

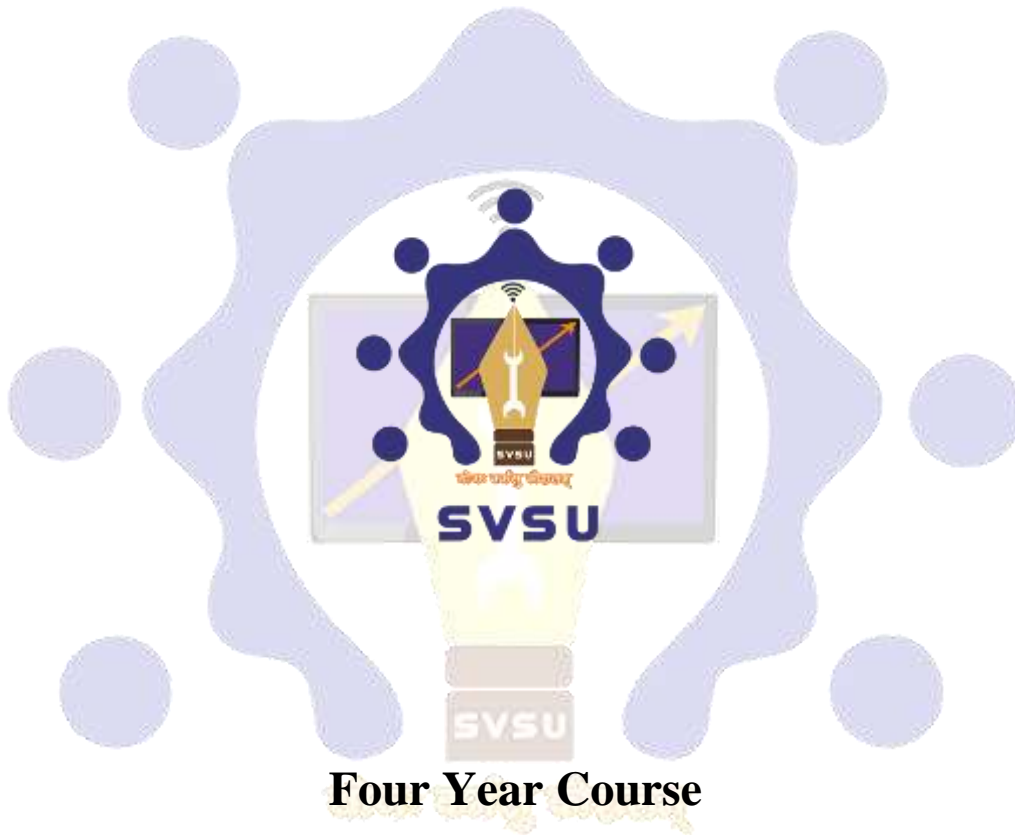
# **Department of Psychology and Behavioral Sciences**

## **Scheme and Syllabus**

### **B. Voc. Public Services**

**with**

**Research: NSQF Level-6**



**Four Year Course**

**(Skill Faculty of Applied Science & Humanities)**

**Shri Vishwakarma Skill University  
Dudhola, Palwal 121102, Haryana**

## **1. INTRODUCTION**

A new and forward-thinking vision for India's higher education system is envisioned in the National Education Policy (NEP) 2020 (hereafter referred to as NEP or the Policy). It acknowledges the critical role that higher education plays in the advancement of human and societal well-being, as well as in the development of India in the manner envisioned in its Constitution: a democratic, just, socially conscious, cultured, and humane nation that upholds liberty, equality, fraternity, and justice for all.

The NEP 2020 observes that "higher education significantly contributes to the sustainable livelihoods and economic development of the nation" and that "as India transitions to a knowledge economy and society, an increasing number of young Indians are likely to aspire to higher education."

The NEP 2020 envisions the development of anticipated learning outcomes for all higher education programs. It states that "a National Higher Education Qualifications Framework (NHEQF) will be formulated" and "it shall be in sync with the National Skills Qualifications Framework (NSQF) to facilitate the integration of vocational education into higher education." In addition, it emphasizes that "the NHEQF shall describe higher education qualifications leading to a degree/diploma/certificate in terms of such learning outcomes."

The Policy also anticipates the establishment of facilitative norms for issues such as credit transfer and equivalence through the NHEQF. The NEP 2020 also requires relevant agencies to "identify specific skills that students must acquire during their academic programs to prepare well-rounded learners with 21st-century skills."

The NHEQF anticipates that students, particularly those at the undergraduate level, will have greater flexibility and the ability to select from various courses. The new distinguishing characteristic of undergraduate education will be the extensive selection of subjects and courses that vary yearly. As long as students can demonstrate the necessary prerequisites and the ability to achieve the defined learning outcomes after completing the selected program and course(s), they are permitted to modify one or more of the courses they have selected within the program(s) of study they are pursuing at the beginning of each year.

The NEP 2020 has proposed the following structure and duration of undergraduate programs of study:

- a) Undergraduate programs that are either three or four years in duration offer multiple entry and exit options and require the appropriate certifications;
- b) a certificate upon completion of one year (2 semesters) of study in the selected discipline or field, which includes vocational and professional areas;
- c) a diploma upon completion of two years (4 semesters) of study;
- d) a Bachelor's degree upon completion of a three-year (6 semesters) program;
- e) a Bachelor's degree with honors upon completion of a four-year (eight semesters) program;
- f) a Bachelor's degree "Honours with research" upon completion of a four-year (eight semesters) program, provided the student completes a rigorous research project in their primary area(s) of study, as specified by the HEI.

The 4-year multidisciplinary Bachelor's degree program is the preferred choice, as it provides the opportunity to experience the complete spectrum of holistic and interdisciplinary education and focus on the student's chosen major and minors. An Academic Bank of Credit (ABC) has been established to digitally retain the academic credits earned from various recognized higher education institutions. This will enable the awarding of degrees from a HEI based on the credits earned.

### **1.1 Why Public Service:**

A Public Service course at the graduate level is essential for cultivating leaders equipped to navigate the complexities of modern governance and public administration. This course provides a deep understanding of UPSC and State PCS Examinations, ethical considerations, and the social impact of governmental actions. Public service examinations require a blend of analytical skills, ethical judgment, and the ability to lead diverse teams, so a specialized graduate education becomes crucial.

Students in this program gain insights into public policy, economics, management, and law, enabling them to address societal challenges effectively. The interdisciplinary approach helps them develop critical thinking and problem-solving abilities for crafting innovative solutions to poverty, healthcare, and environmental sustainability.

## **1.2 Selection of Organisation:**

UDAAN IAS is one of the region's prestigious institutions. Since its inception, the UDAAN IAS Institute has been successful in providing a one-stop solution for all three stages of civil services examination. This has benefited a huge array of students due to the efficient guidance and monitoring by the highly experienced faculty and study material of the highest standard.

## **2. CONVENTIONAL PROGRAMS OFFERED**

### **2.1. Courses Offered by Other Universities in NCR and Surroundings**

None of the universities in NCR and its Surrounding areas offer this kind of dedicated course.

### **2.2 Programmes Offered by National and International Universities**

No national and international universities offer this kind of dedicated course.

## **3. Program Structure**

### **3.1 About the Program**

A Bachelor of Vocational Studies in Public Service is a bilanguage (English and Hindi) undergraduate program intended to provide students with a comprehensive understanding of the theories, principles, and practices essential to public service. Practical opportunities, including internships and research-based projects, are frequently incorporated into the curriculum, enabling students to implement their knowledge in real-world experiences.

Critical thinking, problem-solving, and communication skills are essential for a successful career in public service, and this program strongly emphasizes their development.

### **3.2 Graduate Attributes**

Graduates should possess the ability to showcase the attainment of:

- A thorough understanding and extensive knowledge of the selected areas of study within a wide-ranging multidisciplinary framework, including their distinct learning domains, connections with related fields of study, and the latest advancements and future trends in the chosen areas of learning.
- The necessary expertise, skills, and understanding needed to effectively perform professional or highly specialized work/tasks in the selected field(s) of study.

- Proficiency in specialized areas of study within the chosen discipline(s) or across several disciplines, encompassing theoretical and practical skills applicable to various routine and non-routine situations within the selected field(s) of study.
- The ability to conclude gained knowledge, apply abstract ideas to real-world scenarios, and utilize acquired skills in unexpected situations, rather than simply memorizing curriculum content, to develop answers to specific issues.

**Complex problem-solving:** The graduates must be proficient in resolving diverse challenges in familiar and unfamiliar scenarios and effectively apply their knowledge to real-world circumstances.

**Critical thinking:** The graduates should possess the ability to showcase their proficiency in

- Apply analytic thought to a body of knowledge, including the analysis and evaluation of policies and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- Identify relevant assumptions or implications and formulate coherent arguments,
- Identify logical flaws and holes in the arguments of others,
- Analyze and synthesize data from various sources, draw valid conclusions, and support them with evidence and examples.

**Creativity:** The graduates should be able to demonstrate the ability to:

- Create, perform, or think in different and diverse ways about the same objects or scenarios,
- Deal with problems and situations that do not have simple solutions,
- Innovate and perform tasks in a better manner,
- View a problem or a situation from multiple perspectives,
- Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts,
- Adopt innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.

**Communication Skills:** The graduates should be able to demonstrate the skills that enable them to:

- Listen carefully, read texts and research papers analytically, and present complex information clearly and concisely to different groups/audiences,

- Express thoughts and ideas effectively in writing and orally, and communicate with others using appropriate media,
- Confidently share views and express themselves,
- Construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,
- Convey ideas, thoughts, and arguments using respectful and sensitive language to gender and other minority groups.

**Analytical reasoning/thinking:** The graduates should be able to demonstrate the capability to:

- Evaluate the reliability and relevance of evidence;
- Identify logical flaws in the arguments of others;
- Analyze and synthesize data from a variety of sources;
- Draw valid conclusions, support them with evidence and examples, and address opposing viewpoints.

**Research-related skills:** The graduates should be able to demonstrate:

- A keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,
- The ability to problematize, synthesize, and articulate issues and design research proposals,
- The ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- The capacity to develop appropriate methodology and tools for data collection,
- The appropriate use of statistical and other analytical tools and techniques,
- The ability to plan, execute, and report the results of an experiment or investigation,
- The ability to understand basic research ethics and skills in practicing/doing ethics in the field/personal research work, regardless of the funding authority or field of study.

**Coordinating/collaborating with others:** The graduates should be able to demonstrate the ability to:

- Work effectively and respectfully with diverse teams,
- Facilitate cooperative or coordinated effort on the part of a group,

- Act together as a group or a team in the interests of a common cause and work
- Efficiently as a member of a team.

**Leadership readiness/qualities:** The graduates should be able to demonstrate the capability for:

- Mapping out the tasks of a team or an organization and setting direction.
- Formulating an inspiring vision and building a team that can help achieve the vision,
- Motivating and inspiring team members to engage with that vision.
- Using management skills to guide people to the right destination.

**'Learning how to learn' skills:** The graduates should be able to demonstrate the ability to:

- Acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,
- Work independently, identify appropriate resources required for further learning,
- Acquire organizational skills and time management to set self-defined goals and targets with timelines.
- Inculcate a healthy attitude to be a lifelong learner,

**Digital and technological skills:** The graduates should be able to demonstrate the capability to:

- Use ICT in a variety of learning and work situations,
- Access, evaluate, and use a variety of relevant information sources,
- Use appropriate software for the analysis of data.

**Multicultural competence and inclusive spirit:** The graduates should be able to demonstrate:

- The acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honor diversity,
- Capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups,
- Capability to lead a diverse team to accomplish everyday group tasks and goals.

- Gender sensitivity and adopt a gender-neutral approach, as well as empathy to the less advantaged and the differently-abled, including those with learning disabilities.

**Value inculcation:** The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:

- Embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
- Practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,
- Formulate a position/argument about an ethical issue from multiple perspectives
- Identify ethical issues related to work and follow ethical practices, including avoiding unethical behavior such as fabrication, falsification, or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,
- Recognize environmental and sustainability issues and participate in actions to promote sustainable development.
- Adopt objective, unbiased, and truthful actions in all aspects of work,
- Install integrity, identify ethical issues related to work, and follow ethical practices.

**Autonomy, responsibility, and accountability:** The graduates should be able to demonstrate the ability to:

- Apply knowledge, understanding, and skills with an appropriate degree of independence relevant to the level of the qualification,
- Work independently, identify appropriate resources required for a project, and manage a project through to completion,
- Exercise responsibility and demonstrate accountability in applying knowledge and skills in work and learning contexts appropriate for the qualification's level, including ensuring workplace safety and security.

**Environmental awareness and action:** The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:

- Mitigating the effects of environmental degradation, climate change, and pollution,
- Effective waste management, biological diversity conservation, biological resources, biodiversity management, forest and wildlife conservation, and sustainable development and living.

**Community engagement and service:** The graduates should demonstrate the capability to participate in community-engaged services/ activities that promote society's well-being.

**Empathy:** The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, as well as to identify and understand other people's emotions.

### **3.3 Program Educational Objectives**

### **3.4 Program Outcomes (POs)**

#### **Domain Knowledge**

PO1. To demonstrate strong conceptual knowledge of Government & its functional areas.

#### **Professional Communication**

PO2. To demonstrate effective oral and written communication skills in the professional context.

#### **Team Work**

PO3. To work effectively in teams and demonstrate team-building capabilities.

#### **International Fit for Cross-Cultural Understanding**

PO4. To evaluate the legal, social, and economic environments of Government.

PO5. To understand the Cross-Cultural work environment.

#### **Ethics and Social Decision Making**

PO6. To demonstrate sensitivity towards ethical and moral issues and have the ability to address them in the course of life, engage in lifelong learning, and contribute to the development of the nation.

#### **Critical Thinking & Analysis**

PO7. To apply decision-support tools to business decision-making.

PO8. To apply knowledge of business concepts and functions in an integrated manner.

PO9. To analyze and apply conceptual domain knowledge.

#### **Innovations, Problem-Solving & Decision Making**

PO10. To apply decision-support tools for decision-making.

PO11. To apply business concepts & methods to solve problems in a real-world context

PO12. To demonstrate employable and deployable skills for appropriate roles in Government.

### 3.5 Programme Specific Objectives

- PSO1: Interact effectively and professionally using influencing, communication, and consultative skills across all levels & functions at the workplace and career.
- PSO2: Work effectively in team projects/assignments ethically and understand and apply the concepts & methods.
- PSO3: Integrate appropriate information and other technologies in the problem-solving

### 3.6 Levels of Awards

The Undergraduate certification levels will result in a Diploma, a Degree, or a Degree with Honours, including the option of Honours with Research.

Awards	Duration	Corresponding NSQF Level	Credit requirements	Entry requirements
UG Certificate	One year	4.5	The first year of the undergraduate program must be completed, consisting of two semesters requiring a minimum of 40 credit hours.	<ul style="list-style-type: none"> <li>•Certificate obtained after completing Grade 12 or equivalent state of education.</li> <li>• Admission to the first year of the undergraduate degree will be available to individuals who have fulfilled the prerequisites, including meeting specific achievement levels stated in the program admission standards.</li> </ul>
Diploma	Two years	5.0	The successful completion of the first two years (four semesters) of the undergraduate Programme involving a minimum of 80 credit hours.	Students who have fulfilled the necessary conditions, including specific levels of achievement outlined in the program regulations, can continue their studies or enter the second year of the undergraduate degree through lateral entry.
Degree	Three years	5.5	The successful completion of the first three years (six semesters) of the undergraduate Programme involving a minimum of 120 credit hours	Continuation of study or lateral entry into the third year of the undergraduate Programme will be possible for those who have met the attainment levels specified in

				the program admission regulations.
Degree With Research	Four years	6.0	Successful completion of the 4-year (eight semesters) undergraduate program involving a minimum of 160 credits, with a minimum of 40 credits each at levels 4.5, 5, 5.5, and 6 of the NHEQF.	<ul style="list-style-type: none"> <li>•An individual seeking admission to the Bachelor's degree (Honours/ Honours with Research) in a specified field of learning would generally have completed all requirements of the relevant 3-year Bachelor's degree.</li> </ul> <p>(After completing the requirements of a 3-year bachelor's degree, candidates who meet a minimum 75% marks or its equivalent grade will be allowed to continue studies in the fourth year of the undergraduate Programme leading to the Bachelor's degree (Honours with Research).</p>

#### 4. Program Design

The education program is a four-year curriculum that integrates on-the-job training (OJT) with classroom instruction. The program consists of eight semesters, with two semesters per year. The course will span over eight semesters, equipping students with ample information and skills to secure employment at different levels upon completion of each year of the course. The Programme will utilize the credit-based system to provide education. The constituents of the credit-based system will be as follows:

- 1. Disciplinary/Interdisciplinary Major Courses (D Major/ID Major):** These courses enable a student to examine a specific profession comprehensively.
- 2. Disciplinary/Interdisciplinary Minor Courses (D Minor/ID Minor):** These courses enable students to comprehensively examine advanced courses in a different profession.
- 3. Multidisciplinary Courses (MDC):** MDC, or Multidisciplinary Courses, will contribute to the liberal arts and science curriculum by broadening the intellectual experience. In the proposed stream under this category, students are not allowed to select or retake courses they have already completed at the higher secondary level (12th class).

