gs(Gross Salary):
		ns(Net Salary)

- Create a list for the employee data and fill gross and net salary.

- ☐ Add the address to the above list
- ☐ display the employee name and address
- ☐ remove street from address
- ☐ remove address from the List.

- 11) Loops and functions - Find the factorial of a given number
- 12) Implementation of Data Frame and its corresponding operators and functions
- 13) Implementation of Reading data from the files and writing output back to the specified file
- 14) Treatment of NAs, outliers, Scaling the data, etc
- 15) Applying summary() to find the mean, median, standard deviation, etc
- 16) Implementation of Visualizations - Bar, Histogram, Box, Line, scatter plot, etc.

E BOOKS

- 1. https://web.itu.edu.tr/~tokrem/The_Book_of_R.pdf

MOOC

- 1. <https://online-learning.harvard.edu/subject/r>
- 2. <https://www.udemy.com/course/r-basics/>
- 3. <https://www.datacamp.com/courses/free-introduction-to-r>

Semester-III

UDT103	Python For Data Science	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

COURSE OUTCOMES

Upon completion of this course, the students will be able to

- 1 Identify the need for data science and solve basic problems using Python built-in data types and their methods.
- 2 Employ efficient storage and data operations using NumPy arrays.
- 3 Apply powerful data manipulations using Pandas.
- 4 Do data pre-processing and visualization using Pandas.

Prerequisites: NIL

Unit 1: INTRODUCTION TO DATA SCIENCE AND PYTHON PROGRAMMING

Introduction to Data Science - Why Python? - Essential Python libraries - Python Introduction- Features, Identifiers, Reserved words, Indentation, Comments, Built-in Data types and their Methods: Strings, List, Tuples, Dictionary, Set - Type Conversion- Operators. Decision Making- Looping- Loop Control statement- Math and Random number functions. User defined functions - function arguments & its types.

Practical Component:

1. Implement basic Python programs for reading input from console.
2. Perform Creation, indexing, slicing, concatenation and repetition operations on Python built-in data types: Strings, List, Tuples, Dictionary, Set
3. Solve problems using decision and looping statements.
4. Apply Python built-in data types: Strings, List, Tuples, Dictionary, Set and their methods to solve any given problem
5. Handle numerical operations using math and random number functions
6. Create user-defined functions with different types of function arguments.

Unit 2: INTRODUCTION TO NUMPY

NumPy Basics: Arrays and Vectorized Computation- The NumPy ndarray- Creating ndarrays- Data Types for ndarrays- Arithmetic with NumPy Arrays- Basic Indexing and Slicing - Boolean Indexing-Transposing Arrays and Swapping Axes. Universal Functions: Fast Element-Wise Array Functions- Mathematical and Statistical Methods-Sorting Unique and Other Set Logic.

Practical Component:

1. Create NumPy arrays from Python Data Structures, Intrinsic NumPy objects and Random Functions.

2. Manipulation of NumPy arrays- Indexing, Slicing, Reshaping, Joining and Splitting.
3. Computation on NumPy arrays using Universal Functions and Mathematical methods.
4. Import a CSV file and perform various Statistical and Comparison operations on rows/columns.
5. Load an image file and do crop and flip operation using NumPy Indexing.

Unit 3: DATA MANIPULATION WITH PANDAS

Introduction to pandas Data Structures: Series, DataFrame, Essential Functionality: Dropping Entries, Indexing, Selection, and Filtering- Function Application and Mapping- Sorting and Ranking. Summarizing and Computing Descriptive Statistics- Unique Values, Value Counts, and Membership. Reading and Writing Data in Text Format.

Practical Component:

1. Create Pandas Series and DataFrame from various inputs.
2. Import any CSV file to Pandas DataFrame and perform the following:
 - (a) Visualize the first and last 10 records
 - (b) Get the shape, index and column details
 - (c) Select/Delete the records(rows)/columns based on conditions.
 - (d) Perform ranking and sorting operations.
 - (e) Do required statistical operations on the given columns.
 - (f) Find the count and uniqueness of the given categorical values.
 - (g) Rename single/multiple columns.

Unit 4: DATA CLEANING, PREPARATION AND VISUALIZATION

Data Cleaning and Preparation: Handling Missing Data - Data Transformation: Removing Duplicates, Transforming Data Using a Function or Mapping, Replacing Values, Detecting and Filtering Outliers- String Manipulation: Vectorized String Functions in pandas. Plotting with pandas: Line Plots, Bar Plots, Histograms and Density Plots, Scatter or Point Plots.

Practical Component:

1. Import any CSV file to Pandas DataFrame and perform the following:
 - (a) Handle missing data by detecting and dropping/ filling missing values.
 - (b) Transform data using apply() and map() method.
 - (c) Detect and filter outliers.
 - (d) Perform Vectorized String operations on Pandas Series.
 - (e) Visualize data using Line Plots, Bar Plots, Histograms, Density Plots and Scatter Plots.

TEXT BOOKS

1. Y. Daniel Liang, “Introduction to Programming using Python”, Pearson, 2012.
2. Wes McKinney, “Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython”, O’Reilly, 2nd Edition, 2018.

3. Jake VanderPlas, “Python Data Science Handbook: Essential Tools for Working with Data”, O’Reilly, 2017.

REFERENCE BOOKS

1. Wesley J. Chun, “Core Python Programming”, Prentice Hall, 2006.
2. Mark Lutz, “Learning Python”, O’Reilly, 4th Edition, 2009.

E BOOKS

1. <https://www.programmer-books.com/introducing-data-science-pdf/>
2. <https://www.cs.uky.edu/~keen/115/Haltermanpythonbook.pdf>
3. [http://math.ecnu.edu.cn/~lfzhou/seminar/\[Joel_Grus\]_Data_Science_from_Scratch_First_Princ.pdf](http://math.ecnu.edu.cn/~lfzhou/seminar/[Joel_Grus]_Data_Science_from_Scratch_First_Princ.pdf)

MOOC

1. <https://www.edx.org/course/python-basics-for-data-science>
2. <https://www.edx.org/course/analyzing-data-with-python>
3. <https://www.coursera.org/learn/python-plotting?specialization=data-science-python>

Semester IV

UDT104	Data Preprocessing and Visualization Using Python	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Description

Data Handling and Visualization course deals with Data visualization, implementation, and principles of proportions

Course Objective

1. To explain the basics of Data Visualization
2. To enable students to Implement visualization of distributions
3. To make students to write programs on visualization of time series, proportions & associations
4. To make students to apply visualization on Trends and uncertainty
5. To enable students, understand the principles of proportions

Course Outcome

Upon completion of this course, the students will be able to

CO1. Understand the significance of data preprocessing in data analysis and machine learning, and be able to articulate its impact on the quality of results.

CO2. Identify and handle missing data, duplicates, and outliers to ensure the data is clean and ready for analysis.

CO3. Perform data transformation: normalizing, scaling, and encoding data to bring it to a consistent format and enable better comparisons.

CO 4. able to use various statistical and visual methods to summarize and explore the data, gaining insights into its distribution, correlations, and patterns.

CO 5. Visualize data effectively: Students should be proficient in using Python libraries like Matplotlib, Seaborn, and Plotly to create various types of visualizations, including histograms, box plots, scatter plots, heatmaps, and more.

CO 6. able to communicate their results effectively through presentations or reports, explaining the data preprocessing steps taken and the insights gained from the visualizations (i.e., able to present finding and insights of real data).

Prerequisites: Nil

1. Introduction to Data Preprocessing

Understanding the importance of data preprocessing

Steps involved in data preprocessing

Handling missing data

Dealing with outliers

2. Data Cleaning and Transformation

Removing duplicates

Data normalization and scaling

Data encoding (e.g., one-hot encoding, label encoding)

Handling categorical variables

3 Exploratory Data Analysis (EDA)

Data summarization and descriptive statistics

Data visualization techniques (e.g., histograms, box plots, scatter plots)

Correlation analysis

Heatmaps and pair plots

4. Data Visualization Libraries

Introduction to popular Python libraries (e.g., Matplotlib, Seaborn, Plotly)

Creating basic plots and customizing visuals

Interactive visualizations

4. Data Preprocessing for Machine Learning

Feature engineering and selection

Handling imbalanced data

Data splitting (train-test split, cross-validation)

5. Integrating Data Preprocessing and Visualization in Python

Applying data preprocessing techniques to real-world datasets

Visualizing data after preprocessing

6. Project Work

Applying data preprocessing and visualization techniques to a specific dataset

Presenting findings and insights

E BOOKS

1. <https://www.netquest.com/hubfs/docs/ebook-data-visualization-EN.pdf>

MOOC

1. <https://www.coursera.org/learn/data-visualization>
2. <https://www.coursera.org/learn/python-for-data-visualization>

Practical Content

Prerequisite: Python Basics

LIST OF EXPERIMENTS:

1. Importing data from various sources (CSV, Excel, SQL).
2. Handling missing data: identifying and imputing missing values.
3. Data cleaning: removing duplicates and handling outliers.
4. Data normalization and scaling techniques.
5. Handling categorical data: encoding categorical variables (Label Encoding, One-Hot Encoding).
6. Feature engineering: creating new features, feature selection.
7. Descriptive statistics and summary metrics.
8. Data visualization with Matplotlib and Seaborn.
9. Customizing plots using Matplotlib and Seaborn.
10. Creating interactive visualizations with Plotly.
11. Aggregating data using Pandas.
12. Grouping data based on categories.
13. Pivot tables and cross-tabulation.

Project (Data Visualization Case Study)

- Visualizing real-world datasets.
- Applying data pre-processing and visualization techniques to a new dataset.
- Creating meaningful and insightful visualizations using Matplotlib, Seaborn, and Plotly.
- Presenting findings and insights.

REFERENCE BOOKS

1. Claus Wilke, “Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures”, 1st edition, O’Reilly Media Inc, 2019.
2. Data Wrangling with Python by Jacqueline Kazil and Katharine Jarmul.

<https://www.datacamp.com/>

<https://towardsdatascience.com/>

<https://seaborn.pydata.org/>

Semester V

UDT105	Time Series Analysis & Forecasting Using Python	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Unit 1: INTRODUCTION OF TIMESERIES ANALYSIS:

Introduction to Time Series and Forecasting, Different types of data, Internal structures of time series. Models for time series analysis, Autocorrelation and Partial autocorrelation. Examples of Time series Nature and uses of forecasting, Forecasting Process, Data for forecasting, Resources for forecasting.

Unit 2: STATISTICS BACKGROUND FOR FORECASTING:

Graphical Displays, Time Series Plots, Plotting Smoothed Data, Numerical Description of Time Series Data, Use of Data Transformations and Adjustments, General Approach to Time Series Modeling and Forecasting, Evaluating and Monitoring Forecasting Model Performance.

Unit 3: TIME SERIES REGRESSION MODEL:

Introduction Least Squares Estimation in Linear Regression Models, Statistical Inference in Linear Regression, Prediction of New Observations, Model Adequacy Checking, Variable Selection Methods in Regression, Generalized and Weighted Least Squares, Regression Models for General Time Series Data, Exponential Smoothing, First order and Second order.

Unit 4 AUTOREGRESSIVE INTEGRATED MOVING AVERAGE (ARIMA) MODELS:

Autoregressive Moving Average (ARMA) Models - Stationarity and Invertibility of ARMA Models - Checking for Stationarity using Variogram- Detecting Nonstationarity - Autoregressive Integrated Moving Average (ARIMA) Models - Forecasting using ARIMA - Seasonal Data - Seasonal ARIMA Models Forecasting using Seasonal ARIMA Models Introduction - Finding the “BEST” Model -Example: Internet Users Data Model Selection Criteria - Impulse Response Function to Study the Differences in Models Comparing Impulse Response Functions for Competing Models .

TEXTBOOKS:

1. Introduction To Time Series Analysis And Forecasting, 2nd Edition, Wiley Series In Probability And Statistics, By Douglas C. Montgomery, Cheryl L. Jen(2015)

2. Master Time Series Data Processing, Visualization, And Modeling Using Python Dr. Avishek Pal Dr. Pks Prakash (2017)

LAB

1 Task to perform on Time Series data

- Time Series Data Cleaning
- Loading and Handling Times series data
- Preprocessing Techniques

2 How to Check Stationarity of a Time Series. How to make a Time Series Stationary? Estimating & Eliminating Trend.

- Aggregation
- Smoothing
- Polynomial Fitting Eliminating Trend and Seasonality
- Differencing
- Decomposition

3 a) Moving Average time analysis data.

b) Smoothing the Time analysis Data.

c) Check out the Time series Linear and non-linear trends.

d) Create a modelling.

4 Modelling time series

- Moving average
- Exponential smoothing
- ARIMA Seasonal autoregressive integrated moving average model (SARIMA)

Semester VI

UDT106	Fundamental Of Machine Learning	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Objective:

1. To introduce students to the basic concepts and techniques of Machine Learning.
- 2: To develop skills of using recent machine learning software for solving practical problems.
- 3: To gain experience of doing independent study and research.
- 4: Ability to identify the characteristics of datasets and compare the trivial data and big data for various applications.

Learning Outcome:

Upon successful completion of the course the student will be able to:

1. Ability to select and implement machine learning techniques and computing environment that are suitable for the applications under consideration.
2. Ability to solve problems associated with batch learning and online learning, and the big data characteristics such as high dimensionality, dynamically growing data and in particular scalability issues.
3. Ability to understand and apply scaling up machine learning techniques and associated computing techniques and technologies.
4. Ability to recognize and implement various ways of selecting suitable model parameters for different machine learning techniques

Course Contents:

Unit I INTRODUCTION TO MACHINE LEARNING:

Application of Machine Learning, Supervised vs Unsupervised Learning, Python libraries suitable for Machine Learning

II DATA PRE-PROCESSING AND DATA

- Identifying and handling the missing values

- Encoding the categorical data
- Normalization
- Standardization
- PCA

III SUPERVISED LEARNING REGRESSION AND CLASSIFICATION:

Linear Regression, Non-Linear Regression, Model evaluation methods, KNearest Neighbour, Decision Tree, Logistic Regression, Support Vector Machines, Model Evaluation

IV Unsupervised Learning:

K-means Clustering, Hierarchical Clustering, Density-Based Clustering

Reference Books:

1. Machine Learning - Tom M. Mitchell
2. Python Machine Learning – Sebastian, Raschka and Vahid Mirjalili
3. Hands-On Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Technique to Build Intelligent Systems - Aurélien Geron
4. Understanding Machine Learning - Shai Shalev-Shwartz and Shai Ben-David

Semester VII

UDT107	Data Driven Applications	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Content

Unit 1 : INTRODUCTION TO POWER BI

• Introduction to Power BI - Need, Importance • Power BI - Advantages and Scalable Options • History - Power View, Power Query, Power Pivot • Power BI Data Source Library and DW Files • Cloud Collaboration and Usage Scope • Business Analyst Tools, MS Cloud Tools • Power BI Installation and Cloud Account • Power BI Cloud and Power BI Service • Power BI Architecture and Data Access • OnPremise Data Access and Microsoft On Drive • Power BI Desktop - Installation, Usage • Sample Reports and Visualization Controls • Power BI Cloud Account Configuration • Understanding Desktop & Mobile Editions • Report Rendering Options and End User Access • Power View and Power Map. Power BI Licenses • Course Plan - Power BI Online Training

Unit 2 : CREATING POWER BI REPORTS, AUTO FILTERS

• Report Design with Legacy & .DAT Files • Report Design with Database Tables • Understanding Power BI Report Designer • Report Canvas, Report Pages: Creation, Renames • Report Visuals, Fields and UI Options • Experimenting Visual Interactions, Advantages • Reports with Multiple Pages and Advantages • Pages with Multiple Visualizations. Data Access • PUBLISH Options and Report Verification in Cloud • "GET DATA" Options and Report Fields, Filters • Report View Options: Full, Fit Page, Width Scale • Report Design using Databases & Queries • Query Settings and Data Preloads • Navigation Options and Report Refresh • Stacked bar chart, Stacked column chart • Clustered bar chart, Clustered column chart • Adding Report Titles. Report Format Options • Focus Mode, Explore and Export Settings

Unit 3 : REPORT VISUALIZATIONS and PROPERTIES

• Power BI Design: Canvas, Visualizations and Fields • Import Data Options with Power BI Model, Advantages • Direct Query Options and Real-time (LIVE) Data Access • Data Fields and Filters with Visualizations • Visualization Filters, Page Filters, Report Filters • Conditional Filters and Clearing. Testing Sets • Creating Customised Tables with Power BI Editor • General Properties, Sizing, Dimensions, and Positions • Alternate Text and Tiles. Header (Column, Row) Properties • Grid Properties (Vertical, Horizontal) and Styles • Table Styles & Alternate Row Colors - Static, Dynamic • Sparse, Flashy Rows, Condensed Table Reports. Focus Mode • Totals Computations, Background. Borders Properties • Column Headers, Column Formatting, Value Properties • Conditional Formatting Options - Color Scale • Page Level Filters and Report Level Filters • Visual-Level Filters and Format Options • Report Fields, Formats and Analytics • Page-Level Filters and Column Formatting, Filters • Background Properties, Borders and Lock Aspect

Unit 4: CHART AND MAP REPORT PROPERTIES

• Chart report types and properties • stacked bar chart, stacked column chart, clustered bar chart, clustered column chart • 100% stacked bar chart, 100% stacked column chart • line charts, area charts, stacked area charts • line and stacked row charts • line and stacked column charts • waterfall chart, scatter chart, pie chart • Field Properties: Axis, Legend, Value, Tooltip • Field Properties: Color Saturation, Filters Types • Formats: Legend, Axis, Data Labels, Plot Area • Data Labels: Visibility, Color and Display Units • Data Labels: Precision, Position, Text Options • Analytics: Constant Line, Position, Labels • Working with Waterfall Charts and Default Values • Modifying Legends and Visual Filters - Options • Map Reports: Working with Map Reports.