4. **Ability Enhancement Courses (AEC):** These courses allow students to gain fundamental linguistic abilities, critical reading, and academic writing skills. They also focus on improving communication skills and actively engaging in discussions and debates.
5. **Skill Enhancement Course (SEC):** SEC, or Skills Enhancement Courses, are designed to offer practical instruction, expertise, and proficiency in various fields to students.
6. **Value Addition Course (VAC):** These courses focus on instilling ethical, cultural, and constitutional values, fostering critical thinking, promoting Indian Knowledge Systems, cultivating a scientific temperament, enhancing communication skills, encouraging creative writing, improving presentation skills, emphasizing sports and physical education, and fostering teamwork. The aim is to facilitate the holistic development of students.

**Project work/Dissertation:** Project or dissertation work will carry four credits after two years and 12 credits during the 4th year. A project or dissertation may be assigned instead of a discipline-specific optional course. These courses allow students to apply knowledge to solve, analyze, or explore real-life situations or challenging problems.

## Details: Scheme of the Programme

Semester 1	20 Credits
Semester 2	20 Credits
Semester 3	20 Credits
Semester 4	20 Credits
Semester 5	20 Credits
Semester 6	20 Credits
Semester 7	20 Credits
Semester 8	20 Credits

## OJT/Classroom Duration

Semesters	Activity
Semester 1	Classroom/OJT
Semester 2	Classroom/OJT
Semester 3	Classroom/OJT
Semester 4	Classroom/OJT/Research Project
Semester 5	Classroom/OJT/Research Project
Semester 6	Classroom/OJT/Internship
Semester 7	Classroom
Semester 8*	Classroom/Dissertation

## Details of B. VOC (Public Service) with Research Programme

### SEMESTER I

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs					
			T	Tu	P	To	Theory			Practical			Total	T	Tu	P	TO		
							I	E	TO	I	E	TO							
Disciplinary Major	24UPOL01	Constitution and Parliamentary Process of India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
	24UHIS01	Ancient History of India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
AEC	24UHPE01	Human Values and Professional Ethics	2	0	0	2	30	70	100	-	-	-	100	30	-	-	30		
VAC	24UEVS01	Environment Science	2	0	0	2	30	70	100	-	-	-	100	30	-	-	30		
OJT	24UOJT01	OJT01	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240		
Total Credits			20				Total marks							800	Total Hrs				420

### SEMESTER II

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs					
			T	Tu	P	To	Theory			Practical			Total	T	Tu	P	TO		
							I	E	TO	I	E	TO							
Disciplinary Major	24UPOL02	Colonialism and Nationalism in India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
	24UMAT01	Mathematics and Reasoning	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
AEC	24UENG01	English language and Business Communication	1	0	0	1	15	35	50	-	-	-	50	15	-	-	15		
	24UENG02	English language and Business Communication Practical	0	0	1	1	-	-	-	35	15	50	50	-	-	30	30		
VAC	24UPSY01	Psychology & life	1	0	0	1	15	35	50	-	-	-	50	15	-	-	15		
	24UPSY01	Psychology & life	0	0	1	1	-	-	-	35	15	50	50	-	-	30	30		
OJT	24UOJT02	OJT02	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240		
Total Credits			20				Total Marks							800	Total Hrs				450

### SEMESTER III

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs					
			T	Tu	P	To	Theory			Practical			Total	T	Tu	P	TO		
							I	E	TO	I	E	TO							
Disciplinary Major	24UPOL03	Political Theory	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
	24UHIS02	Medieval History of India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60		
AEC	24UENG03	Employability Skills	1	0	0	1	15	35	50	-	-	-	50	15	-	-	15		
	24UENG04	Employability Skills Practical	0	0	1	1	-	-	-	35	15	50	50	0	0	30	30		
VAC	24UPSY50	Cognitive psychology	1	0	0	1	15	35	50	-	-	-	50	15	-	-	15		
	24UPSY50	Cognitive psychology	0	0	1	1	-	-	-	35	15	50	50	-	-	30	30		
OJT	24UOJT03	OJT03	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240		
Total Credits			20				Total Marks							800	Total Hrs				450

## SEMESTER IV

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs											
							Theory			Practical			Total												
			T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO								
Disciplinary Major	24UBPS04	Theory of International Relations	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60								
	24UHIS03	Modern History of India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60								
AEC	24UPSY51	Clinical Psychology	1	0	0	1	15	35	50	-	-	-	50	15	-	-	15								
	24UPSYP51	Clinical Psychology	0	0	1	1	-	-	-	35	15	50	50	-	-	30	30								
Research Project	24URPR01	Research Project 1	0	0	2	2	-	-	-	70	30	100	50	-	-	30	30								
OJT	24UOJT04	OJT04	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240								
<b>Total Credits</b>			20				<b>Total Marks</b>							750				<b>Total Hrs</b>				435			

## SEMESTER V

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs											
							Theory			Practical			Total												
			T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO								
Disciplinary Major	24UGEO01	Indian Geography	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60								
Multi-disciplinary	24UECO01	Economics	2	0	1	3	30	70	100	-	-	-	100	30	-	30	60								
	24UPSY53	Personalities Theories	2	0	0	2	15	35	50	-	-	-	50	30	-	-	30								
	24UPSYP53	Personalities Theories	-	-	1	1	-	-	-	35	15	50	50	30	-	-	30								
Research Project	24URPR02	Research Project 2	0	0	2	2	-	-	-	70	30	100	100	-	-	60	60								
OJT	24UOJT05	OJT05	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240								
<b>Total Credit</b>			20				<b>Total Marks</b>							750				<b>Total Hrs</b>				480			

## SEMESTER VI

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs											
							Theory			Practical			Total												
			T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO								
Disciplinary Major	24UPOL05	Indian Foreign Policy	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60								
Multi-disciplinary	24USAT01	Science and Technology	2	0	1	3	30	70	100	-	-	-	100	30	-	30	60								
	24UINS01	Internal Security	2	0	1	3	30	70	100	-	-	-	100	30	-	30	60								
Internship	24UINT01	Internship	0	0	2	2	-	-	-	70	30	100	100	-	-	60	60								
OJT	24UOJT06	OJT06	0	0	8	8	-	-	-	300	100	400	400	-	-	240	240								
<b>Total credits</b>			20				<b>Total Marks</b>							800				<b>Total Hrs</b>				480			

## SEMESTER VII

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs				
							Theory			Practical			Total					
			T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO	
Disciplinary Major	24UREM01	Research Methods	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
	24UPOL06	Ethics and Politics in India	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
	24UPOL07	Western Political Philosophy	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
Disciplinary Minor		Two Subjects form Pool of minor Subject List	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
			4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
Total Credits						Total Marks							500	Total Hrs				300

## SEMESTER VIII\*

Subject Type	Subject Code	Subject Name	Credits				Marks							Hrs				
							Theory			Practical			Total					
			T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO	
Disciplinary Major	24USCO01	Fundamentals of Sociology	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
	24UMAT02	Quantitative Aptitude	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
Disciplinary Minor		One subject form Pool of minor Subject List	4	0	0	4	30	70	100	-	-	-	100	60	-	-	60	
Research	24URPR03	Research Project/ Dissertation	0	0	8	8	-	-	-	150	50	200	200	-	-	240	240	
Total Credit						Total Marks							500	Total Hrs				420

**\*In case students do not go for a dissertation**

## SEMESTER VIII

Subject Type	Subject Name	Credits				Marks							Hrs					
						Theory			Practical			Total						
		T	Tu	P	To	I	E	TO	I	E	TO	T+P	T	Tu	P	TO		
Disciplinary Major	(Any Two) Pool of Subjects	4	0	0	4	30	70	100	-	-	-	100	-	-	-	60		
		4	0	0	4	30	70	100	-	-	-	100	-	-	-	60		
Total Credit						Total Marks							200	Total Hrs				120

## List of Subjects:

S. No.	Subject Code	Subject Name	Subject Stream	Subject Type	Semester	
1.	24UPOL01	Constitution and Parliamentary Process of India	Political Science International Relations	DSC Major	1	
2.	24UHS01	Ancient History	History		1	
3.	24UPOL02	Colonialism and Nationalism in India	Political Science International Relations		2	
4.	24UPOL03	Political Theories	Political Science International Relations		3	
5.	24UHS02	Medieval History of India	History		3	
6.	24UPOL04	Theory of International Relations and World History	Political Science International Relations		4	
7.	24UHS03	History of Modern India	History		4	
8.	24UGEO01	Indian Geography	Geography		5	
9.	24UPOL05	Indian Foreign Policy	Political Science International Relations		6	
10.	24UREM01	Research Methods	Research		7	
11.	24UPOL06	Western Political Philosophy	Political Science International Relations		7	
12.	24USOC01	Fundamentals of Sociology	Sociology		8	
13.	24UPOL07	Ethics and Politics in India	Ethics and Values		7	
14.	24UMAT01	Mathematics and Reasoning	Mathematics		2	
15.	24UMAT02	Quantitative Aptitude			7	
16.	24UGEO02	Physical Geography	Geography		DSC Minor	7
17.	24UGEO03	World Geography				7
18.	24UGEO04	Environmental Geography				8
19.	24USOC02	Sociology of India	Sociology			7
20.	24USOC03	Indian Sociological Theories				7
21.	24USOC04	Classical Sociological Theories				8
24.	24UPOL08	International World Order and Organization	Political Science International Relations		7	
25.	24UPOL09	Public Administration			7	
26.	24UPOL10	Comparative Politics			8	
27.	24UHS04	World History	History		7	
29.	24UHS05	Communalism and Secularism			7	
30.	24UHS06	Imperialism and Capitalism		8		
31.	24UPSY50	Cognitive Psychology/Social Psychology		Psychology	7	
32.	24UPSY51	Clinical Psychology/ Experimental Psychology	7			
33.	24UPSY52	Psychopathology / Guidance and Counselling	8			
34.	24UECO01	Economics I	Economics	Multi-disciplinary Courses	5	
35.	24SAT01	Science and Technology	Engineering		6	
36.	24UINS01	Internal Security	Securities Studies/Defence Studies		6	
37.	24UPSY53	Personalities Theories	Psychology		5	

38.	24UENG01	English language and Business Communication	Ability Enhancement Courses (AEC)	2		
	24UENG02	English language and Business Communication Practical				
39.	24UENG03	Employability Skills		Value Added Courses	3	
	24UENG04	Employability Skills Practical				
40.	24UHPE01	Human Values and Professional Ethics			Research/Internship	1
41.	24UBPM10	Entrepreneurship Skills				4
42.	24UBPS45	Understanding India				3
43.	24UEVS01	Environmental Science				1
44.	24UYHS01	Yoga and Health Skills II	2			
45.	24URPR01	Research Project 1	4			
46.	24URPR02	Research Project 2	5			
47.	24UINT01	Internship	6			
40.	24URPR03	Research Project/ Dissertation	8			
49.	24UOJT01	OJT01	On Job Training	1		
50.	24UOJT02	OJT02		2		
51.	24UOJT03	OJT03		3		
52.	24UOJT04	OJT04		4		
53.	24UOJT05	OJT05		5		
54.	24UOJT06	OJT06		6		

**In case students do not go for a dissertation, Pool of Subjects**

S. No.	Subject Code	Subject Name			Semester
1.	24UPOL11	Problems of International Relations	Political Science and International Relations	In case students do not go for a dissertation, Pool of Subjects (Any Two)	8
2.	24UPOL12	Modern Political Philosophy II			8
3.	24UPOL13	Indian Political Philosophy I			8
4.	24UPOL14	India in Transition: Development and Social movements			8

## Compulsory Note for each year:

The total number of notional hours every year should be 1200 hours, and the following criteria need to be adopted by individual instructors for the course. The total outcome-based learning hours for credits shall, subject to assessment, include:

- 1) Classroom teaching/ learning hours/ tutorials
- 2) Yearly and half-yearly examinations/ Class Tests/Quizzes/ other assessments, including formative assessments
- 3) Activities as part of the curricular structure leading to experiential learning like relevant experience and proficiency/ professional levels, Performing arts/ fine arts, music, handicraft, traditional, heritage work,
  - a) Debate and Discussion/ Essay Writing / Recitation/Story Writing etc.
  - b) Celebration of festivals in institutes, music performances, drama, etc.
  - c) Self-defense classes, value education classes, Career Counselling sessions, etc.
  - d) Other Contests/ Events/ Competitions like Hackathons & Olympiads,
- 4) Sports/ games / physical activity/yoga, etc.
- 5) Life skills-based education like employment skills, basic operational skills like learning to fix a bulb, basic carpentry, classes on morals/etiquettes, constitutional values, environmental sensitivity, etc
- 6) Social/ community work (like adult education, teaching in NGOs or Out of school students, environment-related, gender sensitization), NCC/ shramdan (School cleaning, building, decoration)
- 7) Bagless days, field visits organized by the institution
- 8) Vocational education/ training, skilling, minor/ major project work, assignments
- 9) Field visits/ Projects.
- 10) Internship, on-the-job training (OJT), and experiential learning, including relevant experience and proficiency/ professional levels acquired.
- 11) Programs can be through blended/ online/ digital learning.

## Syllabus of B.VOC. Public Services

### Semester I

SUBJECT	Constitution of India and Parliamentary Process		Credit	Hours	I	E	T
CODE	24UPOL01		4	60	30	70	100
CATEGORY	Disciplinary Major						
COURSE OBJECTIVE	To help students understand the functioning of the Indian Constitution and enable them to grasp how the Indian government operates at various levels.						
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>						
	CO1: Students will learn about the key features of the Indian Constitution, its history, and the fundamental rights it guarantees to all citizens.						
	CO2: Students will understand the responsibilities of citizens, the guiding principles for the state, and various constitutional emergencies in India.						
	CO3: Students will gain knowledge about the three branches of government (Legislature, Executive, and Judiciary) and how they work together to govern the country.						
	CO4: Students will learn about the local government system in India, including panchayats and municipalities, and their role in managing local affairs.						
	CO5: Students will understand the role and functions of important government bodies, both constitutional and non-constitutional, and how they contribute to governance in India.						
<b>Course Content</b>							
<b>Unit I</b>	<b>Introduction and Fundamental Rights</b>						
	<ul style="list-style-type: none"> <li>• Philosophy of the Constitution, the Preamble, Features of the Constitution, and Historical Background</li> <li>• Drafting committee and making of the Constitution</li> <li>• Influence of other constitutions</li> <li>• Fundamental Rights</li> </ul>						
<b>Unit II</b>	<b>Fundamental Duties, Directive Principles of State Policy and Emergency Provisions</b>						
	<ul style="list-style-type: none"> <li>• Fundamental Duties (FD) and Directive Principles of State Policy (DPSP)</li> <li>• Emergency Provisions, Effects and Implications of Emergency, Role of President, The State of FR, Lok Sabha, and Rajya Sabha, Revoking emergency</li> </ul>						
<b>Unit III</b>	<b>Organs of Government</b>						
	<ul style="list-style-type: none"> <li>• The Union, The State, and Union Territories</li> <li>• The Legislature: Parliament</li> <li>• The Executive: President and Prime Minister</li> <li>• The Judiciary: Supreme Court, High Court, District Court</li> <li>• Union-State and Interstate relations</li> </ul>						
<b>Unit IV</b>	<b>Local Self-Government</b>						
	<ul style="list-style-type: none"> <li>• Panchayati Raj and Municipalities</li> <li>• Elections, auditing, powers and authority of panchayats</li> <li>• 73rd Amendment Act and 74th Amendment Act</li> <li>• Metropolitan Planning Committee and Urban Development</li> </ul>						
<b>Unit V</b>	<b>Constitutional Bodies and Non-Constitutional Bodies</b>						
	<ul style="list-style-type: none"> <li>• Constitutional Bodies: Composition, Powers, Functions and Working of the Constitutional Bodies</li> <li>• Non-Constitutional Bodies: Composition, Powers, Functions and Working of the Non-Constitutional Bodies</li> </ul>						

#### Suggested Readings

1. NCERT Class XI – Political Science: Indian Constitution at Work (New)
2. NCERT Class XII – Political Science I: Contemporary World Politics (New)
3. NCERT Class XII – Political Science II: Politics in India since Independence (New)
4. D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis. G. Austin, (2010)
5. The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print
6. G. Austin, (2000) Working a Democratic Constitution, New Delhi: Oxford University Press. R. Bhargava (ed.,) (2008)
7. Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press. S. Chaube, (2009)
8. The Making and Working of the Indian Constitution, Delhi: National Book Trust. B. Shankar and V. Rodrigues, (2011)
9. B. Chandra, A. Mukherjee and M. Mukherjee (2010) India After Independence. New Delhi: Penguin.

SUBJECT	Ancient History of India	Credit	Hours	I	E	T
CODE	24UHS01	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	To help students understand the key events, cultures, and dynasties that shaped ancient India, from the earliest times to the rise of Southern kingdoms.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Students will learn about the earliest human societies in India, including the Stone Age, the Indus Valley Civilisation, and the Vedic period.					
	CO2: Students will understand the rise of early Indian kingdoms and the teachings of Buddhism and Jainism before the Mauryan Empire.					
	CO3: Students will explore the impact of foreign rulers like the Indo-Greeks and the development of different art styles in ancient India.					
	CO4: Students will study the Gupta Empire, known as the Golden Age of India, and learn about the political, cultural, and economic advancements of this period.					
	CO5: Students will learn about the powerful dynasties in Southern India, such as the Cholas, Pallavas, and Rashtrakutas, and their contributions to Indian history.					
<b>Course Content</b>						
Unit I	<b>Pre-Historic India</b>					
	<ul style="list-style-type: none"> <li>Pre-Historic: Stone Age, Chalcolithic Age, and Iron Age</li> <li>Indus Valley Civilization (IVC): Town Planning, Harappan Society, Characteristics of Major Centers, Harappan Art &amp; Architecture, Decline of Harappan Culture</li> <li>Vedic Society: Socio-Economic Characters of Vedic Society, Vedic Literature, Social Organization and Varna System, Religion and Thought</li> </ul>					
Unit II	<b>Pre-Mauryan Period</b>					
	<ul style="list-style-type: none"> <li>Mahajanpadas, Haryanka dynasty, Shishunaga dynasty, Nanda dynasty</li> <li>Jainism and Buddhism, Gautam Buddha, Mahavira, Growth of Jainism and Buddhism</li> <li>Mauryan Empire: Chandragupta and Bindusara, Arthashastra, Megasthenes</li> </ul>					
Unit III	<b>Post-Mauryan India</b>					
	<ul style="list-style-type: none"> <li>Arrival of Indo-Greeks, Shakas, Parthians &amp; Kushana</li> <li>Satavahanas and Other Indigenous Dynasties</li> <li>Schools of Art: Gandhara, Mathura; Amravati</li> </ul>					
Unit IV	<b>Imperial Guptas</b>					
	<ul style="list-style-type: none"> <li>Political history of Guptas, Gupta Administration, Development of Art &amp; Culture, Age of Golden Age, Economic Conditions</li> <li>Harshavardana: Early life of Harsha, Harsha's Administration, Economy under Harsha, Society and Religion</li> <li>Huen Tsang</li> </ul>					
Unit V	<b>The Southern Dynasties</b>					
	<ul style="list-style-type: none"> <li>Satavahanas (230 BC TO AD 225)</li> <li>Pallavas (AD 330–796)</li> <li>Chalukyas (AD 535–1190)</li> <li>Pandyas of Madurai (AD 590–1323)</li> <li>Chola Dynasty (AD 850–1310)</li> <li>Rashtrakutas (AD 753–973)</li> </ul>					

### Suggested Readings

- 1) D. P. Agrawal, *The Archaeology of India*, 1985
- 2) A. L. Basham, *The Wonder that Was India*, 1971
- 3) D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback
- 4) D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006
- 5) H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B. N. Mukherjee, 1996
- 6) K. A. N. Sastri, ed., *History of South India*, OUP, 1966
- 7) R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983
- 8) Upinder Singh, *A History of Ancient and Early Medieval India*, 2008
- 9) Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002
- 10) Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997
- 11) Rajan Gurukul, *Social Formations of Early South India*, 2010
- 12) R. Champakalakshmi, *Trade, Ideology and urbanisation: South India 300 BC-AD 1300*, 1996

## **Human Values and Professional Ethics**

**Course Code: 24UHPE01**

**Course Credit: 02(0-1-0)**  
**Max. Marks: 100(30I+70E)**

**Objectives:** The course aims to inculcate core human values and professional ethics in the learners to guide them in developing a strong sense of ethics and values that can help them navigate their chosen profession with integrity and responsibility.

**Learning Outcomes:** After completing this course, the learners will be able to

- Understand the human values to interact and connect with the outer world in a peaceful manner (Yama).
- Exhibit professional ethics at the workplace.
- Work in teams with human values and professional ethics.
- Appreciate the essential complementarity between 'VALUES' and 'SKILLS'
- Ensure sustained happiness and prosperity.

### **UNIT I**

#### **Human Values-1:**

- Values: Understanding values, types of values, role of tracking values for individual and social well-being.
- Integrity, Trustworthiness, Honesty, Courage, Love, and Compassion, non-violence, Renunciation, Righteousness
- Co-operation: Understanding cooperation and the significance of cooperation, Team work, Cohesion of Self-Family-Society.

### **UNIT II**

#### **Human Values-2:**

- Empathy, Emotional Intelligence, Emotional Competencies, Conscientiousness Self-confidence, Spirituality, Character.
- Truthfulness: Understanding truthfulness, need for truthfulness, and role of truthfulness in relationship and social interaction.
- Customs and Traditions: Value Education, Human Dignity, Human Rights, Fundamental Duties.

### **UNIT III**

#### **Professional Ethics aiming at excellence and Harmony:**

- Value-Based Life and Profession, Professional Ethics and Right Understanding, Competence in Professional Ethics, Issues in Professional Ethics.
- Integrity, Trusteeship, Harmony, Accountability, Inclusiveness, Commitment, Respectfulness, Belongingness, Sustainability

#### **UNIT IV**

##### **Professional Ethics: Global Prospective:**

- Globalization and MNCs –Cross Culture Issues, Business Ethics, Media Ethics, Environmental Ethics, Bio-Ethics, Computer Ethics, War Ethics

#### **UNIT V**

##### **Duties and Rights in Profession:**

- Concept of Duty, Professional Duties, Consensus and Controversy
- Professional and Individual Right,
- Conflict of Interest-Ethical egoism,
- Gifts and Bribes, Plagiarism

##### **Recommended Readings:**

- 1) Alavudeen, A, R. Kalil Rahman, and M. Jayakumaran. Professional Ethics and Human Values. Laxmi Publications, 2015.
- 2) Banerjee, B P. Foundation of Ethics and Management. Excel Books, 2005.
- 3) Gaur, R, R, R. Sangal, and G.P. Bagaria. A Foundation Course in Human Values and Professional Ethics. Excel Books, 2010.
- 4) Hugman, Richard. New Approaches in Ethics for the Caring Professions: Taking Account of Change for Caring Professions. Red Globe Press, 2005.
- 5) Hugman, Richard, and Carter Jan. Rethinking Values and Ethics in Social Work. New York: Red Globe Press, 2017.
- 6) Titus, Smith, and Nolan. Living Issues in Philosophy. Oxford University Press, 1995.

## **Environmental Science**

**Course Code: 24UEVS01**

**Credit Unit: 02**

### **Course Objectives:**

1. To create awareness about the importance of the environment and its conservation.
2. To understand the basic principles of ecology and how they relate to the environment.
3. To gain knowledge about the causes and consequences of environmental problems such as pollution, climate change, and loss of biodiversity.
4. To develop an understanding of the interdependence of human societies and natural systems.
5. To learn about the sustainable use and management of natural resources.

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

LO1: Understand the fundamentals of environmental studies.

LO2: Comprehend ecosystems and their dynamics.

LO3: Implement corrective measures for the abatement of pollution.

LO4: Understand the waste management techniques.

LO5: Grasp environmental policies, legislation, and issues.

### **Course contents:**

#### **Unit:1 Indian Knowledge System- Indigenous Practices, Air & Environment Environment:**

Nature, Scope and Importance, Need for Public Awareness.

Renewable and Non-Renewable Resources, Atmosphere: Introduction, layers of the atmosphere, Traditional agricultural practices - Organic farming, Crop rotation, Intercropping), Water management techniques - Stepwells, Tankas, Baolis, Forest management and conservation methods - Sacred groves, Agroforestry

#### **Unit:2 Ecosystems**

Concept, Structure and Function of an Ecosystem, Energy Flow in the Ecosystem, Bio-geochemical Cycles, Types of Ecosystem: Forest Ecosystem, Grassland Ecosystem, Desert ecosystem, Aquatic Ecosystems.

#### **Unit-3: Environmental Pollution**

Environmental Pollution: Definition, Causes, Effects and Control Measures, Different Types of Pollutions, Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, Environmental issues: Climate change, global warming, acid rain, ozone layer depletion

#### **Unit-4: Waste Management, Environmental policies and legislation**

Solid waste management Municipal solid waste management techniques: Bio Composting, Vermicomposting, Incineration, Landfill sites, Liquid waste

management: Waste water and Standards for its discharge given by CPCB,  
Waste water treatment: Effluent Treatment Plant and Sewage treatment plant  
(STP), Wildlife Protection Act 1972, Forest Conservation Act 1980, Water  
(Prevention and control of Pollution) Act 1974, Air (Prevention and Control of  
Pollution) Act, 1981, Environment Protection Act, 1986

**Examination Scheme**

Components	CT	H/P/V/Q	OP	A	EE
Weightage (%)	10	10	5	5	70

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance, A: Attendance, EE: End Semester Examination

**Suggested Readings :**

1. Singh, J.S., Singh, S.P. & Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Odum, E.P., Odum, H.T. & Andrews, J. (1971). Fundamentals of Ecology. Philadelphia: Saunders.
3. Gilbert M. Masters and W. P. (2008). An Introduction to Environmental Engineering and Science, Ela Publisher (Pearson).

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.



## Semester II

SUBJECT	Colonialism and Nationalism in India	Credit	Hours	I	E	T
CODE	24UPOL02	4	60	30	70	100
CATEGORY	<b>Disciplinary Major</b>					
COURSE OBJECTIVE	To help students understand how colonialism and the fight for independence shaped India's history, society, and politics.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Students will learn what colonialism, imperialism, and nationalism mean and how these ideas influenced India.					
	CO2: Students will discover how the Indian National Congress was formed and learn about the different groups that fought for India's freedom.					
	CO3: Students will discover how the Indian National Congress was formed and learn about the different groups that fought for India's freedom.					
	CO4: Students will explore how the idea of nationalism grew in India, how Gandhi inspired people, and how religious divisions affected the country.					
CO5: Students will understand the events leading to India's independence, the challenges of Partition, and the lasting impact of the freedom struggle on India today.						
<b>Course Content</b>						
Unit I	<b>Conceptual Explorations</b>					
	<ul style="list-style-type: none"> <li>• Understanding colonialism, imperialism, and nationalism.</li> <li>• Approaches to the study of colonialism and nationalism in India: colonial, nationalist.</li> <li>• Marxist and Subaltern interpretations.</li> </ul>					
Unit II	<b>The Early phase of colonialism and its impact on Social Movements</b>					
	<ul style="list-style-type: none"> <li>• Political: expansion and consolidation of British power, ideological justification of colonial rule 'civilizing mission'.</li> <li>• Economy: Agriculture and land relations, decline of traditional industry and patterns of trade.</li> <li>• Society: English education and Middle class.</li> <li>• Ideas: debates on the Indian Renaissance.</li> <li>• The Caste Question: anti-Brahmin movements, Phule and Ambedkar on eradication of caste system.</li> <li>• The Women's Question: Issues of Social Reforms, franchise, and participation in the national movement and its impact.</li> </ul>					
Unit III	<b>Formation of Indian National Congress</b>					
	<ul style="list-style-type: none"> <li>• Organization before the formation of INC.</li> <li>• Organization after the formation of Congress.</li> <li>• Socialist alternatives: revolutionary extremists, Congress socialists, Communists.</li> </ul>					
Unit IV	<b>Rise of Nationalism and Expansion of Social Base</b>					
	<ul style="list-style-type: none"> <li>• Phases of Nationalist Movement and different ideological streams: early revolutionaries and partition of Bengal, moderates and extremists within Congress, and revolutionary radicals.</li> <li>• Economic Nationalism; culture, community, and identity.</li> <li>• Gandhi and mass mobilisation and its movement.</li> <li>• Solidifications of religious Boundaries, the growth of Communalism, and the politics of 'Hindu' and 'Muslim' mobilization.</li> </ul>					
Unit V	<b>Decolonisation and the Nationalist Legacies</b>					
	<ul style="list-style-type: none"> <li>• The immediate context of Decolonisation: World War II, Quit India movement, Royal Indian Naval Revolt (RIN), Indian National Army (INA) struggles.</li> <li>• Partition and Independence: The two Nation theory and Partition, Independence, and birth of India and Pakistan.</li> <li>• Nationalist legacies: The Motilal Nehru Committee Report and the legacy of rights, constitutionalism, and democracy, the idea of swaraj, secularism, and socialism.</li> </ul>					

### Suggested Readings

1. Chandra, Bipan, Essays on Colonialism, Orient Longman Ltd., Hyderabad, 1999. [Chapter 1: Colonialism: Some Basic Aspects, pp.1-22].
2. Islam, Shamsul, 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi, 2004.
3. Dipesh Chakrabarty, 'A Small History of Subaltern Studies,' in Chakrabarty, Dipesh, Habitations of Modernity: Essays in the Wake of Subaltern Studies (Permanent Black 2002).

4. Bandyopadhyay, Sekhar, Eighteen Fifty-Seven and its Many Histories; in 1857: Essays from Economic and Political Weekly, Delhi: Orient Longman, 2008, pp.1-22.
5. Chandra Bipan, Mridula Mukherjee, Aditya Mukherjee, India After Independence 1947-2000, Penguin Books, New Delhi.



SUBJECT	Mathematics and Reasoning	Credit	Hours	I	E	T
CODE	24UMAT01	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	To help students develop basic mathematical skills and logical reasoning abilities, enabling them to solve everyday problems and think critically.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Students will learn how to work with different types of numbers and understand basic algebra, which will help them solve simple math problems.					
	CO2: Students will be able to solve problems involving comparisons, such as ratios and proportions, and calculate averages in various situations.					
	CO3: Students will understand how to calculate percentages, determine profit or loss in transactions, and figure out simple and compound interest for financial situations.					
	CO4: Students will develop skills to identify similarities and differences between objects, numbers, or shapes, which will improve their pattern recognition and reasoning.					
	CO5: Students will improve their ability to recognize sequences and patterns in numbers and words, and will be able to solve problems related to logical reasoning more effectively.					
<b>Course Content</b>						
<b>Unit I</b>	<b>Natural Numbers and Elementary Algebra</b>					
	<ul style="list-style-type: none"> <li>Natural Numbers, Integers, computation of whole numbers, Rational and Irrational numbers, Real numbers, Divisors of an Integer, prime Integers, decimals, fractions and relationships between numbers, Square roots, Cube roots, L.C.M. and H.C.F. of integers and their Interrelationship, Elementary Algebra.</li> </ul>					
<b>Unit II</b>	<b>Ratio, Proportion, and Averages</b>					
	<ul style="list-style-type: none"> <li>Ratio &amp; Proportion, Averages, Problems based on Ages, Partnership Business.</li> </ul>					
<b>Unit III</b>	<b>Percentage, Profit and Loss, and Interest</b>					
	<ul style="list-style-type: none"> <li>Percentage, Profit and Loss, Discount, Mixture and Allegation, Simple Interest and Compound Interest.</li> </ul>					
<b>Unit IV</b>	<b>Analogy and Classification</b>					
	<ul style="list-style-type: none"> <li>Semantic Analogy, Symbolic/ Number Analogy, Figural Analogy, Semantic Classification, Symbolic/ Number Classification, Figural Classification.</li> </ul>					
<b>Unit V</b>	<b>Series and Logical Reasoning</b>					
	<ul style="list-style-type: none"> <li>Semantic Series, Number Series, Figural Series Word Building, Coding &amp; De-coding</li> </ul>					

#### Suggested Readings

1. Magical book on Quiker Maths by M Tyra
2. Quantitative Aptitude by Dr R S Aggarwal
3. Verbal and Non-Verbal Reasoning by R S Aggarwal
4. A new approach to Reasoning by B S Sijwali & S. Sijwali
5. Reasoning Book for Competitive Examination by Pearson

श्री गुरुः कर्तव्यं विद्महे

SVSU

## English Language and Business Communication

Course Code: 24UENG01

Course Credit: 01(1-0-0)

**Objective:**

To train students to enhance their skills in written as well as oral communication through practical conduct of this course. This course will help students in understanding the principles and techniques of business communication.