Text Books

1. "Beginning Power BI: A Practical Guide to Self-Service Data Analytics with Excel 2016 and Power BI Desktop" by Dan Clark
2. "Power BI Step-by-Step Part 1: Up and Running: Power BI Mastery through hands-on Tutorials (Power BI Step by Step)" by Grant Gamble
3. "Mastering Microsoft Power BI" by Brett Powell

Links

<https://learn.microsoft.com/en-us/power-bi/>

<https://docs.microsoft.com/en-us/power-bi/guided-learning/>

<https://docs.microsoft.com/en-us/learn/paths/analyze-visualize-data-power-bi/>

Semester VIII

UDT108	Project and Case Study	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

Course Perspective :

This course is designed to provide students with hands-on experience in applying data science methodologies and techniques to solve real-world problems. Through a combination of projects and case studies, students will work on practical applications of data collection, cleaning, analysis, and visualization, along with machine learning and statistical modeling techniques. The course will cover various domains, including business analytics, healthcare, social sciences, and more, allowing students to gain insights into how data science is transforming industries. By the end of the course, students will develop a portfolio of projects that demonstrate their ability to derive actionable insights from data.

Course Objectives:

- To provide students with practical experience in the full data science workflow, from problem identification to solution implementation.
- To equip students with the skills needed to collect, clean, and manipulate large datasets from various sources.
- To enable students to apply appropriate statistical and machine learning models to real-world datasets.
- To enhance students' ability to interpret and communicate their findings through visualizations and reports.
- To expose students to ethical considerations and challenges in handling data, privacy, and bias.

Course Guidelines:

1. Project Selection:
 - Projects should be chosen from real-world domains that are relevant and have a substantial dataset.
 - Students are encouraged to work on problems from industries like healthcare, finance, marketing, social sciences, e-commerce, or environmental studies.
 - The project should involve data collection, cleaning, analysis, and the application of advanced models for prediction or insight generation.
2. Teamwork and Collaboration:
 - Students can work individually or in teams of 2-3 members.

- Team members should evenly distribute tasks and collaborate on data analysis, report writing, and presentations.
 - Collaboration tools (e.g., GitHub) should be used for version control and project management.
3. Case Study Approach:
- A case study will involve detailed examination and analysis of a specific problem, illustrating how data science can provide solutions.
 - Students should choose case studies from real-world scenarios, analyze the existing approaches, and suggest improvements using data-driven methods.
 - Case studies may come from research papers, industry reports, or publicly available datasets.
4. Project Milestones:
- Proposal Submission: Submit a 1-page project proposal that outlines the problem, data sources, and proposed methodologies.
 - Data Collection and Cleaning: Collect or source the necessary data, ensuring it's cleaned and prepared for analysis.
 - Exploratory Data Analysis (EDA): Perform an initial analysis to understand data patterns, trends, and anomalies.
 - Model Development: Apply appropriate statistical, machine learning, or deep learning models based on the problem.
 - Result Interpretation: Interpret the results, focusing on actionable insights and decision-making.
 - Final Report: Write a report that summarizes the problem, data, methodology, results, and recommendations.
 - Presentation: Present the project findings in a professional and visually compelling manner to peers and faculty.
5. Ethical Considerations:
- Ensure data privacy, avoid bias in model development, and adhere to ethical standards in handling and analyzing data.
 - Projects involving human subjects or sensitive data should ensure compliance with ethical guidelines and seek necessary approvals if required.
6. Evaluation Criteria:
- Problem Definition (10%): Clear articulation of the problem and the relevance of data science in solving it.
 - Data Collection and Preparation (15%): The quality and completeness of the data, including cleaning and handling of missing values.
 - Methodology (25%): The appropriateness and sophistication of the models and techniques applied.
 - Analysis and Insights (25%): The depth of the analysis and the usefulness of the insights derived from the data.
 - Communication and Presentation (15%): The clarity and professionalism of the report, visualizations, and presentation.

- Ethical Considerations (10%): Handling of ethical issues, such as bias, fairness, and data privacy.

By completing this course, students will acquire practical experience in handling real-world data challenges and demonstrate their ability to apply data science techniques in various domains.

FOREIGN TRADE (MINOR)

I	GE	UFT101	Basics of Business	3	1	0	4
II	GE	UFT102	The Global Economy	3	1	0	4
III	GE	UFT103	International Business Environment	3	1	0	4
IV	GE	UFT104	Macroeconomics of open economies	3	1	0	4
V	GE	UFT105	Global Political Economy	3	1	0	4
VI	GE	UFT106	Growth Inequality and Conflict	3	1	0	4
VII	GE	UFT107	Foreign Trade	3	1	0	4
VIII	GE	UFT108	International Financial Institutions	3	1	0	4

Semester-I

Course Code	Course Title	L	T	P	S	Credit
UFT101	Basics of Business	3	1			4
Pre-requisites/Exposure						

Course Objectives:

- Understand the concept of business and its significance in the modern world.
- Differentiate between various forms of business ownership and organizational structures.
- Develop basic business planning and entrepreneurship skills.
- Explore the impact of globalization on contemporary businesses.

Unit 1: Basis of Business

Understanding Business and Its Importance; Meaning, scope and evolution of commerce & industry, - Industrial Revolution- its effects. -Emergence of Indian MNCs & transnational corporations -Recent trends in business world. Globalization & challenges for Indian Business in new millennium.

Unit 2: Forms of Business Organization

Business sectors & forms of business organizations- private sector, Cooperative sectors, public sector, joint sector, Services sector, Various forms of business organizations – Sole Proprietorship, Partnership firms, Joint stock companies -their features, relative merits, demerits & suitability. Merges & acquisitions-mergers in India. Networking, Franchising, BPOs & KPOs, E-commerce, On-line trading, patents, trademarks & copyright.

Unit 3: Business and Entrepreneurship

Decisions in setting up an Enterprise – opportunity and idea generation, Role of creativity and innovation, Feasibility study and Business Plan, Business size and location decisions, various factors to be considered for starting a new unit, Relevant Government Policies - SEZ (Special Economic Zone) policy etc.

Unit 4: Business and Globalization

Meaning and nature of globalization-Reasons behind globalization-Strategies for internationalization-Globalization of Indian business-Objectives and principles of GATT, Functions of WTO –Structure of WTO-Arguments for joining WTO and arguments against joining WTO

Objectives

- To explore and offer knowledge on global business environment

- To explore knowledge on international institutions involved in promotion of global business, and
- To make future global managers

Unit – I International Business: Nature, importance and scope – Mode of entry into international business - Framework for analyzing international business environment – geographical, economic, socio-cultural, political and legal environment.

Unit – II International Economic Environment: World economic and trading situation; International economic institutions and agreements – WTO, UNCTAD, IMF, World Bank; Generalized system of preferences, GSTP; International commodity agreements.

Unit – III Multinational Corporations: Conceptual framework of MNCs; MNCs and host and home country relations; Technology transfers – importance and types – M&A of MNC's

Unit IV –Foreign Investment: Capital flows – types and theories of foreign investment; foreign investment flows and barriers.- Foreign Direct Investment (FDI)

References

- Adhikary, Manab, GLOBAL BUSINESS MANAGEMENT, Macmillan, New Delhi.
- Aswathappa, INTERNATIONAL BUSINESS, Tata Mc Graw Hill publications, New Delhi.
- Bhattacharya.B, GOING INTERNATIONAL RESPONSE STRATEGIES FOR INDIAN SECTOR, Wheeler Publishing Co, New Delhi.
- Black and Sundaram, INTERNATIONAL BUSINESS ENVIRONMENT, Prentice Hall of India, New Delhi.
- Gosh, Biswanath, ECONOMIC ENVIRONMENT OF BUSINESS, South Asia Book, New Delhi.

Semester-II

Course Code	Course Title	L	T	P	S	Credit
UFT102	The Global Economy	3	1			4
Pre-requisites/Exposure						

Unit 1: Introduction to Globalization and India

Understanding the concept of globalization, and the role of Globalization in economic growth. The economic reforms of 1991 in India. Impact on trade, investment, and economic growth.

Unit 2: Foreign Direct Investment (FDI) in India

Meaning and Concept of Foreign Direct Investment, Foreign Direct Investment Policies, Regulations, trends and compositions in the different sector of Indian Economy.

Unit 3: Foreign Trade

Foreign Trade: Salient features of India's foreign trade; Trends in foreign trade in the recent past, Balance of payment, Balance of Trade, and trends of the balance of payment in India.

Unit 4: Global Challenges and Opportunities

Global Supply Chains and India, Role of India in Global Supply Chains, Sustainable Development and Climate Change, Sustainable Development and Climate Change.

Reference Books:

- "Globalization and Its Discontents" by Joseph E. Stiglitz
- "Capital in the Twenty-First Century" by Thomas Piketty
- "Economics of the Global Environment" by Ian W. H. Parry and others

Semester-III

Course Code	Course Name	L	T	P	C
UFT103	International Business Environment	3	1	0	4
Prerequisite	-				

Course Perspectives

An understanding of international business is essential for students in today's interdependent global world. This course will provide students with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. The module highlights how environmental factors affect business in a global economy. The module will also facilitate students' understanding of the challenges associated with working, communicating, and negotiating in a cross-cultural context. Moreover, the module will reflect upon current world affairs, both in commerce and politics in order to frame and contextualise the current challenges and problems.

Course Outcome

CO1: Understand the international business environment, including economic, political, regulatory, demographic, social, cultural, and technological factors

CO2: Apply international trade theories, such as absolute and comparative advantage

CO3: Analyze the evolution of the international monetary system, including the breakdown of the Bretton Woods system, the emergence of the European Monetary System

CO4: Evaluate the strategies and structures of international business, focusing on the role and impact of multinational corporations.

Course Content

Unit 1: An Overview of International Business Environment

Economic environment –meaning and importance, political and regulatory environment, demographic environment ,social and cultural environment and technological environment. Globalisation and its effects on international business.

Unit- 2 :International Economic Environment and Economic Integration

International Trade Theory: Theory of absolute advantage, Theory of Comparative advantage, The Political Economy of International Trade. New Theories of international Trade. Foreign Direct Investment : Types and significance of foreign investments (FDI Vs FII), factors affecting international investment.

Types of Economic integration- Free Trade Area, Customs Union, Common Market, European union. Integration of developing countries – SAARC, SAPTA, BRICS, BIMSTEC, RCEP. International commodity agreements, Cartels – Bi-lateral & Multi-lateral contracts.

Unit-3:International Monetary System and Foreign Exchange Market

The Pre-Bretton Wood's period, Breakdown of Bretton Wood system and emergence of EMS, EU and EURO. An overview of international economic institutions: International Monetary Funds (IMF), World Bank, WTO, Asian Development Bank, New Development Bank, UNCTAD, The Foreign Exchange Market, Government intervention and influence on exchange rate.

Unit - 4 :The Strategy and Structure of International Business

Importance and dominance of MNCs, advantages to host and home countries, criticism of MNCs, Global competitiveness – indicators of competitiveness, Technology and Global competitiveness. The Organization of International Business, Entry Strategy and Strategic Alliances. Understanding the role of culture – communicating across cultures – cross cultural negotiations. Social Responsibilities and Ethics in International Business.

TEXT

Francis -Cherunilam, International Business Environment, Mumbai, Himalaya Publishing House, 2008.

REFERENCE

1. V.K. Bhalla, International Business Environment and Management, Anmol publications, 2010
2. Paul, Justin, Business Environment: Text & Cases, McGraw Hill, 2010.
3. Ian Worthington, Chris Britton, The Business Environment, New Delhi, Prentice Hall, 2007.

Semester-IV

Course Code	Course Name	L	T	P	C
UFT104	Macroeconomics of Open Economies	3	1	0	4
Prerequisite	-				

Course Perspectives: This course intends to emphasise on how a country's relations to the rest of the world influence aggregate economic activity, employment, exchange rate and inflation and 40 forms the scope for monetary and fiscal policy. The course includes a thorough introduction to the foreign exchange market and a discussion of world level interactions. A major part of the course deals with the dynamic effects (effects over time) of economic shocks and policies. The course prepares the student for taking part in professional discussions about the design of monetary and fiscal policy and for any kind of work where it is important to have a good understanding of macroeconomic fluctuations (e.g. for making predictions of macro variables, for choosing investment where the return depend on macro developments) when the economies are open.

Course Outcomes:

CO1: Understand the fundamentals of open-economy macroeconomics

CO2: Apply concepts related to the balance of payments, exchange rates, and foreign exchange markets

CO3: Analyse the theories of Purchasing Power Parity (PPP), including absolute and relative PPP, and assess their applications and limitations

CO4: Evaluate international macroeconomic policies and systems.

Unit 1 Open-Economy Macroeconomics: National Income accounting. Keynesian national income determination model, circular flow of national income

Unit 2: Balance of payment; Exchange Rates and the Foreign Exchange Market; Money, Interest Rates, and Exchange Rates; Price Levels and the Exchange Rate in the Long Run; Output and the Exchange Rate in the Short Run; Fixed Exchange Rates and Foreign Exchange Intervention

Unit 3- Purchasing Power PPP, Absolute & Relative PPP, Long Run Exchange Rate Model Based upon PPP, Problems with PPP, Beyond Purchasing Power Parity,

Unit 4- International Macroeconomic Policy: International Monetary Systems: An Historical Overview; Financial Globalization: Opportunity and Crisis; Optimum Currency Areas and the Euro; Developing Countries: Growth, Crisis, and Reform

Reference Books

1. Feenstra, R., Taylor, A. (2014). International economics, 3rd ed. Worth Publishers.
2. Krugman, P., Obstfeld, M., Melitz, M. (2018). International economics: Theory and policy, 11th ed. Pearson Education.
3. Pugel, T. (2015). International Economics, 16th ed. McGraw-Hill Education.

Semester-V

Course Code	Course Name	L	T	P	C
UFT105	Global Political Economy	3	1	0	4
Prerequisite	-				

Course Perspective

This generic elective course introduces students to the contemporary structures, trends and developments in the Global Economy through a Political Economy lens. It explores the period since the end of Second World War up to recent global economic crisis – from the ‘Golden age of capitalism’ to the ‘neoliberal’ shift. It particularly explores changes in the organization of production and corporate structure along with changes in labour processes and labour regimes and also the increasing dominance of finance in the contemporary world. It also examines the shifts in the nature, scope and ideology of the state under globalisation.

Course Outcomes

CO1: Understand the perspectives on the political economy of globalization

CO2: Apply knowledge of the political economy of global trade and the financialization of the global economy

CO3: Analyze the role of the state in the era of globalization, focusing on the challenges and limitations faced by welfare and developmental states

CO4: Evaluate global economic instability and crises and assessing the potential for recurring economic crises in the globalized economy.

Unit 1

Introduction and overview: Perspectives on political economy of globalisation with a historical overview, Changing dynamics of capitalist production, organisational forms and labour processes: Fordist and post-Fordist production regimes; multinational corporations –evolution, structural form and dynamics; global value chains and production networks; the changing nature of employment, job security and labour rights in a globalised economy

Unit 2

The political economy of global trade: Structure and institutions of the international trade regime, The role of finance in the globalised economy: financialisation of the global economy – trends, instruments, features and consequences

Unit 3

The state in the era of globalisation: Globalisation and the limits of the welfare and developmental states; the neoliberal state.

Unit 4

Global economic instability and crisis: The 2008 global economic crisis – prelude, proximate and long term causes; possibility of recurring crises.

References

1. Bhaduri, A. (2002). Nationalism and economic policy in the era of globalization. In D. Nayyar (ed.): *Governing globalization: Issues and institutions*. Oxford University Press.
2. Chang, D. (2009). Informalising labour in Asia's global factory. *Journal of Contemporary Asia*, 39, 161-179.60
3. Dore, R. (2008). Financialisation of the global economy. *Industrial and Corporate Change*, 17, 1097-1112.
4. Harvey, D. (2005). *A brief history of neoliberalism*. Introduction, Chapters 1-3. Oxford University Press.
5. Hymer, S. (1975). The multinational corporation and the law of uneven development. In H. Radice (ed.): *International firms and modern imperialism*. Penguin Books.
6. Nayyar, D. (2003). Globalisation and development. In H.-J. Chang (ed.): *Rethinking development economics*. Anthem Press.
7. Reddy, N. (2003). Economic globalisation, past and present: The challenges to labour. In K. Jomo, K. Jin (eds): *Globalization and its discontents, revisited*. Tulika Books.
8. Rodrik, D. (2011). *The globalization paradox: Why global markets, states and democracy can't coexist*. Oxford University Press.
9. Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): *Global political economy*. Chapter 11. Oxford University Press.
10. Tonkiss, F. (2008). *Contemporary economic sociology: Globalisation, production, inequality*. Chapter 4. Routledge.
11. Vakulabharanam, V. (2009). The recent crisis in global capitalism: Towards a Marxian understanding. *Economic and Political Weekly*, 44, 144-150.
12. Varoufakis, Y. (2011). *The global Minotaur: America, the true origins of the financial crisis and the future of the world economy*. Zed Books.
13. Winham, G. (2011). The evolution of the global trade regime. In J. Ravenhill (ed.): *Global political economy*. Oxford University Press.

Semester-VI

Course Code	Course Name	L	T	P	C
UFT106	Growth, Inequality and Conflict	3	1	0	4
Prerequisite	-				

Course Outcomes:

CO1 : Understand the evolution of economic thought on development, including concepts like economic growth, human development, capabilities, entitlements, deprivation, and various development indicators

CO2: Apply concepts and measures of inequality and poverty

CO3: Analyze poverty concepts, definitions, and dimensions, focusing on the measurement of poverty in India

CO4: Evaluate the relationships and debates between growth, inequality, and poverty

Course Content

Unit 1:

Developments in economic thought-History, expectations and development-Economics growth and human development, Capabilities, entitlements and deprivation-Measurement of Development- Development indicators, Human development index, Human Poverty Index, Gender Development Index

Unit 2- Difference between inequality and poverty; Measures of Inequality: Lorenz Curve; Gini Coefficient; generalized entropy measures Axioms of inequality and satisfying conditions of the measures of inequality;

Unit 3- Poverty Concepts, Definitions, dimensions and analytical context Measures of Poverty - Poverty in India -Definition and measurement of Poverty in India: A Chronological Examination; Properties of multidimensional poverty; Multidimensional poverty measures: issues of identification and aggregation; Multidimensional Poverty Measures.

Unit 4- Decomposition of inequality measures- Growth, inequality and PovertyDebates on Growth versus inequality and poverty growth linkages.

Semester-VII

Course Code	Course Name	L	T	P	C
UFT107	Foreign Trade	3	1	0	4
Prerequisite	-				

Course Outcomes

CO1 : Understanding the significance of foreign trade, including internal and international trade

CO2: Applying the knowledge of global economic scenarios to analyze the historical development of international trade

CO3: Analyze India's foreign trade dynamics, including the directions, composition, and recent trends, to identify patterns and assess the impact of global economic changes on India's trade.

CO4: Evaluate India's foreign trade policies, including import and export substitution strategies.

Course Content

Unit 1

Importance of Foreign Trade: Internal and International Trade. Comparative Advantage & Competitive Advantage. Theoretical development from David Ricardo and Heckcher Ohlin

Unit 2:

Global Economic Scenario: Historical Development of International Trade in context of GATT, UNCTAD, WTO

Unit 3:

India's foreign trade, directions and compositions of foreign trade. India's foreign trade in recent years

Unit 4:

India's foreign trade policy, Import and export substitution policy of India, recent foreign trade policy.

Reference Books

- **Paul R. Krugman, Maurice Obstfeld, and Marc Melitz** - *International Economics: Theory and Policy*
- **Dominick Salvatore** - *International Economics*
- **Robert C. Feenstra and Alan M. Taylor** - *International Economics*
- **Douglas A. Irwin** - *Free Trade Under Fire*
- **Jagdish Bhagwati and Arvind Panagariya** - *Why Growth Matters: How Economic Growth in India Reduced Poverty and the Lessons for Other Developing Countries*

Semester-VIII

Course Code	Course Name	L	T	P	C
UFT108	International Financial Institutions	3	1	0	4

Prerequisite	-				
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Course Perspective: The course focuses to provide an understanding of both the key features of foreign exchange markets and the actual problems of Multinational Corporation within an environment of free flows of foreign capital and floating exchange rates.

Course Outcomes: On successful completion of this course, the students will be able:

CO1: To revise the Concept of International Financial Management

CO2: To discuss the Concept of International Financial Markets

CO3: To identify with the Concept of International Financial Institutions

CO4: To recognize the concept of International Financial Instruments and FDI

CO5: To assess multinational corporate decisions in Global Markets

Unit I: Introduction to International Finance

International Financial Environment: Overview, Nature and Scope of International Finance

Evolution of international financial system—gold standard, Breton woods standard, floating exchange rate; International Finance Management VS Domestic Financial Management.

Unit II: International Financial Markets

Eurocurrency market, international bond market, international equity market, international money market.

Unit III: International Financial Institutions

IMF, Bank for International Settlements; international banking-euro bank, types of banking offices-correspondent bank, representative office, foreign branch, subsidiary bank, offshore bank.

Unit IV :-International Financial Instruments

Introduction to International Financial Instruments Types of International Financial -Euro CP, Eurobonds, foreign bonds, global bonds, euro equity, ADR, GDRs.

Text Books:

1. O P Agarwal International Financial Management, 3rd Edition 2014 HPH
2. Gupta Shashi K., Rangi Praneet International Finance 2nd Edition 2017, Kalyani

Publishers

Reference Books:

1. Eun C.S., Resnick B.G., “International Financial Management”, 2010, Tata McGraw Hill Education Pvt. Ltd., 4th Ed. Special Indian Edition
2. Shailaja G, “International Finance”, 2010, 2nd Ed. Orient Black’swan.
3. Hendrik Van den Berg, “International Finance and Open Economy Macro Economics”, 2009, 1st Ed. Cambridge.
4. Sharan V., “International Financial Management”, 2009, 5th Ed. PHI, EEE.
5. Madura J., “International Financial Management”, 2010, 4th Ed. Cengage Learning.
6. Apte P.G., “International Finance”, 2008, 2nd Ed. McGraw Hill.
7. Madhu Vij, “International Financial Management”, 2010, 3rd Ed. Excel Books.
8. Vyuptakesh Sharan, International Financial Management, , 4th Ed, 2006, PHI Learning Pvt. Ltd.

HUMAN RESOURCE MANAGEMENT (MINOR)

I	GE	UHR101	Foundations in Organizational Behaviour	3	1	0	4
II	GE	UHR102	Professional HRM Practices	3	1	0	4
III	GE	UHR103	Psychological Assessment in Organizations	3	1	0	4
IV	GE	UHR104	Learning and Development in Organizations	3	1	0	4
V	GE	UHR105	Leadership and Talent Development	3	1	0	4
VI	GE	UHR106	Counseling at Workplace	3	1	0	4
VII	GE	UHR107	Change Management and OD Interventions	3	1	0	4
VIII	GE	UHR108	Total Rewards Management	3	1	0	4

Semester-I

UHR101	FOUNDATIONS IN ORGANIZATIONAL BEHAVIOR	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Perspectives

This course is designed to provide a broad overview of the field of organizational behaviour. The course aims to develop in students an appreciation of the ways to lead people towards the dual objectives of enhanced performance and happiness. Topics such as job satisfaction, motivation, teamwork and leadership will be covered.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Demonstrate an awareness of key concepts from the field of organizational behaviour.
- CO2. Develop a connection between concepts and practices of organizations.
- CO3. Critically evaluate and analyze various theories and models that contributes in the overall understanding of the discipline.
- CO4. Accept and embrace the opportunity to work with different people from diverse cultural backgrounds in groups and organizations.
- CO5. Work successfully in teams and show a positive attitude towards conflict management.
- CO6. Demonstrate positive leadership qualities and decision-making skills.

Course Content

UNIT I

8 lecture hours

Introduction to organizational behavior:

Definition and meaning of organizational behavior; Scope, challenges and opportunities in OB; Sources of diversity in organizations: Ability, biographical characteristics, learning styles, personality and values.

UNIT II

12 lecture hours

Attitudes and motivation at the workplace:

Major job attitudes: Job satisfaction, job involvement, organizational commitment, perceived organizational support, job engagement.

Theories of motivation: Content and process theories - Theory X and theory Y, Maslow's theory of motivation, Two factor theory, McClelland's theory of needs, Expectancy theory, Equity theory. From concept to practice: motivating employees through job design and rewards.

UNIT III

8 lecture hours

Foundation of group behavior:

Groups and teams: Stages of group development; group characteristics; types of teams; turning individuals into team players.

UNIT IV

12 lecture hours

Leadership:

Definition of leadership; Theories of leadership: Trait theories; contingency theories; LMX theory; transactional and transformational leadership; Selecting and training leaders.

Text Books

- Luthans, F. (2005). *Organizational Behaviour* (10th ed.) McGraw Hill International Edition.
- Robbins, S. P., & Judge, T. A. (2007). *Organizational Behaviour*. New Delhi: Prentice Hall

Reference Books/Materials

- Moorhead, G. & Griffin, R. W. (2005). *Organizational behavior*. Biztantra, New Delhi.
- Mc Shane, S. L. & Von Glinow, M. A. (2007). *Organizational behavior*. McGraw Hill, New Delhi
- McShane, S. L. & Von Glinow, M. A. (2007). *Organizational behavior*. McGraw Hill, New Delhi.
- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Cengage Learning, Boston.
- Pareek, U. (2007). *Understanding organizational behavior*. Oxford University Press, New Delhi.

Semester-II

UHR102	Professional HRM Practices	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Perspective

This course introduces students to the fundamental concepts and practices of human resource management (HRM) within the strategic framework of organizations. It explores the strategic importance of HRM, its objectives, and the challenges faced by HR professionals in contemporary business environments. Students will delve into the roles, responsibilities, and competencies required for effective HR management. Students will examine the importance of diversity and empowerment in the workplace, performance management, career development, talent management, and competency assessment strategies. Students will learn about developing and instituting performance appraisal systems, assessment and potential appraisal methods, and linking rewards to organizational objectives. . Additionally, they will explore compensation structures, pay-for-performance and incentive plans, executive compensation, and the design and administration of employee benefits and services.

Course Outcomes

On completion of this course, students will be able to

- CO1. Apply knowledge and skills in the practice of HR practices in an organizational setup.
- CO2. Apply strategic HR planning processes and align them with organizational vision, mission, and values.
- CO3. Identify and address the challenges faced by HR professionals in diverse organizational contexts.
- CO4. Students will showcase conceptual understanding in recruitment of employees and their performance appraisals.
- CO5. Recognize the importance of diversity and empowerment in the workplace and propose strategies to foster an inclusive environment.
- CO6. Assess competencies to build and maintain a diverse talent pool.

Course Content

UNIT I

08 Lecture Hours

Introduction to Human Resource Management; Strategic importance of HRM; objectives of HRM; challenges to HR professionals; role, responsibilities, and competencies of HR professionals

UNIT II

08 Lecture Hours

Strategy and Human resource planning– objectives and process; Vision, Mission and Values; Environmental analysis-internal analysis, issues of HR in cultural transition.

UNIT III

12 Lecture Hours

Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment .

UNIT IV

12 Lecture Hours

Appraising performance: developing and instituting performance appraisal system, assessment and development centers, potential appraisal; rewarding performance: linking rewards to organizational objectives, determining compensation structure, pay for performance and incentive plans, designing and administering benefits and services

Text Books:

Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.

Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Cascio W.F. & Aguinis H. (2008). *Applied Psychology in human resource management*, (6th Ed.). Printice-Hall, USA

Reference Books:

DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th Ed.). NY: Wiley.

DeNisi, A. S., & Griffin, R. W. (2011). *Managing human resources* (4th Ed.). Boston: Cengage Press.

Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi, India: Pearson Education.

Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). *Human resource management: A South Asian perspective*. Delhi, India: Cengage Learning India Pvt. Ltd.

Pande, S., & Basak, S. (2012). *Human resource management*. New Delhi, India: Pearson Education.

Semester-III

UHR103	Psychological Assessment in Organizations	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course provides a comprehensive exploration of psychological assessment and its applications within organizational settings. It is designed to equip students with the knowledge and skills necessary to effectively utilize psychological assessments in various human resource and organizational development processes. Throughout the course, students will delve into the fundamental concepts, principles, and historical evolution of psychological assessment, while also examining ethical and legal considerations. Students will gain hands-on experience with a variety of assessment tools and techniques, learning to administer, score, and interpret instruments used to evaluate cognitive abilities, personality traits, and behavioral tendencies. The course emphasizes the practical application of these assessments in recruitment and selection, employee development, performance appraisal, and organizational change initiatives.

Course Outcomes

On completion of this course, the students will be able to

CO1 Students will demonstrate the ability to administer, score, and interpret various psychological assessment tools commonly used in organizational settings.

CO2 Students will be able to design and implement effective psychological assessment processes for recruitment, selection, employee development, and performance management.

CO3 Students will critically evaluate the reliability, validity, and fairness of different psychological assessment instruments and their applicability in diverse organizational contexts.

CO 4 Students will effectively integrate psychological assessment data into strategic decision-making processes to support organizational development, change initiatives, and enhance workplace performance.

CO 5 Students will apply ethical principles and practices in conducting psychological assessments, ensuring they are fair, unbiased, and inclusive, promoting diversity and inclusion within organizations.

CO6 Students will stay informed about and adapt to emerging trends and innovations in psychological assessment, including the impact of technology and data analytics on assessment practices in organizations.

Course Content

Unit I: 15 lecture hours

Psychological Testing Nature, Origins, Functions of Psychological Tests. Test Administration. Effects of Examiner and Situational Variables. Examinee's perspective. Effects of training on test performance

Unit II: 15 lecture hours

Test authenticity

Test reliability: concept, methods and types of reliability, Validity; concept, method and types, Culture fair test, Individual and group tests, test standardization

Unit III: 15 lecture hours

Intelligence and Aptitude testing :Stanford- Binet, Wechsler Scales; Differential Aptitude Test. Personality Testing: Self report inventories: MMPI, Neo Personality Inventory; Projective techniques: Inkblot &

Unit IV: 15lecture hours

Applications of Testing

Achievement tests; Career and Work Values Assessment; Infant and Pre school testing; Assessment of mentally retarded. Special Topics and Issues in Testing. Computer – aided psychological testing and its evaluation; Future of testing.

Reference Books:

1. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi , A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
3. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.
4. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
5. Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
6. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan

Semester-IV

UHR104	Learning and Development in Organizations	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course provides an in-depth exploration of the strategies, methods, and best practices for fostering learning and development within organizations. Students will gain a comprehensive understanding of the fundamental concepts and theories underpinning learning and development, as well as the skills necessary to design, deliver, and evaluate effective learning programs. Students will learn techniques for assessing and evaluating the effectiveness of learning initiatives, utilizing various models and metrics to measure outcomes and return on investment (ROI). Emphasis will be placed on integrating technology and digital tools to enhance learning, with an exploration of emerging technologies like learning management systems (LMS), virtual reality (VR), and artificial intelligence (AI).