**Learning Outcomes:** After completing this course, the learners will be able to

1. Students would be able to understand the nature, structure, types and process of various dimensions of communication and apply them in communication.
2. Students would be able to make effective presentations in various business/professional situations incorporating the ethics of good negotiations and assertive behavior.
3. Students would develop competency to understand and perform the diversity of the globalized multicultural world.
4. Students would be able to draft various types of documents used inside the organization for various types of communication.
5. Students would develop interview skills and competency incorporating the use of different social media platforms for networking.

Units	Topics
<b>I Basics of Communication</b>	Meaning, Process and Types of Communication; Principles of Effective Communication; Process and types of listening, deterrents to listening process, essentials of good listening.
<b>II Presentation Skills</b>	Prerequisites of effective presentation, format of II Presentation. Presentation Skills Negotiations-types, structures and basics of negotiations; Assertive behavior.
<b>III Multicultural World and Communication</b>	Business Communication in a globalized and multicultural world; understanding cultural diversity and developing cultural competency and inter-cultural business communication skills; Barriers to cross-cultural communication and strategies to overcome them.
<b>IV Written Communication</b>	Mechanics of writing, report writing, agenda and minutes; business correspondence – business letter format, style of letter arrangement, types of letters, electronic mail; Resume Writing
<b>V Communication in Practice</b>	Preparing for interviews- types of interviews, process of interview and group discussion; effective ways of Communication in performing well in interviews; Social media and Practice Networking, Social media profiles, Editing and Posting on social media;

**Recommended Readings:**

- Bovee, C., & Thill, J.V., and Raina, R.L. Business Communication Today. New York: Pearson, 2016.
- Lata, Pushp, and Sanjay Kumar. Communication Skills. 2nd ed. New Delhi: OUP, 2019.
- Lehman, C. M., Dufrene D. D., and Sinha, M. BCOM: The South Asian Perspective on Business Communication. New Delhi: Cengage Learning, 2016.
- Monippally, Matthukutty, M. Business Communication: From Principles to Practice. New Delhi: McGraw Hill Pub., 2018.
- Mukerjee, H. S. Business Communication: Connecting at Workplace. New-Delhi: Oxford University Press, 2012.
- Murphy, H. A., Hildebrandt, H.W., and Thomas, J.P. Effective Business Communication. Boston: McGraw-Hill Companies, 1997.
- Post, Emily. The Etiquette Advantage in Business. New York: Collins, 2005.
- Ramesh, Gopalaswamy, and Mahadevan Ramesh. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success. Noida: Pearson, 2019.
- Sandra, M. O. Handbook of Corporate Communication and Strategic Public Relations: Pure and Applied. New Delhi: Routledge, 2004.
- Sinha, K. K. Taxmann’s Business Communication. 4th Revised ed. New Delhi: Taxmann’s Pub.,

2018.

• Taylor, Grant. English Conversation Practice. Indian ed. Chennai: McGraw Hill Education Pvt. Ltd., 2017.



## English Language and Business Communication Practical

**Course Credit: 01(0-1-0)**

**Course Code: 24UENG02**

**Objective:** This course is designed to strengthen the communication abilities of the learners by providing them hands-on practice.

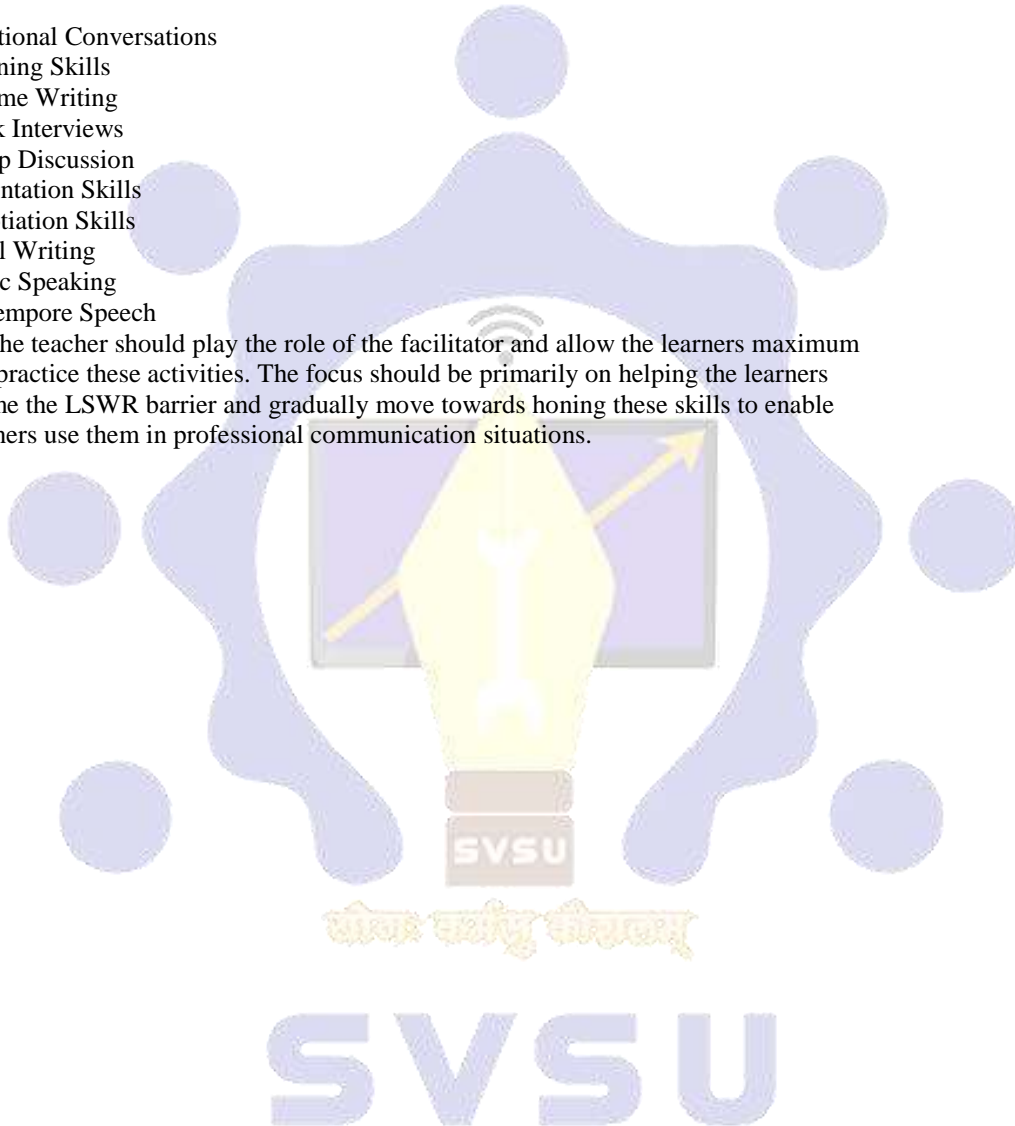
**Learning Outcomes:** After completing this course, the learners will be able to

- 1) Demonstrate knowledge and understanding of a range of professional or public communication situations.
- 2) Perform effectively in diverse professional and public communication situations like interviews and negotiations, drafting emails and resume etc.

**Details**

- 1) Situational Conversations
- 2) Listening Skills
- 3) Resume Writing
- 4) Mock Interviews
- 5) Group Discussion
- 6) Presentation Skills
- 7) Negotiation Skills
- 8) Email Writing
- 9) Public Speaking
- 10) Extempore Speech

**Note:** The teacher should play the role of the facilitator and allow the learners maximum time to practice these activities. The focus should be primarily on helping the learners overcome the LSWR barrier and gradually move towards honing these skills to enable the learners use them in professional communication situations.



**SUBJECT: PSYCHOLOGY AND LIFE  
SUBJECT CODE: 24UPSY01**

**Objective:**

1. To develop appreciation about human behavior and human mind in the context of learners' immediate society and environment.
2. To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its applications in various aspects of life.
3. To enable learners to become perceptive, socially aware and self-reflective.
4. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.
5. To develop in learners, the understanding of abnormal behavior, myths, symptoms and treatment of psychological disorders.

**Course Outcomes:**

1. Understand how psychological theories and principles relate to everyday life and apply knowledge of Behavior modification and life skill training to solve everyday problems.
2. Students are exposed to the elementary scientific research methods, techniques, counselling skills, ethics and evaluating skills of Psychology.
3. Apply psychological principles to understand personal as well as social issues and problems.
4. This course will impart in students an appreciation of the complex issues surrounding abnormal behavior both as experts and novices think about it.
5. Students would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. They would also get an insight into the skills which are required by a psychologist.
6. The type of knowledge this course imparts is precisely the type used by professional practitioners.
7. Students can review current research findings and trends relative to the development and description of Maladaptive

**Course Content:**

- UNIT I:** An Introduction to Psychology; Meaning, Branches of Psychology; Myths and Misconceptions of Psychology; Role of a Psychologist, Self-Concept : Nature, Self-discrepancies, factors shaping the self-concept. Self Esteem: Nature, development and importance.
- UNIT II:** Verbal non-Verbal Communication General principles, Significance of communication. Attitude, Prejudice and Stereotypes, Nature, Characteristics, Formation and Change
- UNIT III:** Gender and Behaviour Gender stereotypes, gender and similarities and differences, personality traits and social behaviour  
States of Mind Nature of consciousness; changes in consciousness- sleep-wake schedules. Extended states of Consciousness: Hypnosis, Meditation and Hallucinations
- UNIT IV:** Abnormal behavior Myths and realities, causes of abnormality Anxiety, Personality and Mood Disorders Nature, Characteristics, symptoms and Treatment of Disorders.

**Any five-practical related to syllabus**

**Text Books & References Books:**

1. Atwater, E (1995) Psychology For Living: Adjustment, Growth And Behaviour, New Delhi : Parentie Hall of India Ltd.
2. Weiten Wayne & Lloyd Margaret A. (1997), Psychology Applied to Modern Life : Adjustment in the 90s (5th edn.) pp. 225-226, Books/Cole Publishing Company, USA.
3. WeyneWeiten and Margaret A.Lloyd, "Psychology Applied to Modern LifeAdjustment in the 21st Century". 7th Edition, Thomson Wadsworth. Robert.S.Feldman, "Understanding Psychology",6th edition.
4. WeyneWeiten and Margaret A.Lloyd, "Psychology Applied to Modern Life- Adjustment in the 21st Century". 7th Edition, Thomson Wadsworth.
5. Robert.S.Feldman, "Understanding Psychology",6th edition.
6. Atkinson and Atkinson, "Introduction to Psychology

## Semester III

<b>SUBJECT</b>	<b>Political Theories</b>	<b>Credit</b>	<b>Hours</b>	<b>I</b>	<b>E</b>	<b>T</b>
<b>CODE</b>	<b>24UPOL02</b>	<b>4</b>	<b>60</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CATEGORY</b>	<b>Disciplinary Major</b>					
<b>COURSE OBJECTIVE</b>	This course aims to provide students with a comprehensive understanding of political theories, ideologies, and key concepts that have shaped political thought.					
<b>COURSE OUTCOMES</b>	<b>On completion of this course, students will be able to:</b>					
	<b>CO1:</b> Explain the fundamental concepts of politics, distinguishing between political theory and political science, and critically assess different approaches to political theory.					
	<b>CO2:</b> Analyze and compare various political ideologies, and understand their historical and contemporary significance.					
	<b>CO3:</b> Evaluate the key concepts of freedom, equality, and justice, and differentiate between various interpretations such as negative and positive freedom, procedural and distributive justice.					
	<b>CO4:</b> Assess the principles and practices of rights and democracy, and explore the different models of democratic participation, deliberation, and representation.					
	<b>CO5:</b> Engage in critical debates on contemporary political issues such as affirmative action, capital punishment, rights, multiculturalism, and civil disobedience, and articulate well-reasoned arguments on these topics.					
<b>Course Content</b>						
<b>Unit I</b>	<b>Introduction</b>					
	<ul style="list-style-type: none"> <li>• What is Politics?</li> <li>• Difference Between Political Theory and Political Science</li> <li>• Approaches to Political Theory: Normative, Historical and Empirical</li> </ul>					
<b>Unit II</b>	<b>Traditions of Political Theory</b>					
	<ul style="list-style-type: none"> <li>• Political ideologies: Liberalism, Socialism, Marxism, Fascism and Feminism</li> </ul>					
<b>Unit III</b>	<b>Concepts</b>					
	<ul style="list-style-type: none"> <li>• Negative Freedom: Liberty</li> <li>• Positive Freedom: Freedom as Emancipation and Development</li> <li>• Equality</li> <li>• Egalitarianism</li> <li>• Justice: Procedural and Distributive</li> </ul>					
<b>Unit IV</b>	<b>Rights and Democracy</b>					
	<ul style="list-style-type: none"> <li>• Rights</li> <li>• Democracy: Procedural, Deliberative, Participation and Representation</li> </ul>					
<b>Unit V</b>	<b>Major Debates</b>					
	<ul style="list-style-type: none"> <li>• Debates on Affirmative Action</li> <li>• Debates on Capital Punishment</li> <li>• Debates on Rights</li> <li>• Debates on Multiculturalism and Toleration.</li> <li>• Why should we obey State: Political Obligations and Civil Disobedience</li> </ul>					

### Suggestive Readings:

1. Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman
2. Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan
3. Heywood, A. (1992) Political Ideologies. Basingstoke: Macmillan Turner, R. (1993)
4. Bellamy Richard(ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993.
5. Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008.

SUBJECT	Medieval History of India	Credit	Hours	I	E	T
CODE	24UHS02	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	The course aims to provide a comprehensive understanding of India's medieval history by exploring the major dynasties of the Delhi Sultanate, the conflicts between Afghans, Rajputs, and Mughals, and the rise and decline of the Mughal Empire. It delves into the emergence and consolidation of the Maratha Empire, as well as the political, economic, and cultural influence of the five Deccan Sultanates. Through this, students will gain insights into the complex power struggles and regional dynamics that shaped medieval India.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Study the major dynasties of the Delhi Sultanate and their contributions to India's medieval history.					
	CO2: Explore the conflicts between Afghans, Rajputs, and Mughals for dominance in North India.					
	CO3: Gain insight into the reign of major Mughal rulers and the factors that led to the eventual decline of the Mughal Empire.					
	CO4: Understand the rise, consolidation, and significance of the Maratha Empire in medieval India.					
CO5: Analyze the role and influence of the five Deccan Sultanates on the political, economic, and cultural landscape of the Deccan region.						
<b>Course Content</b>						
Unit I	<b>Delhi Sultanate</b>					
	<ul style="list-style-type: none"> <li>Slave (Ghulam) or Mamluk Dynasty (1206–1290): Study the foundation of the Delhi Sultanate and the contributions of rulers like Qutb-ud-din Aibak and Iltutmish.</li> <li>Khilji Dynasty (1290–1320): Analyze the expansion and administration under Alauddin Khilji and his military campaigns.</li> <li>Tughluq Dynasty (1320–1414): Examine the reign of rulers like Muhammad bin Tughluq and Firoz Shah Tughluq and their administrative reforms.</li> <li>Sayyid Dynasty (1414–1451): Understand the brief rule of the Sayyid Dynasty and its decline.</li> <li>Lodi Dynasty (1451–1526): Study the reign of the Lodi rulers and their eventual defeat at the Battle of Panipat.</li> </ul>					
Unit II	<b>Struggle for Empire in North India</b>					
	<ul style="list-style-type: none"> <li>Afghans, Rajputs, and Mughals: Explore the conflict between Afghan rulers, Rajput kingdoms, and the Mughals for supremacy in North India, including the role of Sher Shah Suri.</li> </ul>					
Unit III	<b>Mughals</b>					
	<ul style="list-style-type: none"> <li>Babur (1526–1530): Study Babur's establishment of the Mughal Empire after the First Battle of Panipat.</li> <li>Humayun (1530–1556): Examine Humayun's struggles, exile, and eventual return to power.</li> <li>Akbar (1556–1605): Analyze Akbar's policies of religious tolerance, administrative reforms, and military expansion.</li> <li>Jahangir (1605–1627): Study Jahangir's reign and his contributions to Mughal art and culture.</li> <li>Shah Jahan (1628–1658): Examine Shah Jahan's architectural achievements, including the construction of the Taj Mahal.</li> <li>Aurangzeb (1658–1707): Analyze Aurangzeb's expansionist policies and the religious tensions during his reign.</li> <li>Later Mughals: Understand the decline of the Mughal Empire after Aurangzeb and the rise of regional powers.</li> <li>Decline of Mughal Empire: Study the factors contributing to the decline of the Mughal Empire, including internal strife, regional challenges, and European intervention.</li> </ul>					
Unit IV	<b>Maratha Empire</b>					
	<ul style="list-style-type: none"> <li>Maratha Empire: Explore the rise of the Maratha Empire under Shivaji, its military organization, administration, and its role in challenging Mughal power in India.</li> </ul>					
Unit V	<b>Deccan Sultanate</b>					
	<ul style="list-style-type: none"> <li>Ahmednagar Sultanate (1490–1636): Study the foundation of the Ahmednagar Sultanate and its role in Deccan politics.</li> <li>Bijapur Sultanate (1490–1686): Analyze the Bijapur Sultanate's military and cultural achievements.</li> <li>Berar Sultanate (1490–1574): Examine the brief history of the Berar Sultanate and its annexation by Ahmednagar.</li> <li>Golconda Sultanate (1518–1687): Study the Golconda Sultanate's role in trade and its conflict with the Mughal Empire.</li> </ul>					