Course Outcomes

On completion of this course, the students will be able to the student will be able to:

CO1: Describe how and under what circumstances training and development can help organizations gain a strategic advantage; relevance and types of learning as well as training for overall organizational growth and different approaches to training and development.

CO2: Explain how to assess training as well as non-training needs and design training programmes in an organizational setting.

CO3: Prepare training and development objectives, ways to design & develop content, suitable training methods and development techniques for implementation.

CO4: Analyze training environment to maximize learning.

CO5: Evaluate appropriate training and development outcomes for maximizing training program effectiveness.

Course Content

Unit I: 15 lecture hours

Introduction to Employee learning and Development, learning, Meaning and significance, The Forces Influencing Working and Learning, classification of learning capabilities, The Learning Process, Mental and Physical Processes, The Learning Cycle

Unit II: 15 lecture hours

Training & Development Definition, Need and Importance of Training, Difference between Training, Development and Education, Steps of Training, Types of Learning-KSA

Unit III:

15 lecture hours

Training Needs Assessment , Training & Non-Training Needs, Types of Training Needs Determination of Training Needs CO2, TNA Model- A systematic view to TNA

Unit IV:

15lecture hours

Careers and Career Management:Introduction, Importance, Career: meaning, A Model of Career Development (Career Stages), Career Management Systems.

Reference Books/Materials

Reference Books

- "Employee Training and Development" by Raymond A. Noe
- "Designing Effective Instruction" by Gary R. Morrison, Steven M. Ross, Jerrold E. Kemp, and Howard K. Kalman
- "The ASTD Handbook of Training Design and Delivery" edited by Elaine Biech
- The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results" by Roy V. H. Pollock, Andy Jefferson, and Calhoun W. Wick
- "Fundamentals of Performance Improvement: Optimizing Results through People, Process, and Organizations" by Darlene Van Tiem, James L. Moseley, and Joan C. Dessinger

Semester-V

UHR105	Leadership and Talent Development	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course provides a comprehensive exploration of leadership theories, principles, and practices, with a specific focus on talent identification and development within organizational contexts. Students will delve into various leadership styles, theories, and models to understand the complexities of effective leadership in modern organizations. Key topics include the examination of leadership skills essential for success, such as strategic thinking, decision-making, communication, emotional intelligence, and conflict resolution. Through case studies, discussions, and practical exercises, students will develop and refine these critical leadership competencies.

Course Outcomes

On completion of this course, the students will be able to

The student will be able to:

CO1: Students will demonstrate a deep understanding of various leadership theories and styles, enabling them to effectively analyze and apply appropriate leadership approaches in diverse organizational contexts.

CO2: Students will develop and refine essential leadership skills, including strategic thinking, decision-making, communication, emotional intelligence, and conflict resolution, to effectively lead teams and drive organizational success.

CO3: Students will acquire the skills and knowledge necessary to identify high-potential talent within organizations and design customized talent development programs that align with organizational objectives and foster individual growth.

CO4: Students will be proficient in creating and implementing comprehensive development plans tailored to the needs of emerging leaders, ensuring continuous growth and advancement within the organization.

CO5: Students will develop strategies to cultivate a leadership culture within organizations, fostering an environment that supports leadership development at all levels and encourages ongoing learning, collaboration, and innovation.

Course Content

Unit I:

15 lecture hours

Introduction – Concept of talent management and leadership, strategic importance of talent, talent imperatives, elements of talent management, workforce diversity and talent management, role of HR in talent management, types of leadership; Transactional, transformational, charismatic

Unit II:

15 lecture hours

Talent Procurement and Deployment – Identifying talent needs, sourcing talent; developing talent, deployment of talent, establishing talent management system, talent multiplication, Role of leader in talent development, Theories of leadership

Unit III:

15 lecture hours

Talent Retention – Cost and consequences of talent departure, diagnosing causes of talent departure, measuring and monitoring turnover and retention data, designing engagement strategies, drivers of engagements

Unit IV:

15 lecture hours

Return of Talent – Measuring contribution of talent to business performance, talent metrics, measuring human capital investment, transformation and reorganization of HR, new imperatives, talent forces of tomorrow

Reference Books

1. Cheese, Peter, Robert J Thomas and Elizabeth Craig, The Talent Powered Organization, Kogan Page Ltd.
2. Stringer, Hank & Rusty Rueff, Talent Force: A New Manifesto for the Human Side of Business, Pearson Education, Prentice Hall Upper Saddle River, New Jersey
3. Sears David, Successful Talent Strategies, American Management Association, AMACOM, Press, New York
4. Lawyer III, Edward E, Talent: Making People your Competitive Advantage, Dave Ulrich, JosseyBass, A Wiley Imprint
5. Phillips, Jack J, Lisa Edwards, Managing Talent Retention, An ROI Approach, Pfeiffer, A Wiley Imprint

Semester-VI

UHR106	Counselling at Workplace	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course offers a comprehensive exploration of counselling within the context of the workplace, focusing on providing support and guidance to employees facing various challenges and issues. Students will develop the knowledge, skills, and techniques necessary to effectively address workplace-related concerns and promote mental health and well-being.

The course begins with an overview of workplace counselling, including its purpose, scope, and ethical considerations. Students will then delve into the development of essential counselling skills, such as active listening, empathy, rapport building, and problem-solving, through theoretical learning and practical exercises.

Course Outcomes

On completion of this course, the students will be able to

The student will be able to:

CO1 Students will demonstrate proficiency in essential counselling skills, including active listening, empathy, rapport building, and problem-solving, enabling effective workplace counselling interventions.

CO2 Students will be able to identify and assess various workplace issues and challenges, such as stress, conflict, performance issues, and work-life balance concerns, facilitating targeted counselling interventions.

CO3: Students will provide effective support, guidance, and intervention to employees facing workplace-related challenges, utilizing appropriate counselling techniques and approaches to promote well-being and productivity.

CO4: Students will employ strategies to promote mental health and well-being in the workplace, including stress management techniques, resilience-building exercises, and the fostering of supportive work environments.

CO5: Students will demonstrate skills in conflict resolution and mediation, facilitating constructive communication and resolution of workplace conflicts and disputes to maintain a positive work environment

CO6: Students will adhere to ethical guidelines and confidentiality requirements in workplace counselling, demonstrating cultural sensitivity and respect for diversity in counselling interactions to ensure professionalism and confidentiality.

Course Content

Unit I: 15 lecture hours

Introduction to counseling – Definitions – Difference between Counseling and guidance– Ethics and values of counseling, counseling goals – Evolution of Counseling

Unit II: 15 lecture hours

Counseling Theories: Psychoanalytical – Behavioral Approach – Carl Roger's Client Centered Theory - Cognitive Behavior therapy - Eclectic model – Indian Approach to Counseling.

Unit III: 15 lecture hours

Counselling in Workplace: Appointment of professional counsellor with HR benefits in Industries-Challenges in establishing and running counselling services in industries- The need to develop counselling skills for HR managers and Line Supervisors.

Unit IV: 15 lecture hours

Common Psychosocial problems in workplace: Alcoholism, drug addiction, indebtedness, maladjustment, ill-health, occupational diseases, mental health problems, relationship problems and indiscipline, absenteeism, family problems - problems of specific groups such as the backward, Specially abled, older, younger, women and LGBTQ employees - Sexual harassment at work places

Textbooks

1. Ruth Roberts & Judith Moore (2010): Counselling and Psychotherapy Practice Series, Sage Publications,
2. Industrial Psychology 01 Edition (Paperback): Industrial Psychology (2012) Aph Publishing Corporation.
3. Bill O'Connell; Stephen Palmer; Helen Williams (2011): Solution Focused Coaching in Practice, Taylor and Francis Pub.

Reference Books

1. Bernard Burnes, Carolyn Axtell, Deanne Den Hartog, Fiona Patterson, John Arnold, Ray Randall, Cary L. Cooper, Joanne Silvester, Ivan T. Robertson, Don Harris (2010): Work Psychology: Understanding Human Behaviour in the Workplace (Paperback), Pub. Financial Times/PrenticeHall.
2. Copeland, Sue (2010), Counselling Supervision in Organisations (Professional and Ethical Dilemmas Explored) Publisher: Taylor and Francis
3. Hazel Reid, Jane Westergaard (2011), Effective Supervision for Counsellors - An Introduction

Semester VII

UHR107	Change management and OD Intervention	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course provides an in-depth exploration of the principles, theories, and practices of change management and organizational development interventions. Participants will examine the dynamics of organizational change, understand the role of leadership in driving change initiatives, and learn strategies for effectively managing transitions within complex organizational environments.

The course begins with an overview of the theoretical foundations of change management and organizational development, including key concepts such as systems theory, organizational culture, and the change process. Participants will then explore various models and frameworks for diagnosing organizational challenges, planning change interventions, and evaluating their impact on organizational performance.

Course Outcomes

After completing the course students would be able to:

CO1: learn about the change facilitators using the knowledge and techniques of behavioral science.

CO2: plan and implement change at the individual group and organizational level.

CO3: understand models and theories of change management.

CO4: understand issues and conditions creating the need for change in modern organizations

Course Content

Unit I: 15 lecture hours

Organizational Change: The domain of change, concept, change agents, strategic management of change; Managerial approaches for implementing change; Models of organizational change, Kurt Lewin's models of change, Huse's 7 stages model of change

Unit II: 15 lecture hours

Change Management: Change process, facilitating change, dealing with individual and group resistances, Intervention strategies and developing learning organization. Organizational Diagnosis- Meaning and importance, Weisbord's model of organizational diagnosis and Methods of obtaining diagnostic information.

Unit III: 15 lecture hours

Organizational Development: An overview, Steps in OD process, General OD Competencies, OD Skills, Values, Assumption and Beliefs in OD; Designing OD Interventions- Interpersonal, Team, Intergroup, Structural and Comprehensive Interventions; Evaluation of Organizational Development Interventions

Unit IV:

15lecture hours

Organizational Culture and Change; Corporate Culture, Types of Culture, Importance, Nature, Formal and Informal Components of Organizational Culture, Designing Cultural Change; Organizational Culture and Leadership; Emerging Trends in Organizational Culture; Ethics of OD Professionals and Future of OD

Reference Books

1. French, W. H. and Bell, Organization Development, Pearson Education
2. Singh, K., Organization Change and Development, Excel Books
3. Huse, F. E. and Cummings, T. G., Organization Development and Change, West.
4. De Nitish, Alternative Designs of Human Organizations, Sage.
5. Harvey, D.F. and Brown, D.R., An Experiential Approach to Organization Development, Pearson Education

Semester-VIII

UHR108	Total Reward Management	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Perspective

This course provides an in-depth exploration of the principles, theories, and practices of change management and organizational development interventions. Participants will examine the dynamics of organizational change, understand the role of leadership in driving change initiatives, and learn strategies for effectively managing transitions within complex organizational environments.

The course begins with an overview of the theoretical foundations of change management and organizational development, including key concepts such as systems theory, organizational culture, and the change process. Participants will then explore various models and frameworks for diagnosing organizational challenges, planning change interventions, and evaluating their impact on organizational performance.

Course Outcomes

After completing the course students would be able to:

CO1: Comprehensive Understanding: Students will demonstrate a comprehensive understanding of the total rewards framework, including its various components such as compensation, benefits, recognition, and work-life balance initiatives, and their significance in shaping employee attitudes, behaviors, and organizational outcomes.

CO2: Strategic Alignment: Students will be able to analyze organizational goals and objectives and design total reward strategies that are aligned with the organization's overall strategic direction, considering factors such as market competitiveness, employee preferences, and organizational culture.

CO3: Evaluation and Measurement: Students will develop the ability to evaluate and measure the effectiveness of total rewards programs, employing both qualitative and quantitative methods to assess their impact on employee performance, engagement, retention, and organizational success.

CO4: Effective Implementation: Students will demonstrate proficiency in managing the implementation of total rewards programs, including budgeting, communication, administration, and coordination with various stakeholders, ensuring the successful rollout and ongoing management of these initiatives.

CO5: Ethical and Legal Compliance: Students will understand the ethical and legal considerations associated with total reward management, including issues of pay equity, fairness, transparency, and compliance with relevant laws and regulations, and will be able to integrate these principles into their decision-making processes.

CO6: Case Studies and Practical Applications: Apply theoretical concepts to real-world case studies and simulations, gaining practical experience in diagnosing organizational challenges, designing appropriate interventions, and managing change processes effectively

Course Content

Unit I: 15 lecture hours

Essentials of reward Management: An overview of reward management; The Reward System, Total Rewards Strategic Reward, International Reward, Reward structures

Unit II: 15 lecture hours

Performance and reward: Performance management and reward, Engagement and Reward, Financial Reward, Non-Financial Reward, Contingent Pay Schemes, Bonus Schemes, Team Pay, Rewarding for Business Performance, Recognition scheme, aluing and Grading Jobs, Pay levels, Grade and Pay Structures

Unit III: 15 lecture hours

Rewarding Special Groups: Rewarding Directors and Senior Executives , Rewarding Sales and Customer Service Staff ,Rewarding Knowledge Workers, Employee Benefits: Employee benefits, Flexible Benefits
The Practice of Reward Management: Developing of Reward System, Managing Reward System, Evaluating Reward Management, Responsibility for Reward Management

Unit IV: 15lecture hours

CM related Labor Laws: Payment of Wages Act, 1936. Minimum Wages Act, 1948. Payment of Bonus Act,1965, Equal Remuneration Act, 1976

Reference Books

Reference Books: Michael Armstrong Armstrong's Handbook of Reward Management P Dipak Kumar Bhattacharyya Compensation Management Oxford 2014 / 2nd 3

George Milkovich, Jerry Newman, C.S. Venkataratnam Compensation: Special Indian Edition McGraw 2017 / 9th 4

Tapomoy Deb Compensation Management: Text and Cases Excel 2008 / 1st ractice: Improving Performance Through Reward Kogan Page 2019 / 6th

Mousumi Bhattacharya, NilanjanSengupta Compensation Management Excel 2012 / 1st

H. L. Kumar Labour Laws Everybody Should Know Universal Law Publishing 2015 / 1st

MEDIA STUDIES (MINOR)

Media Studies							
I	GE	UMS101	Understanding Media	3	1	0	4
II	GE	UMS102	Media Ethics and Laws	3	1	0	4
III	GE	UMS103	Reporting and Editing for Print	3	1	0	4
IV	GE	UMS104	Advertising and Integrated Marketing Communication	3	1	0	4
V	GE	UMS105	Public Relation and Corporate Communication	3	1	0	4
VI	GE	UMS106	Media, Development and Society	3	1	0	4
VII	GE	UMS107	Film Appreciation and Cinema Studies	3	1	0	4
VIII	GE	UMS108	Global Media Scenario	3	1	0	4

Semester-I

UMS101	Understanding Media	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites	-				

Course Outcomes

On completion of this course, the students will be able to:

1. understand the concept of media and its role and functions
2. *The literacy of media vis a vis ownership, representation, and violence*
3. the evolution of media with respect to cinema, television, radio, and new media

Course Content

UNIT I 15 Lectures

Introduction to Media: Role of Media in our Life, Media Time Line, Media & Mass Media, What makes "Mass" Communication Unique?