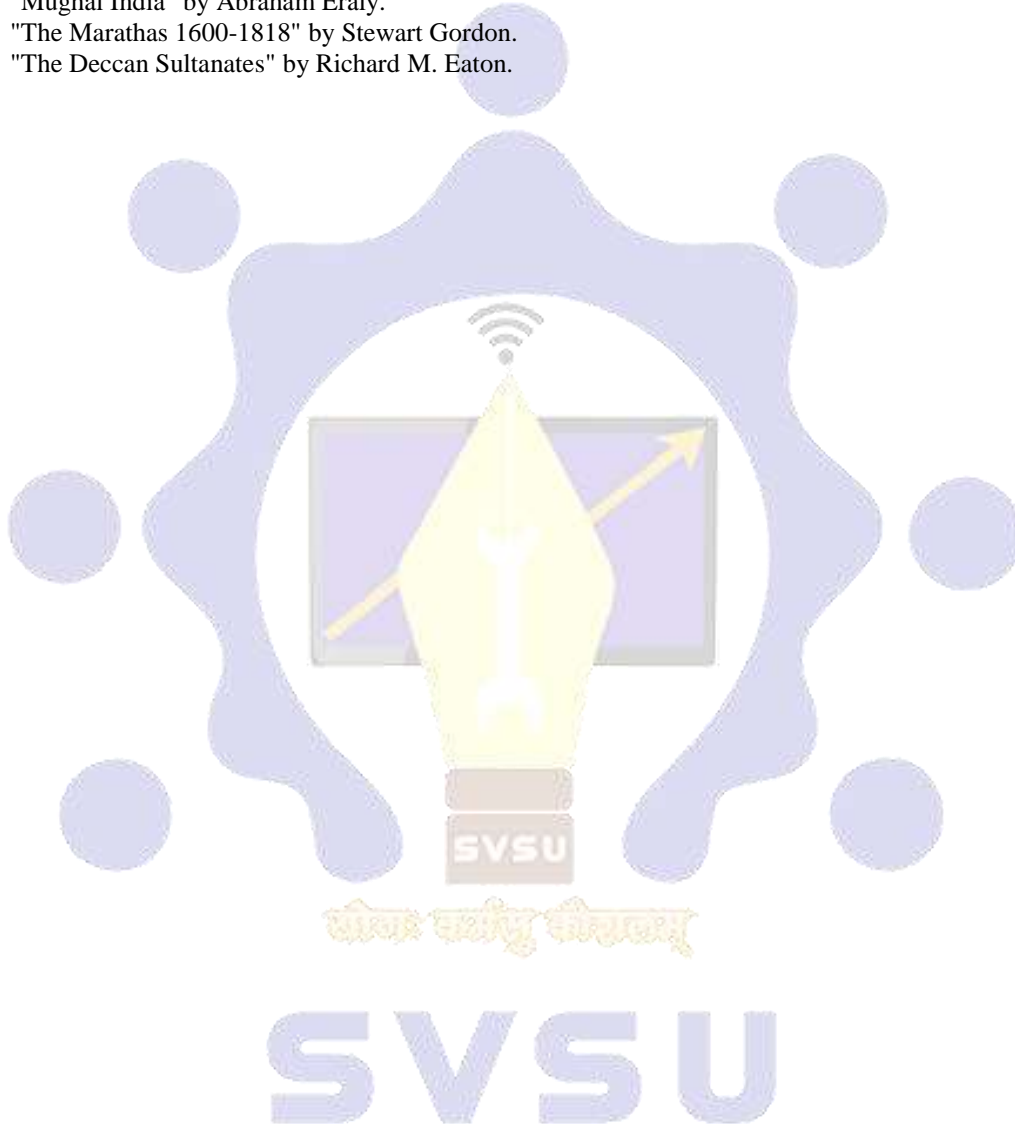
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|  | <ul style="list-style-type: none"><li>• Bidar Sultanate (1492–1619): Explore the Bidar Sultanate’s contributions to Deccan history and culture before its annexation by Bijapur.</li></ul> |
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**Textbooks (Recommended):**

1. "Medieval India": From Sultanat to the Mughals" by Satish Chandra.
2. "A History of Medieval India" by J.L. Mehta.
3. "The Mughal Empire" by John F. Richards.

**Reference Books:**

1. "The Delhi Sultanate: A Political and Military History" by Peter Jackson.
2. "Mughal India" by Abraham Eraly.
3. "The Marathas 1600-1818" by Stewart Gordon.
4. "The Deccan Sultanates" by Richard M. Eaton.



**EMPLOYABILITY SKILLS**  
**Course Credit: 01(1-0-0)**  
**Course Code: 24UENG03**

**Objective:**

This course will introduce students to Basics of Employability Skills with a focus on Attitude, Communication, Etiquettes etc. to enable them practice or showcase professional behavior in formal context.

**Learning Outcomes:**

1. Learners will be able to use soft skills effectively.
2. Learners will demonstrate a professional behaviour at workplace.
3. Learners will learn Interview skills with ability to prepare for interviews and perform well in the same.
4. Learners will be able to deal with various types of customers in an effective manner.

Unit Name	• Contents
Soft Skills	Soft Skills- Introduction to soft skills, Aspects and importance of soft skills. Personality Development: Types of personality; SWOT Analysis, Goal Setting
Organizational Behavior	Types of Behavior, Emotional Intelligence, Time Management, Decision Making Critical Thinking Team Intelligence and Leadership
Interview Skills	Interview- Types, and Process, Resume Writing Job Application; Research about Industry and Mapping of Job Competencies with Personal Skills
Interpersonal Skills	Workplace communication Active listening, Positive Attitude Negotiation Skills

**Suggested Readings:**

- Bovee, C., & Thill, J.V., and Raina, R.L. Business Communication Today. New York: Pearson, 2016.
- Lata, Pushp, and Sanjay Kumar. Communication Skills. 2nd ed. New Delhi: OUP, 2019.
- Lehman, C. M., Duffrene D. D., and Sinha, M. BCOM: The South Asian Perspective on Business Communication. New Delhi: Cengage Learning, 2016.
- Monippally, Matthukutty, M. Business Communication: From Principles to Practice. New Delhi: McGraw Hill Pub., 2018.
- Mukerjee, H. S. Business Communication: Connecting at Workplace. New-Delhi: Oxford University Press, 2012.
- Murphy, H. A., Hildebrandt, H.W., and Thomas, J.P. Effective Business Communication. Boston: McGraw-Hill Companies, 1997.
- Post, Emily. The Etiquette Advantage in Business. New York: Collins, 2005.
- Ramesh, Gopaldaswamy, and Mahadevan Ramesh. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success. Noida: Pearson, 2019.
- Sandra, M. O. Handbook of Corporate Communication and Strategic Public Relations: Pure and Applied. New Delhi: Routledge, 2004.
- Sinha, K. K. Taxmann's Business Communication. 4th Revised ed. New Delhi: Taxmann's Pub., 2018.
- Taylor, Grant. English Conversation Practice. Indian ed. Chennai: McGraw Hill Education Pvt. Ltd., 2017.

**Employability Skills Practical**  
**Course Credit: 01(0-1-0)**  
**Course Code: Max. Marks: 50(35I+15E)**

**Course Objective:**

This course is designed to strengthen the communication abilities of the learners by providing them hands-on practice.

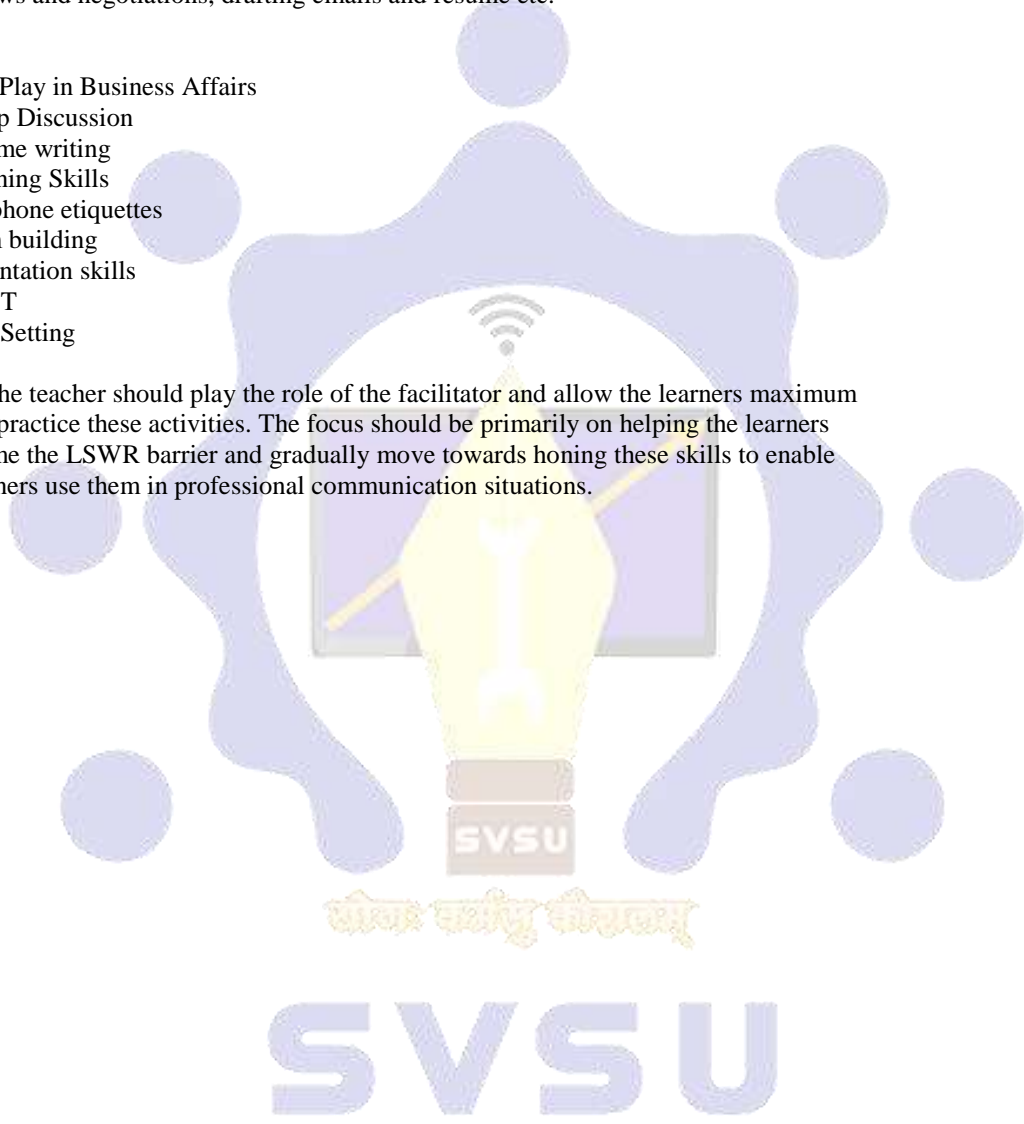
Learning Outcomes: After completing this course, the learners will be able to

- 1) Demonstrate knowledge and understanding of a range of professional or public communication situations.
- 2) Perform effectively in diverse professional and public communication situations like interviews and negotiations, drafting emails and resume etc.

**Details:**

1. Role Play in Business Affairs
2. Group Discussion
3. Resume writing
4. Listening Skills
5. Telephone etiquettes
6. Team building
7. Presentation skills
8. SWOT
9. Goal Setting

Note: The teacher should play the role of the facilitator and allow the learners maximum time to practice these activities. The focus should be primarily on helping the learners overcome the LSWR barrier and gradually move towards honing these skills to enable the learners use them in professional communication situations.



## Cognitive Psychology

**Course Code:** 24UPSY04

**Credit Unit:** 04

### Objective:

1. Understand the basic concepts and theories in cognitive psychology.
2. Describe the main cognitive processes and how they contribute to behavior and mental states.
3. To familiarize students with major cognitive processes.
4. To make them aware of the different types and theories of memory
5. To Describe the major cognitive processes, including perception, memory, language, thinking, problem-solving, and decision-making.

**Learning Outcomes:** By the end of the course, students will be able to:

**LO1 :** Identify the main theoretical perspectives in cognitive psychology.

**LO2:** Explain how cognitive processes contribute to behavior and mental states.

**LO3:** study the history and concepts of cognitive psychology.

**LO4:** understand different methods of cognitive and neuro-psychological research.

**LO5:** Being able to understand language, problem solving and decision making process

### Course Content

Unit 1 : Cognitive Psychology: Meaning, Nature and Scope; Learning: Meaning and Nature; Theories: classical conditioning, types of classical conditioning , Instrumental or Operant conditioning, schedules of reinforcement, Attention , Sensation and perception, Visual perception , Auditory perception

Unit 2: Memory: Nature and types; Stages of memory: sensory, STM, LTM  
Models of information processing: Atkinson-Shiffrin, working memory  
Forgetting: nature and factors; forgetting curve; interference theory  
Information processing theory

Unit 3:

Thinking: meaning and types; concept and language Problem solving: meaning; steps of problem solving; decision making Creativity: Nature and components of creativity, creative problem solving  
Decision making strategies

Unit 4: Piaget's theory of cognitive development

Intelligence

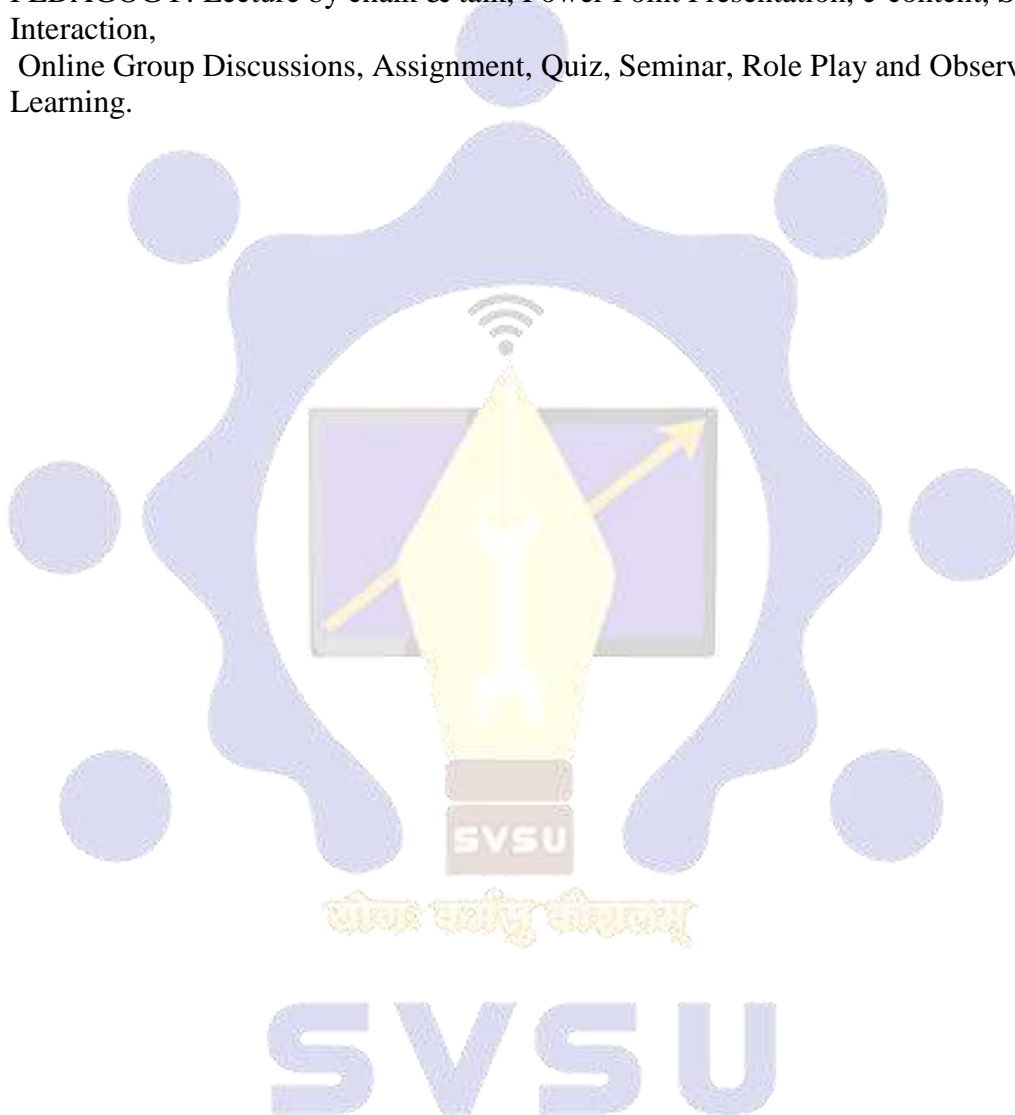
Information processing approaches

Social and cultural influences on cognitive development

**Any five-practical related to syllabus**

**Suggested Readings:**

1. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
  2. Reed, K. S. (2010). *Cognition: Theories and Applications*. Belmont: Wadsworth.
  3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning
  4. Esgate, D. G. K. Baker, D. Heathcote, R. Kemp, M. Maguire. (2005). *An Introduction to Applied Cognitive Psychology*. CorrieneReed Psychology Press.
  5. Baron, R. A. (2013). *Psychology (5th ed.)*. India: Pearson education
- PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction,  
Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.