UNIT II 15 Lectures

Media and its Role: Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media, Role of Media in a Democracy

UNIT III 15 Lectures

Media Literacy: Introduction of Media Literacy, Media Ownership, Media Representation, Media Violence

UNIT IV 15 Lectures

Evolution of Media: Evolution of Cinema, Evolution of Television, Evolution of Radio, Evolution of New Media

Reference Books/Materials

1. McLuhan Marshall. *Understanding Media*. McGraw Hill, 2014.
2. Scott Martin. *Media and Development*. Zed Books, 2014

Semester-II

UMS102	Media Ethics and Laws	L	T	P	C
Version		3	1	0	4
Prerequisites/Exposure					
Co-requisites					

Course Objectives

1. To introduce students to legal and ethical issues related to mass media
2. To help students gain an understanding of media laws in India and their implications on the profession of Journalism
3. To identify and analyze ethical questions pertaining to Journalism

Course Outcomes

On completion of this course, the students will be able to:

1. Students gain an understanding of laws pertaining to media
2. Students gain an analytical knowledge into ethical issues related to media
3. Students learn to apply media laws to case studies and evaluate the relative merits and demerits of laws and ethical questions pertaining to media
4. Creating an understanding among students about the importance of responsible Journalism which works within the framework of laws and ethics

Course Content

UNIT I

15 Lectures

Indian Media and the Constitution: Media Roles, Responsibilities and Privileges, Fundamental Rights, Directive Principles of State Policy, Media Freedom in a Democracy

UNIT II

15 Lectures

Indian Media and the State: Parliamentary Privileges and Contempt of Court; Official Secrets Act, Sedition laws, Defamation; Working Journalists Act, Copyright Act, Right to Information

UNIT III

15 Lectures

Broadcasting Law: Press Council of India, Prasar Bharati Act, Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 and Film Censorship

UNIT IV

15 Lectures

Ethical Issues in Indian Media: Code of Ethics, Media Bias, Censorship, Privacy issues, Obscenity, Violence, Hate speech, Fake news and post-truth, Trial by media, Women and Children in media, Pressures on Media Freedom (Political, Commercial, Legal)

Reference Books/Materials

1. Development of Media and Media Law – Mittika Singal Bhushan, Aadi Publications, 2014
2. Media Law and Ethics – M. Neelamalar, Prentice Hall India Learning Private Limited, 2009
3. Press Laws and Ethics of Journalism - P.K. Ravindranath, Authors Press, 2004
4. Journalism Ethics: Arguments and cases for the twenty-first century - Roger Patching and Martin Hirst, Routledge, 2013
5. Journalism Ethics and Regulation (Longman Practical Journalism) - Chris Frost, Third Edition, Longman, 2011

Semester III

UMS103	Reporting and Editing for Print	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

After completion of the course student will be able to:

CO1: Know about the history and role of print journalism over the years

CO2: Explain the concept, nature, elements of news and news values

CO3: Describe the types of leads and news writing styles

CO4: Identify the role, need and types of news sources.

CO5: Attain knowledge about various beats of news reporting and differentiate in national and local reporting

CO6: Apply the nuances of writing different types of news stories and understand the concept of editing.

Course Content

Unit I: News writing: concept 15 Lectures

News Reporting, Concept of News, Elements and structure of news reports, Types of news: Hard and Soft, News Leads and their types, Inverted pyramid style, feature style, sand clock style and nut graph, Feature: Definition, characteristics, types: news and non-news features, Process of feature writing: Ideas and Research, Tools and Techniques of Feature Writing, Interview: types and techniques

Unit II: Beat reporting 15 Lectures

Analytical reporting, Interpretative reporting, Descriptive reporting, Investigative reporting, Differences in reporting for Newspapers / News agencies, Specialized Reporting and Beats, Understanding Beats and their categories, City reporting: City and local news, Crime Reporting: sources and related laws, Reporting Political Parties and Politics, Legislative (covering Assembly and Parliament), Legal Reporting

Unit III: Editorial Personal 15 Lectures

News Set-up, Reporting department in newspapers. Role, function and qualities of a Reporter, Chief Reporter and Bureau Chief, News Desk, Editorial structure of newspaper/magazines, Editorial hierarchy and job of various functionaries, functioning of news desk, News Flow and Editing: Role and Responsibility of Gatekeepers, Editing Process, News selection: News Value and other parameters, Handling of news copy, Planning and visualization of news, Rewriting news stories, Headlines and intro, Stylebook and Style sheet

Unit IV: Editing 15 Lectures

Editing, Editing: concept, process and significance, Editorial Values: objectivity, facts, impartiality and balance, Role and importance of news sources, attribution, Challenges before editor : bias, slants and pressures

Assignments:

1. News Reporting
2. event reporting,
3. Interviews, obits, profiles based on field assignments.
4. Specialised Writing
5. Writing features and human-interest stories, backgrounders
6. Op-ed articles
7. Editorials
8. Articles

Reference Books/ Materials

1. Parthasarathy , R.(1994). Here is the News: Reporting for Media, Sterling Publishers.
2. Stovall , J.G.(2011). Journalism, Prentice Hall
3. Stein, P.& Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
4. Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication
5. Flemming and Hemmingway(2005), An Introduction to journalism, Vistaar Publications.
6. Joseph and Sharma (2006). The Media and Women's Issues, Second Edition, SAGE Publication Pvt. Ltd.
7. Richard, K.(2000). The Newspaper's Handbook, Routledge Publication.
8. George, A. H.(1990). News Writing, Kanishka Publications.
9. Frost, C.(2001). Reporting for Journalists, Routledge, London.
10. Garrison, B.(2000). Advanced Reporting, LEA.

Semester IV

UMS104	Advertising and Integrated Marketing Communication	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course objectives

1. To define the concept and nature of advertising, its role in society and business.
2. To explain application of theories and models in the field of advertising
3. To demonstrate knowledge and functioning of advertising agency
4. To compare marketing and advertising using marketing mix, role of segmentation and buying motives
5. To choose the appropriate appeals of advertising to reach target audience keeping ethics in mind
6. To design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

Course Outcomes

After completion of the course students will be able to:

CO1 Define the concept and nature of advertising, its role in society and business.

CO2 Illustrate the theories and models in the field of advertising

CO3 Demonstrate the knowledge and functioning of advertising agency

CO4 Differentiate between marketing and advertising using marketing mix, role of segmentation and buying motives

CO5 Choose the appropriate appeals of advertising to reach target audience keeping ethics in mind

CO6 Design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

Course Content

Unit I: Introduction to Advertising and Integrated Marketing Communication

15 Lectures

Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, Difference between traditional advertising and integrated marketing communication, The role of Integrated Marketing Communication in modern marketing.

UNIT II: Advertising Strategies and Media Planning

15 Lectures

Advertising Strategy Development- (Setting advertising objectives (e.g., awareness, persuasion, behavior change), The creative strategy: Developing key messages, slogans, and calls to action.), Advertising Media and Channel Selection, Media Scheduling and Budgeting.

UNIT III: Integrated Marketing Communication Tools and Tactics

15 Lectures

Sales Promotions and Public Relations, Direct Marketing and Personal Selling, Social Media and Digital Marketing, Branding and Positioning

UNIT IV: Campaign Development, Analytics, and Future Trends **15 Lectures** Developing an Advertising Campaign, Campaign Analytics and Measurement, Evaluating Campaign Effectiveness, Emerging Trends in Advertising and Integrated Marketing Communication

Reference Books/ Materials

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management*. Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management*. New Delhi: Prentice Hall of India
3. Jefkins, F. (1991). *Advertising*. New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management*. Oxford University Press.
5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion*. New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics*. New Delhi: Response Books.
7. Wilmschurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising*. Routledge.

Semester V

UMS105	Public Relation and Corporate Communication	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To define the concept and nature of Public Relations and Corporate Communication
2. To understand basic process of internal and external Corporate Communication
3. To describe crisis management, brand development and make ambassadors out of employees
4. To develop basic writing skills for Public Relations and Corporate Communication
5. To design strategies and tactics for creating campaigns for raising awareness and changing attitudes.
6. To nurture laws and ethics related to Public Relations required to work in media industry

Course Outcomes

After completion of the course student will be able to:

CO1: Define the concept and nature of Public Relations and Corporate Communication

CO2: Understand basic process of internal and external Corporate Communication

CO3: Describe crisis management, brand development and make ambassadors out of employees

CO4: Develop basic Public Relations and Corporate Communication

CO5: Design strategies and tactics for creating campaigns for raising awareness and changing attitudes.

CO6: Nurture laws and ethics related to Public Relations required to work in media industry

Course Content

Unit I: Introduction 15 Lectures

Evolution of PR, PR in India, organization of a PR department, PR firms, Role of public Relations Practitioner, PR process – fact finding, planning, implementation, Evaluation, internal and external Publics

Unit II: PR Operations 15 Lectures

PR tools – press agency, media conference, press release, house journals, annual reports, interviews, speeches, persuasion, propaganda publicity and public opinion

Unit III: PR Practices 15 Lectures

PR in government, crises PR, Community Relations, Consumer Relations, PR for the public sector, PR for tourism. Event management, ethics in PR, PR and new media.

Unit IV: Corporate Communication 15 Lectures

Corporate communication: definition, nature, scope, principles and functions of corporate communication. Corporate social responsibility. Flow of communication in an organization – Bottom-up, top down, vertical and horizontal, barriers to communication.

Reference Books/ Materials

1. J Jethwaney and Shruti Jain : Advertising Management, Oxford Uni. Press, 2006
2. Mehta D. S.: Handbook of Public Relations in India, Allied Publishers Pvt. Ltd. Mumbai
3. Scott and Cutlip : Effective Public Relations

4. J Jethwaney : Public Relations, Sterling, 2000
5. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
6. Tom Means: Business communication, Thomson
7. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
8. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersey, Prentice Hall
9. Sam Black: Practical Public Relations, Universal Book Stall, Delhi
10. Suresh Gaur: Public Relation 4 You: A Guide to PR Theory & Practice

Semester VI

UMS106	Media, Development and Society	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

By the end of this course, students will be able to:

1. Understand the role of media in development and social change.
2. Analyze the impact of media on societal issues such as education, health, politics, and human rights.
3. Evaluate different models of media and development.
4. Assess the relationship between media, culture, and social transformation.
5. Examine the role of new and digital media in promoting or hindering development.
6. Critically assess the ethical and political implications of media in development contexts.

Course Outcomes

After completion of the course student will be able to:

- CO1: Gain an understanding on the key concepts in development and the different models of development
 CO2: Critically analyse how media portrays development issues
 CO3: Assesses the opportunities of using Journalism as a change agent
 CO4: Create alternative media content aimed at development and social change

Course Content

Unit I: Introduction to Media and Development 15 Lectures

Defining Media and Development, Media's Role in Development, Challenges in Media and Development, Relationship between media and society, Media in socio-cultural and economic context

Unit II: Media Systems and Development Models 15 Lectures

Development Communication, Development Communication Initiatives in India, Media Systems and Their Impact on Development, Development Communication Models, Global Media, Culture, and Development

Unit III: Media, Society, and Social Change 15 Lectures

Media and Social Movements; Media, Politics, and Governance; The Role of Media in Public Health and Education; Media and Civil Society

Unit IV: New Media, Digital Technologies, and Development 15 Lectures

The Rise of Digital Media, Social Media and Citizen Journalism, The Ethics of Digital Media in Development, Community Media, Online space and development: Alternative News Coverage; Online Activism

Reference Books/ Materials

1. Benshoff, Harry M. America on Film: Representing Race, Class, Gender and Sexuality at the movies. Wiley Blackwell, 2009.
2. Berger and Asa Arthur. Media and Society: A Critical Perspective. Rowman & Littlefield, 2012.
3. Daramola.l. Mass Media and society, Writing for the Media Society. Lagos: Rothan Press, 2005, 2003.
4. Dines, Gail, and Jean Humez. Gender Race, and class in Media: A critical Reader. 4th ed. New Delhi.
5. Edward Said. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997.
6. Gorman, Lyn, and McLean David. Media and Society into the 21st century: A Historical. London: Sage, 2005.
7. Marshall, McLuhan. Roads and Paper Routes in Understanding Media: Extensions of "Man ". New York: McGraw-Hill Book Co., 1964.
8. McQuail, D. McQuail's Mass Communication Theory. 5th Ed. London: Sage, 2005.
9. Roger, Silverstone. The Sociology of Mediation and communication in Craig Calhoun Chris. Edited by Rojek and Bryan S Turner. London: Sage, 2005

Semester VII

UMS107	Film Appreciation and Cinema Studies	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

The course will enable the student-teacher to:

1. To define nature and types of films, and different film movements
2. To explain the features of films and their impact on society and role in our lives
3. To describe various genres like mystery, noir, fantasy, science-fiction, etc.
4. To develop understanding of literary elements in films, themes and symbolism, irony, allegory, etc.
5. To demonstrate the concepts behind storytelling, cinematography, and sound

Course Outcomes

After completion of the course student will be able to:

CO1: Define the nature and types of cinema, and different film movements

CO2: Illustrate knowledge films and their impact on society

CO3: Classify a film into different genres

CO4: Critically interpret films by reading (not just viewing) the film for literary elements

CO5: Apply the knowledge of concepts like direction, cinematography, and sound to critique films

Course Content

Unit I: Introduction to Cinema 15 Lectures

Introduction, Film Theory, Genre Theory, traditions in world cinema-German Expressionism, Italian neo-realism, French new wave, British new wave, Chinese cinema

Unit II: Types of Cinema 15 Lectures

Action cinema, Aspects of Cinema-melodrama, Formalism in Cinema, the language of cinema, city cinema

Unit III: Language of Cinema 15 Lectures

Semiotics of cinema, studio cinema, mobile cinema, ideology in cinema, character in cinema

Unit IV: Film Appreciation 15 Lectures

Mythology cinema in India, Parallel Cinema, Hindi music film, Hollywood musicals, Iranian cinema, postmodernism and cinema, sequels, remakes, and cult films.

Reference Books/ Materials

1. Ebert, R. (2003). The Great Movies. Broadway.
2. Gilmour, D. (2008). The Film Club. Twelve.
3. Harris, M. (2009). Pictures at a Revolution. Penguin Random House.
4. "Film Art: An Introduction" by David Bordwell and Kristin Thompson, Year: 1979, Publisher: McGraw-Hill Education
5. Understanding Movies" by Louis Giannetti, Year: 2020 (Latest edition), Publisher: Pearson

Semester VIII

UMS108	Global Media Scenario	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

- To explain the students with world communication during and after cold war
- To describe the struggle for bridging information gaps in the world
- To explain the students the developments regarding information cooperation in the world
- To acquaint them with the contemporary trends in world media
- To sensitize the students on the benefits of the new order to India

Course Outcomes

After completion of the course student will be able to:

CO1: Explain the students with world communication during and after cold war

CO2: Describe the struggle for bridging information gaps in the world

CO3: Explain the developments regarding information cooperation in the world

CO4: Explain the contemporary trends in world media

CO5: Understand the new order to India to become industry ready professionals

Course Content

Unit I: Global Communication: Historical Perspective 15 Lectures

The Great North – South Divide, Domination of Transnational news agencies, Global news and information flow: the flip side, Barriers to the flow of news and information

Unit II: Struggle for Balance of Information Flows 15 Lectures

Demand for NWICO, MacBride Commission, Recommendations of MacBride Commission & NWICO, Role of UN & UNESCO in bridging the gap between north and south, Bi-lateral, Multi-lateral and Regional /information Co-operation

Unit III: Contemporary Trends 15 Lectures

Emergence of Global village of media, The policies of global communication, Global communication & culture, Democratization of communication

Unit IV: Global Media Impact on India 15 Lectures

Hegemony of International media Mughals, Transnational media and India, Global media and the promotion of the cult of stars, Hollywood's foray into film industry

Reference Books/ Materials

1. Bride, S. M. (1986). Many Voices One World. UNESCO Publications.
2. Hamelink, C. Trends in World Communication.
3. Nordenstreng, K. Politics of News.
4. "Global Communication and International Relations" by H. O. Schildt

5. "Globalization and Media: Global Village of Babel" by Jack Lule
6. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
7. "The History of Media and Communication Research: Contested Memories" by David W. Park and Jefferson Pooley
8. "Communication and Empire: Media, Markets, and Globalization, 1860–1930" by Dan Schiller

EDUCATION (MINOR)

EDUCATION						
I	GE	UED101	Foundations of Education	3	1	0 4
II	GE	UED 102	Educational Psychology	3	1	0 4
III	GE	UED 103	Measurement and Evaluation of Learner	3	1	0 4
IV	GE	UED 104	Diversity and Inclusive Education	3	1	0 4
V	GE	UED 105	Guidance and Counseling	3	1	0 4
VI	GE	UED 106	Applied Behaviour Analysis in Education	3	1	0 4
VII	GE	UED 107	Educational Intervention and Teaching Strategies : Intellectual Disability	3	1	0 4
VIII	GE	UED 108	Educational Intervention and Teaching Strategies : Learning Disability	3	1	0 4

Semester I

Course Code	Course Title	L	T	P	S	C
UED101	Foundations of Education	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

Course Perspective

One of the Basic premises underlying the concept of Education is the philosophical and sociological thought. Philosophy of Education is essentially a method of approaching educational experience rather than a body of conclusions. This course will endeavor to develop a basic understanding of philosophical and psychological process of solving educational problems through philosophical and psychological method, from a philosophical, psychological attitude to arrive at philosophical and psychological conclusions and results. It will facilitate the understanding of the following: Interpretation of human nature, the world and the universe and their relation with man and society. Interpretation of aims and ideals of education, the relationship of various components of the system of education, relationship of education and various areas of national life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.