## Semester IV

UBJECT	Theory of International Relations	Credit	Hours	I	E	T
CODE	24UPOL04	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	The course aims to help students understand how countries and global actors interact with each other. It provides simple explanations of key ideas, theories, and major events in international relations.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Explain core concepts in international relations, such as power, sovereignty, national interest, balance of power, and security, and assess their relevance in the contemporary world.					
	CO2: Compare and contrast the major theories of international politics, including Realism, Liberalism, Marxism, and Constructivism, and evaluate their applicability to global issues.					
	CO3: Analyze the key events in 20th-century international relations, including both World Wars, the Cold War, and the rise of authoritarianism, and understand their lasting impact on global politics.					
	CO4: Examine the post-Cold War global landscape, with a focus on the emergence of the Global South and the rise of new centers of power such as Japan, the EU, and BRICS.					
CO5: Critically engage with contemporary global issues such as nuclear proliferation, international terrorism, climate change, and the role of feminism in international relations, proposing informed solutions.						
<b>Course Content</b>						
Unit I	<b>Concepts</b>					
	<ul style="list-style-type: none"> <li>• Power</li> <li>• Sovereignty</li> <li>• National Interest</li> <li>• Balance of Power</li> <li>• Security: Traditional and Non-Traditional</li> <li>• Collective Security</li> <li>• Transnational Actors</li> <li>• What is IR?</li> <li>• Big Bangs</li> </ul>					
Unit II	<b>Theories of International Politics</b>					
	<ul style="list-style-type: none"> <li>• Realism and Neorealism</li> <li>• Liberalism and Neoliberalism</li> <li>• Marxism and Neo Marxism</li> <li>• Constructivism</li> </ul>					
Unit III	<b>Political History of Twentieth Century International Relations</b>					
	<ul style="list-style-type: none"> <li>• World War I: Causes and Consequences</li> <li>• Bolshevik Revolution</li> <li>• Rise of Fascism and Authoritarianism</li> <li>• World War II: Causes and Consequences</li> <li>• Cold War</li> </ul>					
Unit IV	<b>Politics of Global South</b>					
	<ul style="list-style-type: none"> <li>• End of Cold War and Collapse of USSR</li> <li>• Post Cold War Developments and Emergence of Third World</li> <li>• Emergence of Other Power Centers of Power: Japan, EU and BRICS</li> </ul>					
Unit V	<b>Contemporary Global Issues</b>					
	<ul style="list-style-type: none"> <li>• Proliferation of Nuclear</li> <li>• Weapons and International Terrorism</li> <li>• Climate Change</li> <li>• Feminism in International Relations</li> </ul>					

### Reading Lists

#### Unit I: Concepts

1. Morgenthau, Hans J. *Politics Among Nations: The Struggle for Power and Peace*. 7th ed., McGraw-Hill, 2005.

2. Nye, Joseph S. *Understanding International Conflicts: An Introduction to Theory and History*. 7th ed., Pearson, 2009.
3. Waltz, Kenneth N. *Man, the State, and War: A Theoretical Analysis*. Columbia UP, 1959.
4. Keohane, Robert O. and Joseph S. Nye. *Power and Interdependence: World Politics in Transition*. 4th ed., Longman, 2011.

**Unit II: Theories of International Politics**

1. Waltz, Kenneth N. *Theory of International Politics*. McGraw-Hill, 1979.
2. Keohane, Robert O. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton UP, 2005.
3. Wendt, Alexander. *Social Theory of International Politics*. Cambridge UP, 1999.
4. Cox, Robert W. *Production, Power, and World Order: Social Forces in the Making of History*. Columbia UP, 1987.

**Unit III: Political History of Twentieth-Century International Relations**

1. Kissinger, Henry. *Diplomacy*. Simon & Schuster, 1994.
2. Gaddis, John Lewis. *The Cold War: A New History*. Penguin, 2005.
3. Hobsbawm, Eric. *The Age of Extremes: The Short Twentieth Century, 1914-1991*. Michael Joseph, 1994.
4. Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. Vintage, 2000.

**Unit IV: Politics of Global South**

1. Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton UP, 1995.
2. Ayoob, Mohammed. *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Lynne Rienner, 1995.
3. Amin, Samir. *Eurocentrism*. Monthly Review Press, 2009.
4. Acharya, Amitav. *The End of American World Order*. Polity, 2014.

**Unit V: Contemporary Global Issues**

1. Sagan, Scott D., and Kenneth N. Waltz. *The Spread of Nuclear Weapons: An Enduring Debate*. 3rd ed., W. W. Norton & Company, 2012.
2. Hoffman, Bruce. *Inside Terrorism*. Columbia UP, 2006.
3. Lomborg, Bjorn. *Global Crises, Global Solutions*. Cambridge UP, 2004.
4. Tickner, J. Ann. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. Columbia UP, 1992.

SUBJECT	Modern History of India	Credit	Hours	I	E	T
CODE	24UHS03	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	The course aims to provide a comprehensive understanding of significant events in modern Indian history, from the decline of the Mughal Empire and the rise of regional powers, to the Revolt of 1857, the role of Mahatma Gandhi and key movements from 1919 to 1939, the economic impact of British rule, and the major political developments leading to India's independence and partition in 1947.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Demonstrate a clear understanding of major events in Indian history before 1857, particularly the role of the Mughals and regional powers.					
	CO2: Analyze the causes and consequences of the Revolt of 1857 and its place in India's fight for independence.					
	CO3: Critically evaluate the rise of nationalism in India, focusing on Gandhi's leadership and key political movements.					
	CO4: Assess the economic policies of British India, including the Permanent Settlement, Raiyatwari, and Mahalwari systems, and their long-term effects.					
CO5: Discuss the important events and negotiations that shaped India's journey toward independence and partition.						
<b>Course Content</b>						
Unit I	<b>Important Modern History Events Before 1857</b>					
	<ul style="list-style-type: none"> <li>• Later Mughals: Study the decline of the Mughal Empire and its impact on Indian politics and society.</li> <li>• Regional Powers in the 18th Century: Analyze the rise of regional powers like the Marathas, Sikhs, and Nawabs, and their influence on Indian history.</li> </ul>					
Unit II	<b>Revolt of 1857</b>					
	<ul style="list-style-type: none"> <li>• Causes, Leaders, and Nature of the Revolt of 1857: Investigate the various social, political, and economic causes of the revolt, its key leaders, and its character.</li> <li>• Suppression of the Revolt: Explore how the British government responded to and suppressed the revolt.</li> <li>• Consequences of the Revolt of 1857: Understand the immediate and long-term impacts of the revolt on Indian society and British policies.</li> </ul>					
Unit III	<b>Beginning of Mass Nationalism (1919-1939)</b>					
	<ul style="list-style-type: none"> <li>• Mahatma Gandhi – His Ideas &amp; Leadership: Study Gandhi's principles of non-violence, Satyagraha, and his influence on the Indian independence movement.</li> <li>• Rowlatt Act, Satyagraha, and Jallianwala Bagh Massacre: Analyze the political climate of 1919, the imposition of the Rowlatt Act, Gandhi's response, and the tragic events at Jallianwala Bagh.</li> <li>• Non-Cooperation &amp; Khilafat Movements: Explore the Non-Cooperation Movement, its objectives, and its connection with the Khilafat Movement.</li> <li>• Simon Commission &amp; Nehru Report: Study the formation of the Simon Commission and the Indian response with the Nehru Report.</li> <li>• Civil Disobedience Movement: Investigate Gandhi's Civil Disobedience Movement, its goals, and its impact on British rule.</li> <li>• Round Table Conferences: Examine the three Round Table Conferences and their influence on India's future.</li> </ul>					
Unit IV	<b>Economic Impact of British India</b>					
	<ul style="list-style-type: none"> <li>• Permanent Settlement: Explore the introduction of the Permanent Settlement system and its effects on landlords and peasants.</li> <li>• Raiyatwari System: Study the Raiyatwari system and how it affected agriculture and taxation.</li> <li>• Mahalwari System: Analyze the Mahalwari system and its role in the agrarian economy.</li> <li>• Drain of Wealth: Understand the concept of the "Drain of Wealth" and how British policies exploited India's resources for British economic gain.</li> </ul>					
Unit V	<b>Towards Freedom &amp; Partition (1939-1947)</b>					
	<ul style="list-style-type: none"> <li>• August Offer: Study the British government's August Offer and the Indian response.</li> <li>• Cripps Mission: Analyze the Cripps Mission of 1942 and its failure to meet Indian demands for independence.</li> <li>• Quit India Movement: Investigate the Quit India Movement, its objectives, and its significance in the fight for independence.</li> <li>• Wavell Plan: Study the Wavell Plan and its implications for India's political future.</li> <li>• Cabinet Mission: Examine the Cabinet Mission's proposals and how they shaped the independence process.</li> </ul>					

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Independence with Partition: Understand the events leading up to the partition of India and the consequences of independence in 1947.</li></ul> |
|--|---|

**Textbooks (Recommended):**

1. "India's Struggle for Independence" by Bipan Chandra.
2. "Modern India 1885-1947" by Sumit Sarkar.
3. "A Brief History of Modern India" by Rajiv Ahir.

**Reference Books:**

1. "From Plassey to Partition: A History of Modern India" by Sekhar Bandyopadhyay.
2. "The Last Mughal: The Fall of a Dynasty" by William Dalrymple.
3. "The Great Rebellion 1857-58: India's First War of Independence" by Christopher Hibbert.
4. "Gandhi: The Years that Changed the World" by Ramachandra Guha.

## **Clinical psychology**

**Course Code: PSYB503**

**Credit Unit: 04**

### **Course objective:**

1. To provide students with a comprehensive understanding of the theoretical and empirical foundations of clinical psychology.
2. To introduce students to the major models of psychopathology, including biological, cognitive, behavioral, and psychodynamic perspectives.
3. To enable students to develop clinical skills, including the ability to conduct a clinical assessment, develop a treatment plan, and deliver evidence-based interventions.
4. To help students develop an understanding of the ethical and legal considerations involved in clinical practice.

**Course Learning Outcome:** By the end of the course, students will be able to:

**LO1** Understand the major theories and models of psychopathology and their empirical support.

**LO2** Develop the ability to conduct a clinical assessment, including the use of standardized measures, diagnostic interviewing, and observation.

**LO3** Develop clinical intervention skills, including the ability to design and implement evidence-based treatments for a variety of psychological disorders.

**LO4** Gain knowledge of ethical and legal considerations involved in clinical practice .

### **Course Content:**

#### **UNIT-I**

Clinical Psychology: Nature and scope of clinical Psychology, Evolution. Professional Issues: Roles, Training, Ethics, and Current debates.

#### **UNIT-II**

Clinical Assessment: Observation, Case History, Clinical Interview, Mental State Examination Psychological Tests – MMPI, Rorschach Inkblot Test, Wechsler Adult Intelligence Scale. Neuropsychological Assessment- Bender Visual-Motor Gestalt Test.

#### **UNIT-III**

Clinical Intervention: Nature, Goals and course of Psychotherapy. Psychoanalysis, Hypnosis, Behaviour therapy: Systematic, Exposure Therapies, Token Economy, Biofeedback.

#### **UNIT-IV**

Clinical Intervention: Cognitive therapy; Cognitive Behaviour Therapy: CBT-Beck and Ellis, and RET. Clinical Intervention: Client Centered Therapy, Family Therapy

**Any five-practical related to syllabus**

**Suggested Readings :**

1. "Indian Psychological Abstracts and Reviews: Clinical Psychology" edited by R.N. Sharma and S.K. Srivastava (2013)
2. "Clinical Psychology in India: Past, Present, and Future" edited by Ajit K. Dalal and Anindita Ray (2019)
3. "Essentials of Abnormal Psychology" by V. Mark Durand and David H. Barlow (2017)
4. "Personality Assessment" by Robert Hogan and Joyce Hogan (2007)"
5. "Psychological Testing: Principles, Applications, and Issues" by Robert Kaplan and Dennis Saccuzzo (2017)
6. "The Oxford Handbook of Clinical Psychology" edited by David H. Barlow (2014)
7. "Clinical Psychology: A Contemporary Perspective" by Jitendra K. Trivedi and Shubhra Tandon (2014)

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

## Indian Geography

**Course Code: 24UGEO01**

**Credit Unit: 04**

**Course objective:**

The purpose of this course to introduce the students of public service about the vast and diverse geography of India. The course will introduce the concepts and definition of geography.

**Course Learning Outcome:** By the end of the course, students will be able to:

- Understand the physical geography of India and its impact on human activities.
- Analyze climatic patterns and their effects on agriculture and economy.
- Explain population distribution and migration trends in India.
- Evaluate regional economic development and resource distribution.
- Assess environmental challenges and their geographical roots.
- Analyze the influence of geography on India's political boundaries.

**Course Content**

**UNIT-I**

Major terrain elements of India and their role in shaping physical landscapes of India .  
Drainage systems of India and their functional significance.,

**UNIT-II**

Regional and seasonal variations in climate and climate regions of India, Soil and vegetation types of India- their distribution, characteristics and conservation.

**UNIT-III .**

Agriculture: Characteristics of Indian agriculture, agricultural development in India since independence, problems of Indian agriculture, Irrigation development in India, environmental impacts of irrigation development projects with special reference to Bhakra Nangal and Indira Gandhi Canal.

**UNIT-IV.**

Production and distribution of following minerals and power resources. (a) Minerals: Iron ore, mica, manganese, bauxite. (b) Power Resources: coal, petroleum, hydropower. . Minerals and power resources- The status of their use and need for conservation.

**UNIT-V .**

Production and distribution of (a) iron and steel, cotton textile (c) automobile industry, Major industrial regions of India and their characteristics ,Patterns of domestic and international trade,. Major exports and imports of India's trade and balance of payment.

**Suggested Readings:**

1. Bharucha, J.P., 1982 : Vegetation of India, Oxford India, Bombay.
2. Dubey, R. N. , 1974 : Economic Geography of India, Kitab Mahal, Allahabad
3. Joshi, H. L. , 1990 : Industrial Geography of India, Rawat Publications, Jaipur
4. Nag, P. and Sengupta, S., 1992 : Geography of India, Concept publications. Co., New Delhi.

5. Rautray, J.K. : Geography of regional disparity, Asian Institute of Technology, Bangkok, 1993
6. Singh, R. L. : India : A Regional Geography, N.G.S.I., Varanasi, 1971
7. Sharma, T. C. and Coutinho, O. 1988 : Economic and Commercial Geography of India, Vikas publishing house Pvt. Ltd, New Delhi.
8. Tirtna, R. and Krishan G., 1996 : Geography of India, Rawat Publications, Jaipur & New Delhi.
9. Tiwari, R. C. : Geography of India, Prayag Pustak Bhawan, Allahabad.



**Course objective:**

This course intends to expose the student to the basic principles in Microeconomic and Macroeconomic Theory and illustrate with applications.