Course Outcomes

On completion of this course, the student will be able to:

- CO1.** Understand the relationship between Philosophy, Education and Psychology.
- CO2** Evolve a deeper understanding of Constitutional, Cognitive Perspective
- CO3.** Understand the classroom in social and psychological context.
- CO4.** Critically analyse pedagogic practices of various thinkers.
- CO5.** Inculcate the Psychological principles and practices.
- CO6.** Understand the Psychological theories and fundamentals.

Unit I:

12 Contact Hours

Basic Concepts in Philosophy of Education

- Teaching, training, learning and education in relationship to the child's nature, growth and development.
- Relationship between Philosophy, Psychology and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects. Branches of Psychology: Educational Psychology, Developmental Psychology, Cognitive Psychology.
- Indian Philosophies: Sankhya, Vedanta
- Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
 1. **Activity:** With reference to Dewey's ideas on learning and Gandhi's Nai Talim
 2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 3. **Dialogue:** With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher.

Unit II:

12 Contact Hours

Basic Concepts in the Sociology of Education

- State and Democracy
- Constitutional Perspective: Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- Socialization, Types of Family and their role in Socialization, Role of family and school, conflicts and coherence.
- Political and Psychological ideology with reference to curriculum and textbooks.
- Determinants of Aims of Education: Culture, Economy, History and Psychology.
- Dominance, conflict and resistance in the context of schooling.

Unit III:**8 Contact Hours**

Introduction to the main ideas of the following thinkers concerning aims of education, school curriculum, pedagogic practices, role of teachers and discipline

- John Dewey
- M. K Gandhi
- Bronfenbrenner's Ecological systems theory.
- Rabindranath Tagore
- Ivan Illich
- Sigmund Freud
- J. Krishnamurti
- Sri Aurobindo

Unit IV:**8 Contact Hours**

Application of concepts

- A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Text Books

1. Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
2. Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.
3. Morgan, C. T., King, R. A., & Robinson, N. M. (1956). Introduction to psychology. New York.

Advanced Readings

1. Siegel, Harvey (2009) The Oxford Handbook of Philosophy of Education.; Oxford University Press.
2. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
3. Ciccarelli, S. K., White, J. N., Fritzley, V. H., & Harrigan, T. (2010). *Psychology: an exploration* (p. 672). Upper Saddle River, NJ, USA: Pearson Prentice Hall.

Semester II

UED102	Educational Psychology	L	T	P	C
Version		3	1	0	4
Prerequisites/Exposure					
Co-requisites					

Course Perspective

The course intends to impart knowledge of the basic concepts and modern trends in Educational Psychology. Educational psychology is an application of psychological principles to elementary and middle school education. The major focus of this course is on the learner and the learning process.

Course Outcomes

On completion of this course, the students will be able to

- CO1.** Identify various cognitive processes involved in understanding human behaviour.
- CO2.** Explain major perspectives of psychology: behavioural, cognitive, and sociocultural.
- CO3.** The student will be able to demonstrate knowledge and understanding in learning and cognition.
- CO4.** The student will be able to analyze various perspectives of teaching.
- CO5.** The student will be able to understand the classroom practices which can be replicated in their specific contexts.
- CO6.** The student will be able to address the needs of children with disabilities.

Course Content

15 lecture hours

UNIT I

Social, Cognitive & Developmental Views of Learning Social Cognitive learning principles. Performance and learning effects of modeling, Learners' social and personal characteristics. Piagetian stage theory, assimilation, accommodation, and equilibration. Vygotsky and the zone of proximal development. Bruner and discovery learning and the spiral curriculum

15 lecture hours

UNIT II

Teaching Techniques: Behavioral View of teaching- Shaping and chaining, instructional prompts, Feedback, Mastery. Cognitive Models of Teaching - Advance organizers, K-W-L, Adjunct questions, Signals.

Constructivist View of Teaching - guided and free/open discovery, Scaffolding, Cooperative learning, Informal cooperative, learning strategies, Problem-Based learning.

15 lecture hours

UNIT III

Classroom Management: Guidelines for classroom rules, classroom procedures, withitness, overlapping, timing, and target errors. Behavioural View of Classroom Management - Token reinforcement systems, Techniques for reducing inappropriate behaviour, Goals of misbehaviour Personal and Social Development - Person/environment fit, Friendships/Peer acceptance, Moral reasoning, Linguistic diversity.

15 lecture hours

UNIT IV

Psychology And Education of Children with Special Learning Disability; Sensory Impairment – Visual and auditory; High Intellectual capability (Giftedness); Intellectual Impairment; Orthopedically handicapped; Emotional Disturbance.

Text Book

Fetsco, T. G., & McClure, J. (2005). Educational psychology: An integrated approach to classroom decisions. Boston: Allyn & Bacon.

Reference Books

1. Bruner, J. (1996). Folk pedagogy. The culture of education. Cambridge, MA: Harvard University Press.
2. Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences New York, NY: Cambridge University Press.
3. Woolfolk, A. E. (2004). Educational Psychology, 9th ed., Boston, MA: Allyn & Bacon.

Course Code	Course Title	L	T	P	S	C
UED103	Measurement and Evaluation of Learner	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Course Perspective

This course aims to provide a comprehensive understanding of the concepts, processes, and tools involved in educational measurement and evaluation. It covers the theoretical foundations, various evaluation processes, tools and techniques, and the criteria for constructing and standardizing effective measurement tools. This course equips students with the skills needed to assess educational outcomes and improve teaching and learning processes through effective evaluation.

Course Outcomes:

Upon successful completion of this course, students will be able to

- CO1. Demonstrate knowledge of the foundational concepts and importance of educational measurement and evaluation.
- CO2. Explain the relationship and differences between measurement, assessment, and evaluation.
- CO3. Apply different evaluation processes and understand their significance in educational settings.
- CO4. Utilize various tools and techniques for educational and psychological evaluation.
- CO5. Construct and standardize reliable and valid evaluation tools.
- CO6. Apply the steps of test construction and standardization.

Course Content

UNIT I 15 lecture hours

Measurement and Evaluation in Education:

Concept Scope and Need of Educational Measurement and Evaluation, Relation between Measurement, Assessment and Evaluation; Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

UNIT II 15 lecture hours

Evaluation Process:

Evaluation Process: Formative and Summative, Types and steps of evaluation, Norm-Referenced Test and Criterion Referenced Test, Grading and Credit system.

UNIT III

15 lecture hours

Tools and Techniques of Evaluation:

Concept of Tools and Techniques; i) Educational Tools: Essay type and Objective type, Written, Oral, ii) Psychological Tools: Personality Tests (Objective and Subjective), Interest Tests, Intelligence Test, Aptitude Tests - Concept and Types

UNIT IV

15 lecture hours

Criteria of a Good Tool and its Construction:

Characteristics of a good tool, (i) Reliability- Concept and methods of determining reliability, (iii) Validity- Concept and types, (iv) Norms- Concept and types, Steps for construction & standardization of Achievement test

Overall Assessments:

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

Textbooks

- Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.
- Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.
- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1).
- Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage.
- Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, 6(2),

Reference Books

- Dweck, C. S. (2006). *Mindset : The new psychology of success*. New York: Ballantine Book
- Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.

- Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

Open Education Resources

- Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)

Semester IV

Course Code	Course Title	L	T	P	S	C
UED104	Diversity and Inclusive Education	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Course Perspective

This course aims to provide a comprehensive understanding of the various forms of diversity present in educational settings, including physical, psychological, socio-cultural, and linguistic diversity. It explores the unique needs and challenges faced by individuals with disabilities and other diverse groups, emphasizing the importance of creating inclusive environments. The course will cover historical and policy perspectives on inclusive education, as well as practical strategies for addressing learners' diverse needs through curriculum adaptation, assessment modifications, and supportive learning environments.

Course Outcomes:

Upon successful completion of this course, students will be able to:

CO1. Demonstrate an understanding of the types and characteristics of disabilities and the specific needs of individuals with disabilities.

CO2. Develop an understanding of socio-cultural diversities.

CO3. Analyze the historical and policy developments that have influenced inclusive education. CO4. Develop and implement curriculum adaptations and assessments that accommodate diverse learners.

CO5. Advocate for inclusive practices and policies within educational settings.

CO6. Explain the ways of making education inclusive for all.

Course Content

UNIT I

8 lecture hours

Understanding physical and psychological and socio-cultural diversity

Concept of Impairment, Disability and Handicap; Types of disabilities - physical disability (Orthopedic, Visual, Auditory), sensory disabilities, cognitive disabilities, Cerebral Palsy, Autism, Learning Disability (definition and their specific problems); Nature, Characteristics and Needs of Individuals with Disability

UNIT II 12 lecture hours

Understanding socio-cultural diversity

Diversity in socio-economic status, Linguistic diversity, issues of gender and race.

UNIT III 12 lecture hours

Inclusive Education

Concept of social exclusion and inclusion; History of inclusion (paradigm shift from segregation to inclusion), Educational Concessions, Constitutional Provisions, Government Policies, Programs and Acts

UNIT IV 8 lecture hours

Implementing inclusive education

Building an inclusive school (system, structure, practice, and culture); (a) Curricular Issues: Curriculum Adaptation/Modifications, Content Contextualization, Continuous Comprehensive Evaluation (CCE), Alternative Means for Assessment and Evaluation; (b) Learning and Learner Support: Assistive and Adaptive Devices, Information and Communication Technology (ICT), Universal Design in Learning (UDL)

Overall Assessments:

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

Textbooks

- Maanum, J. L. (2009). Federal Special Education Disability Category. The General Educator's Guide to Special Education (3rd Ed). Corwin-A Sage Company, California.

Reference Books

- SSA (2003). Sarva Shiksha Abhiyan: Responding to Children with Special Needs-A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan. Ministry of Human Resource Development, Government of India. New Delhi: MHRD.
- The Right of Children to Free and Compulsory Education Act (2009). Ministry of Human Resource Development, Government of India. New Delhi: MHRD.

Open Education Resources

- [Inclusive education in India - UNESCO Digital Library](#)
- [Five principles of inclusive education - Monash Education](#)

Semester V

Course Code	Course Title	L	T	P	S	C
UED105	Guidance and Counselling	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

Course Outcomes: Upon successful completion of this course, students will be able to:

- CO1** Distinguish between various types of guidance and counselling
- CO2** apply principles of providing and organizing guidance program in school
- CO3** analyse the vital role of a teacher in providing counselling services to students
- CO4** identify various areas, tools and techniques in Guidance and Counselling.
- CO5** manage psychological, ethical, inclusive and career issues in school.
- CO6** empower differently abled students in areas of career, behavioural and emotional

Course Content

Unit I:

Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics
- Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

Unit II:

Understanding Counselling

- Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- Counselling Services for Students: Face to Face and Online
- Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating).
- Differences between Guidance and Counselling
- Professional ethics and code of conduct of Teacher as a Counsellor.
- Role of Guidance and Counselling in Distance Education

Unit III:

Major Concerns in Guidance and Counselling

- Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Programme in School: Various Guidance Services in School
 - Orientation Services
 - Appraisal Service/Pupil Inventory Service
 - Occupational Information Service ▪ Counselling Service
 - Placement Service
 - Follow up Service

Unit IV:

Guiding students for Career Development

- Meaning and Types of Differently-abled (DA) Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Bachelor of Education Guru Gobind Singh Indraprastha University 93 Groups (DG)
- Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information. Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students
- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines, RPwD Act 2016.

Practical Assignments/Field Engagement (Any one):

- Group Guidance – One Career Talk

- Design a Questionnaire to collect information on Students 'Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and Teachers in India.
- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts working as Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

Reference Books:

- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt.
- Goswami, M. (2016). Essentials of Guidance and Counselling, Lakshmi Publishers and Distributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Mifflin.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.

Semester VI

Course Code	Course Title	L	T	P	S	C
UED106	Applied Behaviour Analysis in Education	3	0	0	0	3
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Course Perspective

This course offers a comprehensive introduction to Applied Behavior Analysis (ABA) and its application in educational settings. Students will explore foundational principles, techniques, and strategies of ABA and learn how to implement these methods effectively to improve educational outcomes. Through a combination of theoretical and practical approaches, this course aims to equip future educators, psychologists, and behavior analysts with the skills needed to design, implement, and evaluate ABA interventions in schools.

Course Outcomes:

On completion of this course, the students will be able to:

- CO1. Describe the key principles and practices of ABA and its application in education.
- CO2. Conduct functional behavior assessments and develop behavior intervention plans.
- CO3. Apply ABA techniques to modify classroom behaviors in ethical and effective ways.
- CO4. Analyze and interpret data to assess the outcomes of behavior interventions.
- CO5. Collaborate effectively with educators, parents, and other stakeholders in applying ABA principles.
- CO6. Navigate the ethical considerations involved in applying ABA techniques with diverse populations.

Course Content

UNIT I

Introduction to Applied Behavior Analysis

Definition and scope of Applied Behavior Analysis, Historical development of ABA, Basic principles of behavior (reinforcement, punishment, extinction, stimulus control), Understanding behavior in terms of antecedents, behaviors, and consequences.

Unit II

Assessment and Measurement in ABA

Techniques for behavior assessment (e.g., direct observation, ABC analysis, functional behavior assessment), Design and use of data collection tools, Ethical considerations in behavior assessment

Unit III

Intervention Strategies and Techniques

Selecting behavior-change interventions, Strategies for increasing desirable behaviors (positive reinforcement strategies, shaping, chaining), Strategies for decreasing undesirable behaviors (differential reinforcement, extinction), Generalization and maintenance of behavior changes, Case studies in educational ABA interventions

Unit IV

Ethical and Professional Issues in Educational ABA

Ethical considerations in the use of ABA (consent, privacy, dignity), Professional responsibilities and competencies, Collaboration with parents, teachers, and other professionals, Case studies on ethical dilemmas in educational ABA

Overall Assessments:

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

Textbooks

- Alberto, P. A., & Troutman, A. C. (1990). *Applied behavior analysis for teachers*. (3rd ed). New York: Macmillan.
- Axelrod, S., McElrath, K. K., & Wine, B. (2012). Applied behavior analysis: Autism and beyond. *Behavioral Interventions*, 27, 1–15.
- Murphy, John J. (2008). *Solution-Focused Counseling in Schools*. USA: American Counseling Association.

Reference Books

- Behavior Analyst Certification Board (BACB) (2014). *Professional and Ethical Compliance Code for Behavior Analysts*.
- Mace, F. C. (1994). The significance and future of functional analysis methodologies. *Journal of Applied Behavior Analysis*, 27(2), 385–392.

Open Education Resources

[ABA from A to Z: Behavior Science Applied to 350 Domains of Socially Significant Behavior - PMC \(nih.gov\)](#)

Semester VII

Course Code	Course Title	L	T	P	S	C
UED107	Educational Interventions and Teaching Strategies for Intellectual Disability	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

Course Perspective: This course is designed to provide students with a comprehensive understanding of the educational strategies and interventions used to support individuals with intellectual disabilities (ID). Students will explore a range of instructional methods, behavioural supports, and adaptive technologies aimed at enhancing the learning outcomes and daily living skills of students with ID. The course is ideal for future special educators, therapists, and other professionals who will work in inclusive or specialized educational settings.

Course Outcomes: Upon successful completion of this course, students will be able to:

- **CO1** Identify and describe various types of intellectual disabilities and their effects on learning and development.
- **CO2** Design individualized education plans (IEPs) that cater to the specific needs of students with intellectual disabilities.
- **CO3** Implement and modify instructional strategies based on assessment data and best practices in special education.
- **CO4** Utilize a variety of teaching aids and technologies to enhance educational outcomes for students with ID.
- **CO5** Collaborate effectively with families, educators, and other professionals to support the educational needs of students with ID.
- **CO6** Advocate for ethical practices and inclusive policies in education for students with intellectual disabilities.

Course Content

Unit 1: Understanding Intellectual Disability: Definitions and classification of intellectual disabilities, Cognitive, linguistic, social, and emotional characteristics, Impact on family and educational systems

Unit 2: Assessment and Individualized Education Plans (IEPs): Assessment tools and techniques for intellectual disability, Legal frameworks and guidelines for IEPs, Writing effective IEP goals and objectives, Monitoring and evaluating student progress

Unit 3: Instructional Strategies and Classroom Management: Teaching methods for enhancing cognitive and language development, Behavioral interventions and management strategies, Use of technology and adaptive tools in teaching, Strategies for promoting social skills and independence

Unit 4: Collaboration, Ethics, and Advocacy: Collaborative approaches involving families, professionals, and community resources, Ethical considerations in the education of students with intellectual disabilities, Advocacy for inclusive education and community integration

Textbooks and Required Materials:

- Main Textbook: Smith, D.D. (2022). *Teaching Students with Special Needs in Inclusive Settings* (7th Edition). Pearson Education.
- Supplementary readings: Articles, case studies, and current research papers will be provided through the course portal.

Method of Instruction:

- Lectures to introduce foundational concepts and theories
- Interactive seminars to discuss readings and diverse perspectives
- Hands-on workshops and simulations to apply theoretical knowledge in practical settings
- Collaborative group projects to foster teamwork and problem-solving skills

This curriculum is structured to provide students with both the theoretical foundation and practical skills necessary to address the unique educational needs of students with intellectual disabilities, preparing them to be effective and compassionate educators.

Semester-VIII

Course Code	Course Title	L	T	P	S	C
UED108	Educational Interventions and Teaching Strategies for Learning Disability	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Course Perspective

This course is designed to provide students with a comprehensive understanding of the educational strategies and interventions used to support individuals with learning disability. Students will explore a range of instructional methods, behavioural supports, and adaptive technologies aimed at enhancing the learning outcomes and daily living skills of students with LD. The course is ideal for future special educators, therapists, and other professionals who will work in inclusive or specialized educational settings

Course Outcomes: Upon successful completion of this course, students will be able to:

CO1: Evaluate different areas of curriculum development and their relevance to educational practices.

CO2: Students will be able to learn assessments to identify specific learning disabilities and determine the most suitable interventions.

CO3: Design individualized education plans (IEPs) that cater to the specific needs of students with learning disability.

CO4: Modify and adapt teaching methods and materials to meet the diverse needs of students with learning disabilities, ensuring inclusivity and accessibility in the classroom.

CO5: Collaborate effectively with families, educators, and other professionals to support the educational needs of students with ID.

CO6: Assess the effectiveness of different intervention programs and strategies in improving the learning outcomes of children with disabilities

Course Content

UNIT 1

10 hours

Learning disability: nature, assessment and curriculum development

1.1 Definition, Types and Characteristics

1.2 Tools of Assessment

1.3 Approaches to curriculum development: Developmental, Child centered, Subject based, Holistic and Eclectic

1.4 Curriculum adaptation: curricular and co curricular - concept and process

1.5 Individual Education Plan (IEP) Further Education Plan (FEP) and Life Long Education

UNIT 2

10 hours

Remedial Approaches

2.1 Remediation: Concept, Principles and Perspectives

2.2 Behavioral approach

2.3 Cognitive approach

2.4 Multi-sensory approach

2.5 Collaborative teaching approach

UNIT 3

10 hours

(A) : Remedial intervention in Cognitive and Meta-cognitive Processes

3.1 Attention and perception – strategies for enhancing arousal, sustenance, attention span and auditory and visual motor perception

3.2 Memory – strategies for enhancing short-term, long-term and sequential memory

3.3 Thinking and reasoning – strategies for enhancing thinking and reasoning skills

3.4 Language – strategies for enhancing receptive and expressive language

3.5 Metacognition – strategies for enhancing metacognition and study skills.

(B): Remedial intervention in Curricular area / skills

3.6 Reading

3.7 Writing

3.8 Spelling

3.9 Math

3.10 Social skills

UNIT 4

10 hours

Management of children with LD

4.1 Management of students with LD in the inclusive classroom:

Peer tutoring, cooperative learning, team teaching and shadow teaching

4.2 Cognitive Behaviour Modification (CBM)

4.3 Guidance and Counselling:

- a) Definition, Scope and Technique
- b) Guidance & Counselling for Parents
- c) Guidance & Counselling for students with LD

4.4 Professional and Teacher Collaboration

4.5 Community Partnerships

Practicum/ Internal Assignment

- Prepare a FEP for a selected case
- Preparation of remedial program for a deficit area in LD
- Preparation of community awareness material for LD

Reference books

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles.
2. Adamson& Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
3. Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
4. Chadha A (2002) A guide to educating children with learning disabilities. New Delhi:Vikas publication.
5. Eddy G.L.(1997 Slow learners : Their psychology & instruction, New Delhi: Discovery Pub.
6. Fernald, G. (1943). Remedial Technique in Basic School Subjects: New York: Mc Graw Hill
7. Hayes and Stevenson (1980)Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd.
8. John J L.(1985) Handbook for Remediation of Research Difficulties. Boston: Prantice Hall.
9. Langone, J (1990)Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
10. Lerner, J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
11. Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10th Edition,
12. Mather N and Goldstein S (2001) Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition.
13. Myklebust, H (1983) Progress in Learning Disabilities, Gruene and Stratton, New York.

14. Narayan J (2002). Educating children with learning problems in the primary school. NIMH Secunderabad

Open resources

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems.
<http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>

PSYCHOLOGY (MINOR)

I	GE	UPS101	Foundations of Psychology	3	1	0	4
II	GE	UPS102	Fundamentals of Social Psychology	3	1	0	4
III	GE	UPS103	Developmental Psychology	3	1	0	4
IV	GE	UPS104	Counseling and Guidance	3	1	0	4
V	GE	UPS105	Health Psychology	3	1	0	4
VI	GE	UPS106	Environmental Psychology	3	1	0	4
VII	GE	UPS107	Positive Psychology	3	1	0	4
VIII	GE	UPS108	Media Psychology	3	1	0	4

SEMESTER I					
Course Code: UPS101	Foundations of Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Introduction to Psychology course is foundational for students, offering essential insights into human behaviour, thought processes, and emotional responses. It equips students with critical thinking skills, enhancing their ability to analyse and interpret psychological phenomena, which is invaluable in both academic and professional settings. Understanding psychology is crucial for careers in mental health, education, business, and more, as it fosters empathy, communication skills, and problem-solving abilities. By learning how psychological principles apply to real-world situations—such as improving workplace dynamics, enhancing learning experiences, or promoting mental well-being—students gain knowledge that is directly applicable to their everyday lives and future careers.

Course Outcomes (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

Upon completion of the course the learner will be able to:

- CO1:** Reading and demonstrating an understanding of complex ideas by identifying key concepts in the field of psychology
- CO 2:** Applying theory to practice using problem solving techniques and data analysis
- CO 3:** Analysing and evaluating research data to produce a well-reasoned argument or position on an issue.
- CO 4:** Synthesizing data from multiple sources to create and support a solution complex human interactions
- CO 5:** Designing a comprehensive intervention plan that applies psychological theories and principles to address a real-world issue

Course Content

UNIT I

15 lecture hours

Introduction

Definition of Psychology, Origin and History of psychology, Areas of Psychology and Psychology as a discipline (as arts and science)

UNIT II

15 lecture hours

Schools of Psychology

Different schools of psychology such as, Structuralism, Functionalism, Gestalt, Behaviourism, Cognitive perspective and Humanistic perspective.

UNIT III

15 lecture hours

Attention and Emotion

Attention: Definition, and its theory, Emotion: Definition, Basic and Mixed emotion, Theories of Emotion (James Lang theory, Cannon-Bard Theory, Schachter singer theory), constructs affecting attention, constructs affecting emotions

UNIT IV

15 lecture hours

Assessment in Psychology

Definition of psychological testing, Self-report measures (survey-based approach such as intelligence test, aptitude test etc.), projective techniques, interview method, case study and observation method

Textbooks:

Psychology by Saundra K. Ciccarelli and J. Noland White

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

Reference Books

Thinking, Fast and Slow by Daniel Kahneman

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Influence: The Psychology of Persuasion by Robert B. Cialdini

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

Open Educational Resources (OER)

[Introduction to Psychology" by OpenStax](#)

[Psychology - Lumen Learning](#)

[NOBA Project: Psychology](#)

[Boundless Psychology](#)

SEMESTER II					
Course Code: UPS102	Fundamentals of Social Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course Fundamentals of Social Psychology explores how individual behavior, thoughts, and feelings are influenced by the actual, imagined, or implied presence of others. It introduces key theories and empirical research on social cognition, group behavior, interpersonal relationships, and social influence. Students will gain a deeper understanding of the social aspects of human behavior and the underlying psychological mechanisms. This course is essential for students interested in fields such as psychology, sociology, marketing, and organizational behavior.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1:** Understanding the core principles of social psychology and their applications in real-world settings.
- CO 2:** Analyzing the influence of social factors such as culture, norms, and roles on individual behavior.
- CO 3:** Applying key theories of group dynamics to understand leadership, decision-making, and social influence.
- CO 4:** Evaluating research findings in social psychology to assess their relevance in various contexts.
- CO 5:** Investigating the psychological mechanisms behind prejudice, stereotypes, and discrimination.

Course Content

UNIT I

15 lecture hours

Introduction to Social Psychology

Definition, history, and scope of social psychology; Research methods in social psychology: Experimental, correlational, and field studies; Social cognition: Perception, attribution, and cognitive biases; Attitudes and

behavior: Theories of attitude formation, change, and persuasion; The self in a social context: Self-concept, self-esteem, and social identity.

UNIT II

15 lecture hours

Social Influence and Group Dynamics

Social influence: Conformity, compliance, and obedience; Theories of social power and influence: Milgram, Asch, and Zimbardo studies; Group behavior: Norms, roles, groupthink, and group polarization; Leadership styles and their impact on group performance; Intergroup relations: In-group vs. out-group dynamics; Social facilitation and social loafing: Impact of group presence on individual performance.

UNIT III

15 lecture hours

Interpersonal Relationships and Communication

Theories of interpersonal attraction: Proximity, similarity, and reciprocity; Love and close relationships: Sternberg's Triangular Theory of Love; Social exchange and equity theories in relationships; Communication: Verbal and non-verbal communication, barriers to effective communication; Conflict resolution strategies: Mediation, negotiation, and cooperative problem-solving; Prosocial behavior: Altruism, empathy, and helping behavior.

UNIT IV

15 lecture hours

Prejudice, Stereotypes, and Social Issues

Prejudice: Causes, consequences, and strategies to reduce it; Stereotyping: Formation, maintenance, and impact on behavior; Discrimination: Types, causes, and social impact; Aggression: Theories, causes, and methods of control; Social psychology of collective behavior: Crowds, mobs, and social movements; Application of social psychology to contemporary issues: Bullying, media influence, and social justice movements.

Learning Experience

The Fundamentals of Social Psychology course will involve a blend of lectures, interactive group discussions, and real-world case studies. Students will engage in role-playing exercises and simulations to understand key social psychological concepts. Case studies will allow for the application of theories to understand social phenomena in various contexts such as organizational behavior, social movements, and interpersonal relationships. Assessments will include reflective essays, group presentations, and research projects aimed at analyzing social psychological processes in everyday life.

Textbooks:

Myers, D. G. (2018). *Social Psychology*. McGraw-Hill Education.

Aronson, E., Wilson, T. D., & Akert, R. M. (2019). *The Social Animal*. Worth Publishers.

Reference Books

Hogg, M. A., & Vaughan, G. M. (2018). *Social Psychology*. Pearson.

Fiske, S. T., & Taylor, S. E. (2017). *Social Cognition: From Brains to Culture*

SEMESTER III					
UPS103	Developmental Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Minor /Generic Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The "Developmental Psychology" course is crucial for students seeking a deep understanding of human growth and development across the lifespan. It contributes to academic and professional development by equipping students with the ability to analyze and interpret developmental stages, from infancy to old age, through various psychological perspectives. This course is essential for careers in psychology, education, healthcare, and social work, as it provides insight into the cognitive, emotional, and social changes individuals experience over time. Students will gain critical skills in observation, assessment, and application of developmental theories to real-world scenarios, such as designing age-appropriate educational programs, supporting mental health in different life stages, or creating interventions that address developmental challenges. The knowledge acquired in this course is directly applicable in professions that involve working with individuals across different age groups, making it an invaluable part of the psychology program.

Course Outcomes (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

Upon completion of the course the learner will be able to:

- CO1:** Analysing the major developmental milestones across the lifespan, identifying key physical, cognitive, and socio-emotional changes from infancy through old age.
- CO 2:** Evaluating various developmental theories and research findings, comparing and contrasting their explanations of human growth and behaviour.
- CO 3:** Applying developmental concepts and theories to real-world scenarios, such as designing interventions for developmental challenges or creating educational materials tailored to specific age groups.
- CO 4:** Assessing the impact of cultural, social, and environmental factors on development, considering how these factors influence individual differences and life outcomes.

CO 5: Creating a comprehensive developmental profile of an individual or case study, integrating knowledge from various developmental stages to propose appropriate support strategies or interventions.

Course Content

Unit 1

No. of Hours: 15

An Introduction to Lifespan Development

Defining lifespan development, scope, historical development; Research Methods experiments: determining cause and effect measuring developmental change; Earliest Development, Genes and Chromosomes; twin studies, Prenatal Growth and Change, Fertilization, Conception, Stages of the Prenatal Period

Unit II

No. of Hours: 15

Infancy and Childhood

Emotions in Infancy, Stranger Anxiety and Separation Anxiety, Social Referencing; Intellectual Development- Piagetian Approaches to Cognitive Development, Information Processing in Middle Childhood, Vygotsky's Approach to Cognitive Development, Developing Self, Psychosocial Development, Self-esteem

Unit III

No. of Hours: 15

Adolescence

Identity Formation, Depression and Suicide, Psychological Difficulties in Adolescence Relationships- family, peers, society, Dating and Sexual Behavior; Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

Unit IV

No. of Hours: 15

Adulthood

Career Choices, Skill Development and Government Policies in India; Gender and Career Choices, Wellness and Illness of Middle Adulthood, Individual Variations in Health; Personality Development- Normative Crisis versus Life events, Erikson's Stage of Generativity versus Stagnation

Learning Experience

The Introduction to Psychology course, the instructional methods will be dynamic and experiential, incorporating a blend of lectures, discussions, and interactive activities. To ensure that students actively engage with the material, the course will include case studies that require critical analysis and application of psychological concepts. Hands-on learning opportunities, such as role-playing exercises, will allow students to experience psychological theories in practice.

Group work will be a key component, fostering collaboration and peer learning as students work together on projects and presentations. Assignments will be designed to reinforce learning and encourage deeper exploration of topics, with a focus on real-world applications of psychological principles.

Technology will be integrated into the course through the use of online discussion boards, multimedia resources, and virtual simulations that provide immersive learning experiences. Assessments will include a mix of written assignments, group presentations, and experiential projects, allowing students to demonstrate their understanding in varied formats.

Students will receive continuous support and feedback from the course instructor, who will be available for additional help outside of class hours. Peer feedback will also be encouraged, particularly during group activities and peer review sessions, helping students refine their ideas and improve their work through collaborative learning.

Textbooks:

Development Across the Lifespan, Feldman Robert S. & Babu Nandita

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

Reference Books

Developmental Psychology: A Life Span Approach, Hurlock E. B.

Human Development, Papalia, Diane E., and Olds Sally Wendkas.

Open Educational Resources (OER)

[Introduction to Psychology" by OpenStax](#)

[Psychology - Lumen Learning](#)

[NOBA Project: Psychology](#)

[Boundless Psychology](#)

SEMESTER IV					
Course Code: UPS104	Counselling and Guidance	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course on Counselling and Guidance explores the theories, techniques, and applications of counselling in various settings. Students will learn about the processes involved in providing professional guidance to individuals across different life stages, including children, adolescents, and adults. The course covers key therapeutic approaches, ethical considerations, and the development of practical counselling skills. This course is essential for those pursuing careers in mental health, education, social work, and organizational psychology.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: Understand the core concepts, theories, and approaches of counselling and guidance.
- CO2: Apply various counselling techniques to address issues related to personal, academic, and career development.
- CO3: Conduct client assessments and develop counselling plans tailored to individual needs.
- CO4: Evaluate ethical standards in the counselling profession and apply them in practice.
- CO5: Explore the role of guidance in educational and career contexts.
- CO6: Demonstrate practical counselling skills through role-plays and case studies.

Course Content

UNIT I

15 lecture hours

Introduction to Counselling and Guidance

Definition, nature, and scope of counselling and guidance; The role of a counsellor: Skills, qualities, and professional responsibilities; Theories of counselling: Psychoanalytic, humanistic, cognitive-behavioral, and eclectic approaches; Types of counselling: Individual, group, career, and crisis counselling; The process of

counselling: Assessment, goal setting, intervention, and termination; Ethical considerations in counselling and guidance: Confidentiality, boundaries, and informed consent.