**Course Content**

**UNIT-I**

**Introduction of Microeconomic** Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium

**UNIT-II**

**Consumer Theory** Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint. **Production and Costs** Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.

**UNIT-III**

**Macroeconomics** Introduction What is macroeconomics? Macroeconomic issues in an economy. National Income Accounting Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept. Determination of GDP Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP

**UNIT-IV**

**Money and Banking** National Income Determination in an Open Economy with Government Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income. Money in a Modern Economy Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy

**Suggested Readings**

- Case, Karl E. & Ray C. Fair, Principles of Economics, Pearson Education, Inc., 8th edition, 2007
- Sikdar, Shoumyen, Principles of Macroeconomics, 2nd Edition, Oxford University Press, India
- NCERT 11th Economics.

## Personality Theories

**Course Code: 24UPSY12**

**Credit Unit: 04**

### Course Objectives:

1. To provide students with a comprehensive overview of the major theories of personality, including psychoanalytic, trait, humanistic, and social-cognitive perspectives.
2. To help students develop a critical understanding of the major concepts and constructs used in personality psychology, such as traits, motives, self-concept, and identity.
3. To introduce students to the major methods and techniques used in personality research, including self-report measures, behavioral observation, and experimental designs.
4. To help students develop an appreciation for the cultural, social, and biological factors that shape personality development and expression.
5. To enable students to apply personality theories and concepts to real-world contexts, such as clinical, educational, and organizational settings.

### Course Learning Outcomes By the end of the course, students will be able to:

**LO1** Understand the major theories of personality and their key concepts and constructs.

**LO2** Develop a critical understanding of the strengths and limitations of different personality theories and research findings.

**LO3** Develop an appreciation for the diversity of human personality and the ways in which personality is shaped by individual, cultural, and social factors.

**LO4** Develop the ability to analyze and synthesize complex ideas and research findings related to personality.

**LO5** Develop effective written and oral communication skills, including the ability to articulate and defend one's own ideas and arguments.

### Course Content:

#### UNIT- I

Introduction: Nature, Conceptual History; Basic Assumptions about Human Nature; Genetic and Environmental Determinants of Personality. Personality Theory: Nature, Components

#### UNIT II

Psychoanalytic Theories: Sigmund Freud, Alfred Adler, Carl Jung. Henry Murray's Personology; Phenomenological Perspective: Carl Rogers, Abraham Maslow's Humanism.

#### UNIT III

Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology; Allport's Trait Theory. Cattell's Theory: Basic Concepts, Identification of Temperament,

Ability, and Dynamic traits; Eysenck's Theory: Structure, Physiological Basis and Behavioural Correlates;

#### **UNIT IV**

Five Factor Model: Structure, Behavioural Correlates; Zuckerman's Alternative Five Factor Model. Theoretical and Measurement Issues Self-Report Inventories; Projective Techniques; Objective Performance Tests

#### **Any five-practical related to syllabus**

#### **Suggested Readings:**

1. Allport, G.W. (1961). Pattern and Growth in Personality. NY: Holt, Rinehart and Willston.
2. Anastasi, A. (1980). Psychological testing. London : McMillon.
3. Baughman, E.E. (1972). Personality: The psychological study of Individual. NJ: Prentice Hall.
4. Buss, D.M. and Cantor, N. (1989). Personality Psychology: Recent trends and emerging directions. New York: Springer-Verlag
5. Cattell, R.B. and Kline, P. (1977). The Scientific Analysis of Personality and Motivation, London: Academic Press
6. Eysenck, H.J. (1981). Model for personality. New York: Springer-Verlag
7. Eysenck, H.J.& Eysenck, M.W. (1985). Personality and Individual Differences: A Natural Science Approach. Plenum Press- New York and London
8. Hall G.S. and Lindzey, G. (1988). Theories of Personality (4Ed.) New Delhi: Wiley Eastern.
9. Hjelle, L.A. & Ziegler, D.J. (1992). Personality Theories: Basic Assumptions, Research, and Applications (3Ed.). NY: McGraw-Hill
10. Phares, E.J. (1991). Introduction to personality (3rdED.). NY: Harper Collin

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

## SEMESTER VI

SUBJECT	Indian Foreign Policy	Credit	Hours	I	E	T
CODE	24UPOL05	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	The objective of this course is to provide students with a comprehensive understanding of the key principles, determinants, and evolution of India's foreign policy. The course aims to explore India's relations with global powers, its neighboring countries, and its role in major international organizations, helping students critically analyze India's position in the contemporary multipolar world.					
COURSE OUTCOMES	<p><b>On completion of this course, students will be able to:</b></p> <p><b>CO1:</b> Explain the meaning, key determinants, and evolution of India's foreign policy, including its objectives and the relevance of the non-alignment policy.</p> <p><b>CO2:</b> Analyze India's changing relations with major global powers such as the USA, Russia, China, and the European Union, and assess their contemporary significance.</p> <p><b>CO3:</b> Identify the key issues and challenges in India's relations with its neighboring countries, including Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and Myanmar.</p> <p><b>CO4:</b> Discuss India's foreign relations with West Asian and Central Asian countries and evaluate their strategic and economic importance.</p> <p><b>CO5:</b> Evaluate India's role in the contemporary multipolar world, focusing on its engagement with international organizations like the UN, ASEAN, WTO, World Bank, IMF, and SAARC.</p>					
<b>Course Content</b>						
Unit I	<p style="text-align: center;"><b>India's Foreign Policy: Meaning, Determinants and Evolution</b></p> <ul style="list-style-type: none"> <li>• Domestic and International Determinants of India's Foreign Policy</li> <li>• Objectives and Principles</li> <li>• Non-Alignment and Beyond: Concepts, Policy and Relevance</li> </ul>					
Unit II	<p style="text-align: center;"><b>Changing Relations with the Global Powers</b></p> <ul style="list-style-type: none"> <li>• India and USA</li> <li>• India and Russia</li> <li>• India and China</li> <li>• India and EU</li> </ul>					
Unit III	<p style="text-align: center;"><b>India and the Neighbourhood: Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>• India and Pakistan</li> <li>• India and Afghanistan</li> <li>• India and Bangladesh</li> <li>• India and Sri Lanka</li> <li>• India and Himalaya States: Nepal and Bhutan</li> <li>• India and Myanmar</li> </ul>					
Unit IV	<p style="text-align: center;"><b>West Asian and Central Asia</b></p> <ul style="list-style-type: none"> <li>• India and West Asian Countries</li> <li>• India and Central Asian Countries</li> </ul>					
Unit V	<p style="text-align: center;"><b>India in the Contemporary Multipolar World</b></p> <ul style="list-style-type: none"> <li>• India and UN</li> <li>• India-ASEAN</li> <li>• India and WTO, World Bank and IMF</li> <li>• India-SAARC</li> </ul>					

### Unit I: India's Foreign Policy: Meaning, Determinants, and Evolution

1. Ganguly, Sumit. "India's Foreign Policy: Retrospect and Prospect", Oxford UP, 2010.
2. Dixit, J. N. "India's Foreign Policy and Its Neighbours." Gyan Publishing House, 2001.
3. Malone, David M. "Does the Elephant Dance? Contemporary Indian Foreign Policy". Oxford UP, 2011.
4. Pant, Harsh V. "Indian Foreign Policy: An Overview". Manchester UK, 2016.

**Unit II: Changing Relations with the Global Powers**

1. Garver, John W. "Protracted Contest: Sino-Indian Rivalry in the Twentieth Century". University of Washington Press, 2001.
2. Tellis, Ashley J., et al., editors. "India as a New Global Power: An Action Agenda for the United States". Carnegie Endowment for International Peace, 2005.
3. Stobdan, P. "India-Russia Relations: A Strategic Partnership". Institute for Defence Studies and Analyses, 2010.
4. Jain, Rajendra K. "India and the European Union in the 21st Century". Radiant Publishers, 2011.

**Unit III: India and the Neighbourhood: Issues and Challenges**

1. Bajpai, Kanti P., and Harsh V. Pant. "India's National Security: A Reader". Oxford UP, 2013.
2. Ganguly, Sumit, and Nicholas Howenstein. "India-Pakistan Negotiations: Is Past Still Prologue?". Cambridge UP, 2010.
3. Chari, P. R., et al. "Perception, Politics and Security in South Asia: The Compound Crisis of 1990". Routledge, 2003.
4. Misra, Ashutosh. "India-Pakistan: Coming to Terms". Palgrave Macmillan, 2010.

**Unit IV: West Asian and Central Asia**

1. Rajan, M. S. "India and West Asia: Continuity and Change". Manohar Publishers, 1994.
2. Kaura, Vinay. "India's Foreign Policy in the Middle East: The Emerging Dynamics". Palgrave Macmillan, 2021.
3. Bhadrakumar, M. K. "India and Central Asia: The Neighbourhood Perspective". Lancer Publishers, 2013.
4. Puri, Balraj. "India's Policy Towards West Asia and North Africa". Radiant Publishers, 1992.

**Unit V: India in the Contemporary Multipolar World**

1. Jain, B. M. "India in the New South Asia: Strategic, Military and Economic Concerns in the Age of Nuclear Diplomacy". I.B. Tauris, 2010.
2. Saran, Shyam. "How India Sees the World: Kautilya to the 21st Century". Juggernaut Books, 2017.
3. Mohan, C. Raja. "Crossing the Rubicon: The Shaping of India's New Foreign Policy". Viking, 2003.
4. Acharya, Amitav, and Barry Buzan. "The Making of Global International Relations: Origins and Evolution of IR at Its Centenary". Cambridge UP, 2019.

**SUBJECT: Science and Technology**

**CODE: 24USAT01**

**Credit Unit: 02**

**Objectives** The objective of this course is to give comprehensive knowledge of science and technology to the students which could help in the preparation for various competitive exams.

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

1. Understand foundational scientific principles across various disciplines.
2. Explain the role of technology in driving scientific advancements.
3. Analyze the impact of science and technology on society and the environment.
4. Apply scientific methods to solve real-world problems.
5. Evaluate the ethical implications of technological innovations.
6. Explore the relationship between science, innovation, and economic development.

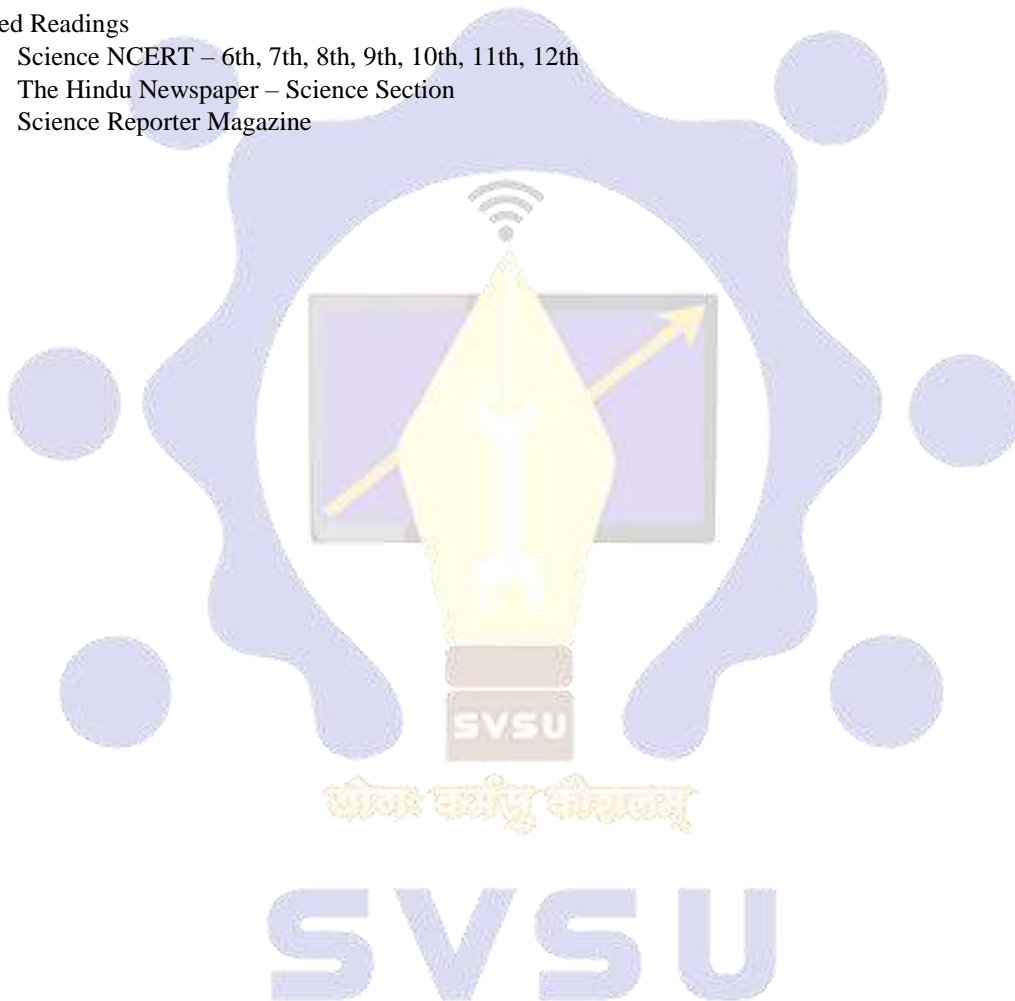
**Course Content:**

Unit	Topic	Key Learning
I	Physics	<ul style="list-style-type: none"> <li>• Units – Fundamental and Derived, Newton’s Laws of Motion</li> <li>• Newton’s Laws of Gravitation, Kepler’s Laws of Planetary Motion, Escape Velocity</li> <li>• Doppler’s Effect, Mach Number</li> <li>• Define Heat, Measurement of Temperature, Scales of Temperature measurement</li> <li>• Light and its speed, Refractive Index, Laws of Reflection, Reflection from Plane mirror and Spherical mirrors, Uses of Concave and Convex Mirrors</li> <li>• Refraction, Total Internal Refraction (TIR), Refraction of Light through lens</li> <li>• Primary and Secondary Colours, Human Eye, its defects and their remedies.</li> <li>• Nuclear Fission and Fusion</li> </ul>
II	Chemistry	<ul style="list-style-type: none"> <li>• Matter, its Physical and Chemical Classifications</li> <li>• Atomic Structure, Atomic Mass, Molecular Mass, Atomic Number, Mass Number, Isotopes, Isobars, Isotones</li> <li>• Electromagnetic Spectrum</li> <li>• Chemical Reactions and Equations</li> <li>• Carbon and its compounds</li> <li>• Acids, Bases and Salts, pH Value, Indicators of Acids and Bases like Litmus paper, Methyl orange etc.</li> </ul>
III	Biology	<ul style="list-style-type: none"> <li>• Cell – Its Structure, Types and Functions; Difference between Plant and Animal Cell</li> <li>• Human Blood, RBCs, WBCs, Blood Platelets, Blood Groups of Human</li> <li>• Genetics - DNA and RNA, Sex Determination, Genetic Disorder</li> <li>• System of Human Body – Ingestion, Digestion, Absorption, Assimilation, Defecation</li> <li>• Central Nervous System - Brain and its parts, Spinal Cord; Peripheral Nervous System; Autonomic Nervous System</li> <li>• Transportation of substances in Plants, Gymnosperm and Angiosperm</li> <li>• Nutrients – Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water; Diseases caused due to deficiency of Vitamins and sources of vitamins</li> </ul>

		<ul style="list-style-type: none"> <li>• Human diseases due to Protozoa, Bacteria, Viruses, Protozoa and Fungus</li> </ul>
IV	Space Technology	<ul style="list-style-type: none"> <li>• Indian Space Research Organisation (ISRO), Different types of Orbits and Launching Station</li> <li>• Different types of Satellites and Launch Vehicle Technologies of India</li> <li>• Recent National and International Level of Development in Space Research</li> </ul>
V	Latest in New	<ul style="list-style-type: none"> <li>• Robotics and its Components, their application; Information Technology – Network, Server, Internet Protocol, TCP, ICANN, WWW, URL, HTTPs</li> <li>• Optical Fibre, Bluetooth, Wifi, Wimax, Lifi</li> <li>• Digital Communication, DTH, Internet Telephony, Internet of Things (IoT)</li> <li>• Super Computers, Cloud Computing</li> </ul>

**Suggested Readings**

- Science NCERT – 6th, 7th, 8th, 9th, 10th, 11th, 12th
- The Hindu Newspaper – Science Section
- Science Reporter Magazine



SUBJECT	Internal Security	Credit	Hours	I	E	T
CODE	24UINS01	4	60	30	70	100
CATEGORY	Multidisciplinary					
COURSE OBJECTIVE	This course aims to provide a comprehensive understanding of internal security challenges in India, covering various threats such as insurgencies, terrorism, and organized crime. It will explore the roles of external and internal actors, socio-economic factors, and regional conflicts affecting national security. Students will develop critical thinking skills to analyze current security policies and responses.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Understand and analyze the different types of internal security threats and their socio-political causes.					
	CO2: Examine the historical context and current status of insurgencies in the North-East region of India.					
	CO3: Evaluate the militancy issues in Jammu and Kashmir and the state's response to these challenges.					
	CO4: Analyze the growth and impact of Left-Wing Extremism and assess government countermeasures.					
	CO5: Gain insights into other critical security challenges like drug trafficking, human trafficking, and organized crime.					
<b>Course Content</b>						
<b>Unit I</b>	<b>Internal Security</b>					
	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of threats and challenges to Internal Security: insurgency, terrorism, communal riots, organized crime, porous borders</li> <li>• Role of external state and non-state actors</li> <li>• Social alienation;</li> <li>• poverty and unemployment</li> <li>• Inter- State River water dispute.</li> </ul>					
<b>Unit II</b>	<b>North-East Insurgency</b>					
	<ul style="list-style-type: none"> <li>• Insurgency in North-East India</li> <li>• Naga Insurgency</li> <li>• Insurgency in Assam</li> <li>• Insurgency in Manipur</li> <li>• Insurgency in Mizoram</li> </ul>					
<b>Unit III</b>	<b>Security Issues in Jammu and Kashmir</b>					
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Militancy in Jammu and Kashmir</li> </ul>					
<b>Unit IV</b>	<b>Left Wing Extremism in India</b>					
	<ul style="list-style-type: none"> <li>• History and Active Groups</li> <li>• Red Belt Areas and Reasons for Growth</li> <li>• Current Status and State Response</li> </ul>					
<b>Unit V</b>	<b>Other Internal Security Challenges</b>					
	<ul style="list-style-type: none"> <li>• Drug and Human Trafficking</li> <li>• Money Laundering</li> <li>• Organised Crime</li> </ul>					

### Reading List

#### Unit I: Internal Security

1. Hoffmann, Bruce. *Inside Terrorism*. Columbia University Press, 2017.
2. Muni, S.D. *Internal Conflicts in Nepal and India: A Comparative Perspective*. KW Publishers, 2011.
3. Bajpai, Kanti, and Siddharth Mallavarapu. *International Relations in India: Theorising the Region and Nation*. Orient Blackswan, 2005.