UNIT II

15 lecture hours

Counselling Techniques and Approaches

Building a therapeutic relationship: Rapport, trust, and empathy; Counselling skills: Active listening, reflection, questioning, and summarization; Techniques in counselling: Role-play, cognitive restructuring, behavior modification, and mindfulness; Crisis intervention strategies: Dealing with trauma, grief, and emergency situations; Group counselling: Dynamics, advantages, and techniques for effective group therapy; Case studies of different counselling approaches applied in various contexts.

UNIT III

15 lecture hours

Guidance in Educational and Career Settings

Educational guidance: Role in academic success, dealing with learning difficulties, and special education; Career guidance and counselling: Assessing interests, skills, and career aspirations; Career development theories: Holland's RIASEC model, Super's life-span theory; Use of psychometric tools in career guidance: Interest inventories, aptitude tests, and personality assessments; The role of counsellors in educational institutions: Addressing student needs and providing support; Case studies: Career guidance in schools, colleges, and organizational settings.

UNIT IV

15 lecture hours

Counselling Special Populations and Ethical Issues

Counselling children and adolescents: Addressing developmental and behavioral challenges.

Counselling in multicultural settings: Cultural competence and diversity in counselling practice; Counselling for special populations: Individuals with disabilities, mental health issues, and the elderly; Ethical dilemmas in counselling: Dual relationships, handling confidentiality breaches, and managing boundaries; Supervision in counselling: Importance of professional guidance for counsellors; Future trends in counselling: Online counselling, teletherapy, and advancements in mental health technology.

Learning Experience

The Counselling and Guidance course will involve a mix of theoretical lectures, practical demonstrations, and interactive role-playing exercises. Students will develop core counselling skills through supervised practice and feedback. Case studies will be used to explore real-world counselling scenarios in diverse settings, including educational institutions, mental health clinics, and corporate environments. Practical assessments will involve students participating in mock counselling sessions, allowing them to apply their skills in simulated environments. Ethical dilemmas and multicultural sensitivity will be key themes throughout the course.

Textbooks:

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.

Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.

Reference Books

Nelson-Jones, R. (2015). *Practical Counselling and Helping Skills*. Sage.

Egan, G. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.

SEMESTER V					
UPS105	Health Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/ Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Health Psychology course explores the psychological, behavioral, and social factors that influence health and illness. It examines the role of psychology in the prevention and treatment of disease, the promotion of health, and the improvement of healthcare systems. Students will learn about the biopsychosocial model of health, stress management, health behavior change, and how psychological principles are applied to improve health outcomes. This course is vital for those pursuing careers in healthcare, counseling, and psychology.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: Understand the biopsychosocial model of health and illness and its application to health psychology.
- CO2: Analyze the psychological and behavioral factors contributing to physical health and illness.
- CO3: Apply theories of health behavior change to improve individual and community health outcomes.
- CO4: Explore the role of stress and coping mechanisms in health and illness.
- CO5: Examine the impact of psychological factors on chronic illness, pain, and healthcare utilization.
- CO6: Critically evaluate health promotion interventions and the role of health psychologists in healthcare settings.

Course Content

UNIT I

15 lecture hours

Introduction to Health Psychology

Definition and scope of health psychology; The biopsychosocial model: Integration of biological, psychological, and social factors in health; Historical perspectives on health and illness: From mind-body dualism to the holistic approach; Research methods in health psychology: Experimental, correlational, and longitudinal studies; The role of health psychologists in healthcare: Prevention, intervention, and policy advocacy; Ethical issues in health psychology research and practice.

UNIT II

15 lecture hours

Stress, Coping, and Health

Theories of stress: General adaptation syndrome, transactional model of stress; Physiological responses to stress: The role of the autonomic nervous system and endocrine system; Psychological responses to stress: Cognitive appraisal, perceived control, and resilience; Coping mechanisms: Problem-focused and emotion-focused coping, and their impact on health; The relationship between stress and illness: Cardiovascular disease, immune function, and mental health; Stress management techniques: Relaxation training, biofeedback, mindfulness, and cognitive-behavioral therapy (CBT).

UNIT III

15 lecture hours

Health Behaviors and Interventions

Health-compromising behaviors: Smoking, alcohol consumption, poor diet, and physical inactivity; Theories of health behavior change: Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model; Designing health interventions: Targeting individual, group, and community health behaviors; Preventive healthcare: Screening programs, immunizations, and health education campaigns; Health promotion strategies: Reducing risk factors and enhancing protective factors; Role of health psychology in chronic disease management: Diabetes, hypertension, and asthma.

UNIT IV

15 lecture hours

Chronic Illness, Pain, and Healthcare Systems

Psychological aspects of chronic illness: Impact on quality of life and mental health; Pain perception and management: Theories of pain, psychological factors influencing pain, and pain treatment; Patient-practitioner relationships: Communication, trust, and adherence to treatment; Psychological interventions for chronic illness and pain management: CBT, acceptance and commitment therapy (ACT), and biofeedback; Healthcare systems and health psychology: Improving patient outcomes through integrated care; Cultural and societal influences on health and healthcare access

Learning Experience

The Health Psychology course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in role-plays and practical exercises to understand the psychological aspects of health and illness. They will analyze case studies on stress management, chronic illness, and health behavior change interventions. Students will also design health promotion programs targeting specific health issues. Assessments will include project work, reflective essays, and exams that integrate theoretical understanding with practical application.

Textbooks:

1. □ Taylor, S. E. (2017). *Health Psychology*. McGraw-Hill Education.
2. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions*. Wiley.

Reference Books

1. Brannon, L., & Feist, J. (2019). *Health Psychology: An Introduction to Behavior and Health*. Cengage Learning.
2. Ogden, J. (2019). *Health Psychology: A Textbook*. Open University Press.

SEMESTER VI					
UPS106	ENVIRONMENTAL PSYCHOLOGY	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Environmental Psychology explores the dynamic relationship between individuals and their physical environment. This course examines how natural and built environments impact human behavior, well-being, and cognition. Key topics include environmental stress, place attachment, sustainable behavior, and urban design. The course is ideal for students interested in the interdisciplinary study of human behavior in relation to ecology, sustainability, and urban planning, offering both theoretical frameworks and practical applications.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: Understand the key theories and concepts in environmental psychology and their application to human behavior.
- CO2: Analyze the effects of physical environments on psychological well-being and behavior.
- CO3: Explore the role of environmental design in promoting sustainability and improving quality of life.
- CO4: Examine the impact of environmental stressors, such as noise and crowding, on behavior and mental health.
- CO5: Evaluate the psychological factors involved in pro-environmental behavior and sustainable practices.
- CO6: Apply environmental psychology principles to issues such as urban planning, conservation, and climate change mitigation.

Course Content

UNIT I

15 lecture hours

Introduction to Environmental Psychology

Definition and scope of environmental psychology. Theoretical frameworks: Behavior settings theory, ecological psychology, and transactional models. Research methods in environmental psychology: Field studies, laboratory experiments, and surveys. Person-environment fit Environmental perception and cognition: How individuals perceive and mentally represent their surroundings. Place identity and place attachment: The emotional and cognitive bonds people form with specific places.

UNIT II

15 lecture hours

Environmental Stressors and Human Behavior

Environmental stress: Definition and impact on behavior and mental health. Types of environmental stressors: Noise, crowding, pollution, and climate change. The impact of natural disasters on psychological well-being. Coping mechanisms and adaptation strategies for dealing with environmental stress. The effects of noise pollution and crowding on cognitive performance and social behavior. Case studies: Psychological impact of extreme environmental conditions, such as heatwaves and urban pollution.

UNIT III

15 lecture hours

Sustainable Behavior and Environmental Conservation

The psychology of sustainable behavior: Theories of behavior change (e.g., Theory of Planned Behavior, Value-Belief-Norm theory). Factors influencing pro-environmental behavior: Attitudes, values, norms, and knowledge. Interventions to promote sustainable practices: Recycling, energy conservation, and water use reduction. Environmental education and communication strategies for encouraging sustainable behavior. Social dilemmas and collective action: Overcoming barriers to environmental responsibility. Role of environmental psychologists in promoting conservation and sustainability

UNIT IV

15 lecture hours

Applications of Environmental Psychology in Urban Planning and Design

The role of environmental psychology in urban design and architecture.
Designing spaces for well-being: Green spaces, walkability, and restorative environments.
The impact of urbanization on mental health and social behavior.
The concept of biophilia: Integrating nature into urban environments.
Climate change and its psychological impacts: Promoting climate adaptation and resilience.
Future directions in environmental psychology: Smart cities, sustainable architecture, and community building.

Learning Experience

The Environmental Psychology course will include interactive lectures, case studies, and group discussions. Students will explore the psychological impact of different environments through field trips and practical projects, such as designing environmentally sustainable spaces. Group projects will allow students to apply environmental psychology principles to real-world issues, such as urban design or promoting sustainable behaviour. Assessments will involve research papers, reflective essays, and presentations focused on environmental stressors, sustainability, and urban planning.

Textbooks:

Gifford, R. (2014). *Environmental Psychology: Principles and Practice*. Optimal Books.

Steg, L., van den Berg, A. E., & de Groot, J. I. M. (2019). *Environmental Psychology: An Introduction*. Wiley.

Reference Books

Clayton, S., & Myers, G. (2015). *Conservation Psychology: Understanding and Promoting Human Care for Nature*. Wiley.

Bechtel, R. B., & Churchman, A. (2002). *Handbook of Environmental Psychology*. Wiley.

SEMESTER VII					
UPS107	Positive Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Positive Psychology focuses on the scientific study of human strengths, well-being, and flourishing. This course explores topics such as happiness, resilience, optimism, and mindfulness, aiming to provide students with tools and techniques for enhancing life satisfaction and psychological well-being. It integrates theoretical models with practical applications in personal growth, health, and work contexts. This course is ideal for students interested in psychology, counselling, coaching, and personal development.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: Understand the key concepts and theories of positive psychology.
- CO2: Analyze the role of strengths, virtues, and well-being in human development.
- CO3: Apply positive psychology interventions to enhance happiness, resilience, and well-being.
- CO4: Explore the impact of mindfulness, gratitude, and optimism on mental health.
- CO5: Evaluate the relevance of positive psychology in educational, organizational, and therapeutic settings.
- CO6: Use techniques from positive psychology to improve personal growth and interpersonal relationships.

Course Content

UNIT I

15 lecture hours

Introduction to Positive Psychology

- Definition and scope of positive psychology.
- Historical roots: From humanistic psychology to the positive psychology movement.
- Key concepts: Happiness, well-being, and flourishing.

The PERMA model of well-being: Positive emotions, engagement, relationships, meaning, and accomplishment.

Research methods in positive psychology: Measuring well-being, happiness, and life satisfaction.

The role of positive psychology in mental health and personal growth.

UNIT II

15 lecture hours

Strengths and Virtues

Understanding strengths: The role of personal strengths in well-being.

Classification of strengths: VIA Character Strengths and Gallup StrengthsFinder.

Developing and applying strengths in daily life.

The role of virtues: Wisdom, courage, humanity, justice, temperance, and transcendence.

Strengths-based interventions: Identifying, nurturing, and leveraging strengths in various life contexts.

Case studies on the application of strengths and virtues in personal development.

UNIT III

15 lecture hours

Positive Emotions and Cognitive Processes

The broaden-and-build theory of positive emotions.

The role of optimism and hope in psychological resilience.

Gratitude: Enhancing well-being through gratitude practices.

The science of happiness: Exploring factors that contribute to lasting happiness.

Mindfulness and positive psychology: The impact of mindfulness on emotional regulation and well-being.

Cognitive restructuring in positive psychology: Enhancing positive thinking patterns.

UNIT IV

15 lecture hours

Applications of Positive Psychology

Positive psychology in education: Enhancing student engagement, resilience, and achievement.

Positive psychology in the workplace: Employee well-being, engagement, and positive leadership.

Positive psychotherapy: Using positive interventions in therapeutic settings.

Techniques for promoting well-being: Meditation, gratitude journaling, and strengths-based activities.

Role of positive psychology in promoting physical health and longevity.

Future directions in positive psychology: Emerging trends and potential challenges.

Learning Experience

The Positive Psychology course will include interactive lectures, group discussions, and experiential learning exercises. Students will engage in activities such as strengths assessments, gratitude journaling, and mindfulness practices. Case studies will help illustrate the practical application of positive psychology interventions in various contexts such as education, work, and therapy. Assessments will include reflective essays, project work, and presentations focused on applying positive psychology principles to real-life situations.

Textbooks:

Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.

Peterson, C. (2006). *A Primer in Positive Psychology*. Oxford University Press.

Reference Books

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage.

Lyubomirsky, S. (2008). *The How of Happiness: A New Approach to Getting the Life You Want*. Penguin Press.

SEMESTER VIII					
UPS108	Media Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Media Psychology explores the psychological impact of media, including traditional media (television, radio) and digital platforms (social media, online content). This course examines how media influences cognition, emotions, behaviour, and social interactions. Topics include media effects, audience analysis, the role of media in shaping identity, and the use of media for educational, therapeutic, and marketing purposes. This course is ideal for students interested in psychology, communication studies, media, and advertising.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: Understand the key concepts and theories of media psychology and its influence on behaviour and cognition.
 - CO2: Analyse how different forms of media affect individual and group attitudes, perceptions, and behaviour.
 - CO3: Explore the role of media in shaping identity, social norms, and culture.
 - CO4: Evaluate the psychological impact of media consumption on mental health and well-being.
 - CO5: Examine the use of media in educational, therapeutic, and marketing contexts.
 - CO6: Apply media psychology principles to the design and evaluation of media content for positive psychological outcomes.
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Course Content

UNIT I

15 lecture hours

Introduction to Media Psychology

Definition and scope of media psychology.

Historical development of media psychology as a field.

Key theories in media psychology: Uses and Gratifications Theory, Cultivation Theory, Social Learning Theory.

Media effects on cognition: Perception, memory, and information processing.

Research methods in media psychology: Surveys, experiments, content analysis, and ethnographic studies.

Ethical considerations in media research and practice.

UNIT II

15 lecture hours

Media Influence on Attitudes, Behaviour, and Identity

The impact of media on attitudes: Persuasion, framing, and agenda-setting.

Media and behaviour: Theories of media influence on aggression, prosocial behaviour, and socialization.

The role of media in identity formation: Gender roles, body image, and social identity.

The psychology of social media: Self-presentation, social comparison, and the effects on self-esteem.

Media consumption patterns: Habit formation, addiction, and media multitasking.

Case studies: Media portrayal of violence, gender stereotypes, and political messaging.

UNIT III

15 lecture hours

Media, Mental Health, and Well-Being

The relationship between media exposure and mental health: Anxiety, depression, and stress.

The impact of social media on adolescent development and well-being.

Positive media: The role of media in promoting mental health and resilience.

Media interventions for behaviour change: Public health campaigns, educational content, and digital therapeutics.

Cyberbullying and online harassment: Psychological effects and intervention strategies.

Role of media in shaping societal norms: Social justice, inclusivity, and cultural diversity.

UNIT IV

15 lecture hours

Applications of Media Psychology

Media psychology in marketing and advertising: Consumer behaviour, branding, and persuasion techniques.

The use of media in education: E-learning, gamification, and interactive media.

Media and therapy: The use of virtual reality, apps, and online counselling in therapeutic contexts.

Designing media content for positive psychological outcomes: Social messaging, interactive platforms, and community building.

Future trends in media psychology: Artificial intelligence, virtual environments, and augmented reality.

Ethical and legal considerations in media content creation and distribution.

Learning Experience

The Media Psychology course will include lectures, case studies, and hands-on projects where students will analyse media content and its psychological impact. Students will engage in discussions on how media influences behaviour, identity, and societal norms. They will also design media interventions and evaluate existing media campaigns. Assessments will include research projects, media content analysis, reflective essays, and group presentations aimed at bridging theory with practical applications.

Textbooks:

Giles, D. (2010). *Psychology of the Media*. Palgrave Macmillan.

Dill, K. E. (2013). *The Oxford Handbook of Media Psychology*. Oxford University Press.

Reference Books

Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media Effects: Advances in Theory and Research*. Routledge.

Valkenburg, P. M., & Piotrowski, J. T. (2017). *Plugged In: How Media Attract and Affect Youth*. Yale University Press.