#### Unit II: North-East Insurgency

1. Talukdar, Sudeep. *North-East Insurgency: The Human Cost of Internal Conflict in India*. Pentagon Press, 2020.
2. Hazarika, Sanjoy. *Strangers of the Mist: Tales of War and Peace from India's Northeast*. Penguin Books, 1994.

3. Baruah, Sanjib. *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press, 2005.

### **Unit III: Security Issues in Jammu and Kashmir**

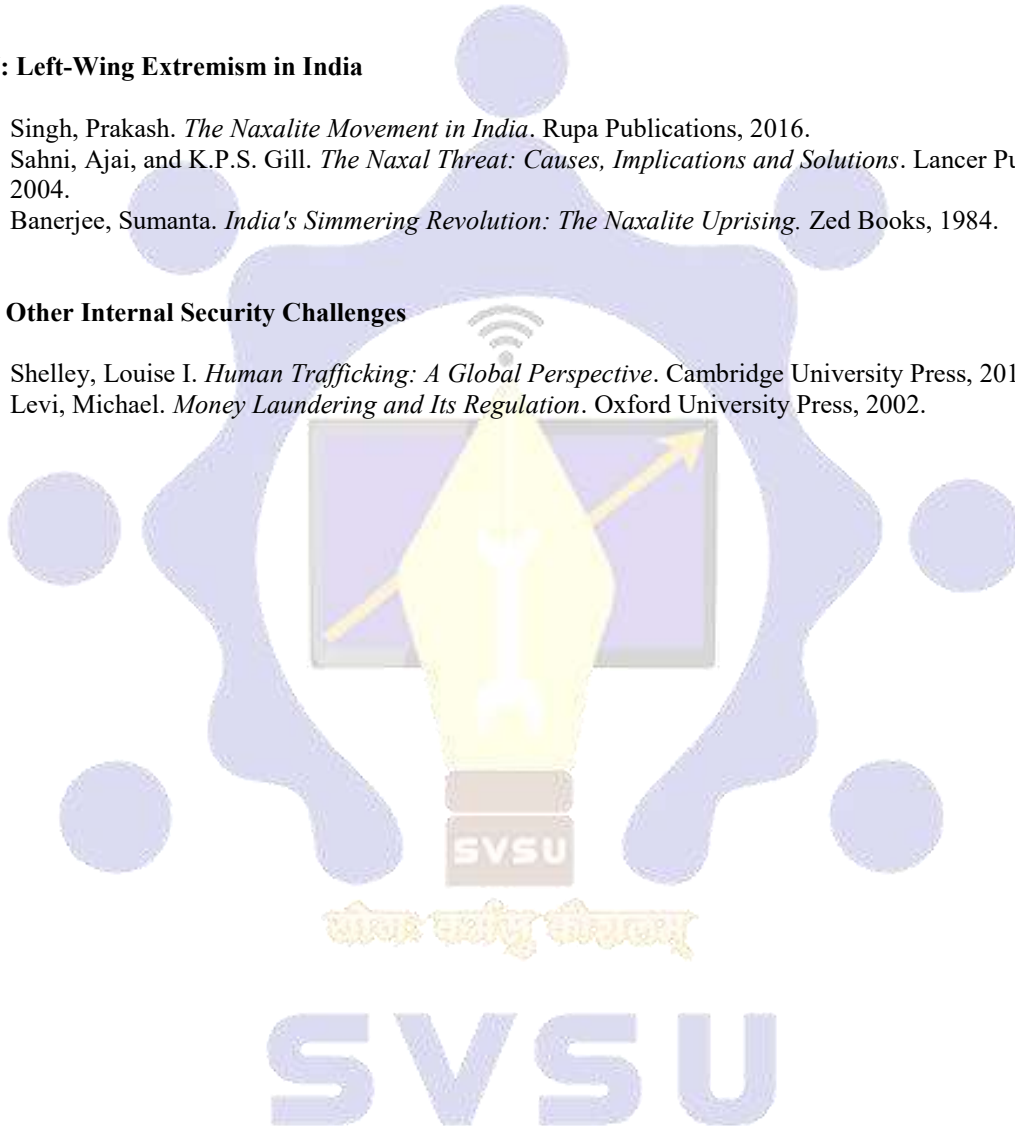
1. Bose, Sumantra. *Kashmir: Roots of Conflict, Paths to Peace*. Harvard University Press, 2003.
2. Ganguly, Sumit. *The Crisis in Kashmir: Portents of War, Hopes of Peace*. Cambridge University Press, 1999.
3. Lamb, Alastair. *Kashmir: A Disputed Legacy, 1846-1990*. Roxford Books, 1991.

### **Unit IV: Left-Wing Extremism in India**

1. Singh, Prakash. *The Naxalite Movement in India*. Rupa Publications, 2016.
2. Sahni, Ajai, and K.P.S. Gill. *The Naxal Threat: Causes, Implications and Solutions*. Lancer Publishers, 2004.
3. Banerjee, Sumanta. *India's Simmering Revolution: The Naxalite Uprising*. Zed Books, 1984.

### **Unit V: Other Internal Security Challenges**

1. Shelley, Louise I. *Human Trafficking: A Global Perspective*. Cambridge University Press, 2010.
2. Levi, Michael. *Money Laundering and Its Regulation*. Oxford University Press, 2002.



## SEMESTER VII

### Research Methodology and Statistics

**CODE: 24UREM01**

**Credit Unit: 04**

#### Objectives

1. Equip students with tools to design, conduct, and analyze research.
2. Foster the ability to assess and interpret research critically.
3. Understand and apply statistical methods for data analysis.
4. Ensure adherence to ethical standards in research practices.
5. Develop skills to effectively present and report research findings.
6. Use research and statistics to inform and guide decision-making.

#### Course Outcomes:

After the completion of this course, the students will be able to:

- 1 Have familiarity with the nature of research along with its approaches. They will understand different components of Research deeply.
- Develop insight into various types of research.
- Have familiarity with characteristics and applications of normal probability curves along with the concept of Hypothesis testing and correlation with their computation.
- Have an in-depth understanding of other methods of correlations such as partial, multiple, Bi-serial and point bi-serial along with their computation and applications

#### Course Content:

**UNIT-I** Research: Nature, Characteristics; Types: Fundamental, Applied, Action, Problem, Hypothesis, Variables - Types, Control of relevant variables.

**UNIT-II** Types of Research: Experimental, Ex-Post facto, Field studies, Cross Cultural and Correlational. Ethics in Psychological Research.

**UNIT-III** Descriptive Statistics: Measures of Central Tendency & Variability. Normal Probability Curve: Characteristics, Applications. Inferential Statistics: Hypothesis testing: t-test and Chi-square.

**UNIT-IV** Correlation: Concept, Product-moment and Rank difference methods. Other methods of correlation: Biserial, Point biserial, and Partial correlation (first order). Multiple Correlation (three variables).

#### References:

- Garrett, H.E. (2022). Statistics in Psychology and Education. Paragon International Publisher. New Delhi.
- Guilford, J.P. (1981). Fundamental Statistics in Psychology and Education (6th Ed.). New Delhi: McGraw Hill.
- Kerlinger, F.N. (1973). Foundation of Behavioural Research. New York: Holt Rinehart and Winston.
- McGuigan, F.J. (1983). Experimental Psychology: Methods of Research (4thEd.). New Jersey: Prentice Hall.

SUBJECT	Ethics and Politics in India	Credit	Hours	I	E	T
CODE	24UPOL07	4	60	30	70	100
CATEGORY	Disciplinary Major					
COURSE OBJECTIVE	This course explores the intersection of ethics and politics in India, focusing on critical moral and political issues such as caste discrimination, poverty, environmental ethics, governance, free speech, and minority rights. It also develops students' ethical reasoning and ability to critically evaluate the moral dimensions of political practices and policies in contemporary India.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Understand the nature of ethical reasoning and its application in addressing issues like caste discrimination and affirmative action in India					
	CO2: Analyze the ethical challenges related to environmental sustainability, poverty, and hunger, and assess the moral obligations to address these issues					
	CO3: Critically evaluate the principles of good governance, the role of ethics in public and private life, and the moral implications of corruption					
	CO4: Discuss the values of free speech, secularism, tolerance, and the rights of minorities, and identify the moral limits of free speech in relation to hate speech and discrimination					
CO5: Apply ethical reasoning through case studies, evaluating real-world political issues from an ethical perspective						
<b>Course Content</b>						
Unit I	<b>The Nature of Ethical Reasoning, and Caste Discrimination</b>					
	<ul style="list-style-type: none"> <li>• The Domain of Ethics</li> <li>• Rationality and objectivity in Ethics</li> <li>• Ethical Reasoning in politics</li> <li>• What is wrong with discrimination?</li> <li>• Affirmative action: Right or Wrong?</li> </ul>					
Unit II	<b>Environment, Hunger and Poverty</b>					
	<ul style="list-style-type: none"> <li>• The moral limits on the use of nature</li> <li>• Environment and Equality</li> <li>• Environment, Displacement and Culture Hunger, Homelessness and Freedom</li> <li>• Hunger and Capabilities, International obligation to remove poverty</li> </ul>					
Unit III	<b>Good Governance</b>					
	<ul style="list-style-type: none"> <li>• Public ethics and Private Morality</li> <li>• Good Governance as the Intrusion of Inappropriate Principles</li> <li>• Corruption in Public Life</li> <li>• Corruption in Private Life</li> </ul>					
Unit IV	<b>Free Speech, Secularism, Tolerance and Minority Rights</b>					
	<ul style="list-style-type: none"> <li>• Values of Free Speech</li> <li>• Free Speech and Democracy</li> <li>• The moral limits of Free Speech</li> <li>• Hate Speech: Gender and Religious community</li> <li>• Traditions of Tolerance in India</li> </ul>					
Unit V	<b>Case Studies</b>					
	<ul style="list-style-type: none"> <li>• This unit would comprise of several issues that comes before the Civil Servant which demands a decision making.</li> </ul>					

## Reading List

### Unit I: The Nature of Ethical Reasoning and Caste Discrimination

1. Sen, Amartya. *The Idea of Justice*. Harvard University Press, 2009.
2. Ambedkar, B. R. *Annihilation of Caste*. Verso, 2014.
3. Nussbaum, Martha C. *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy*. Cambridge University Press, 2001.
4. Singer, Peter. *Practical Ethics*. 3rd ed., Cambridge University Press, 2011.

### Unit II: Environment, Hunger, and Poverty

1. Sen, Amartya. *Development as Freedom*. Anchor Books, 1999.
2. Sachs, Wolfgang. *Planet Dialectics: Explorations in Environment and Development*. Zed Books, 1999.
3. Nussbaum, Martha C. *Creating Capabilities: The Human Development Approach*. Harvard University Press, 2011.
4. Shiva, Vandana. *Staying Alive: Women, Ecology, and Development*. North Atlantic Books, 2010.

**Unit III: Good Governance**

1. Dreze, Jean, and Amartya Sen. *India: Development and Participation*. Oxford University Press, 2002.
2. Alasdair, MacIntyre. *After Virtue: A Study in Moral Theory*. 3rd ed., University of Notre Dame Press, 2007.
3. Paul, Samuel. *Corruption in India: The DNA and the RNA*. Academic Foundation, 2013.
4. Beetham, David. *The Legitimation of Power*. Palgrave Macmillan, 1991.

**Unit IV: Free Speech, Secularism, Tolerance, and Minority Rights**

1. Bhargava, Rajeev. *Secularism and Its Critics*. Oxford University Press, 1998.
2. Scanlon, Thomas. *The Difficulty of Tolerance: Essays in Political Philosophy*. Cambridge University Press, 2003.
3. Waldron, Jeremy. *The Harm in Hate Speech*. Harvard University Press, 2012.
4. Nussbaum, Martha C. *The Clash Within: Democracy, Religious Violence, and India's Future*. Harvard University Press, 2007.

SUBJECT	Western Political Philosophy		Credit	Hours	I	E	T
CODE	24UPOL06		4	60	30	70	100
CATEGORY	Disciplinary Major						
COURSE OBJECTIVE	The course aims to introduce students to the key thinkers and traditions of Western political philosophy, covering major philosophical frameworks from classical antiquity to the modern era. Students will engage with different political theories, their historical contexts, and the relevance of these ideas in contemporary political thought.						
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>						
	CO1: Analyze the philosophical contributions of classical thinkers like Plato and Aristotle and their influence on Western political thought.						
	CO2: Understand the political philosophy of Machiavelli and its significance in shaping the Renaissance tradition.						
	CO3: Compare and contrast the liberal theories of Hobbes, Locke, Rousseau, and Rawls, and evaluate their impact on modern liberalism.						
	CO4: Critically assess the utilitarian philosophy of Jeremy Bentham and John Stuart Mill, focusing on the principles of utility and their implications for ethics and governance.						
	CO5: Explore the Marxist tradition through the works of Marx, Engels, Lenin, Luxemburg, Mao, and Gramsci, and analyze their theories of class, revolution, and state.						
<b>Course Content</b>							
Unit I	<b>Classical Tradition</b>						
	<ul style="list-style-type: none"> <li>• Plato</li> <li>• Aristotle</li> </ul>						
Unit II	<b>Renaissance Tradition</b>						
	<ul style="list-style-type: none"> <li>• Machiavelli</li> </ul>						
Unit III	<b>Liberal Tradition</b>						
	<ul style="list-style-type: none"> <li>• Thomas Hobbes</li> <li>• John Locke</li> <li>• Jean Jaques Rousseau</li> <li>• John Rawls</li> </ul>						
Unit IV	<b>Utilitarian Tradition</b>						
	<ul style="list-style-type: none"> <li>• Jeremy Bentham</li> <li>• John Stuart Mill</li> </ul>						
Unit V	<b>Marxist Tradition</b>						
	<ul style="list-style-type: none"> <li>• Marx and Engels</li> <li>• Lenin</li> <li>• Rosa Luxemburg</li> <li>• Mao Zedong</li> <li>• Gramsci</li> </ul>						

## Reading List

### Unit I: Classical Tradition

1. Plato. "The Republic". Translated by G. M. A. Grube, revised by C. D. C. Reeve, Hackett Publishing, 1992.
2. Aristotle. "Politics". Translated by C. D. C. Reeve, Hackett Publishing, 1998.
3. Annas, Julia. "An Introduction to Plato's Republic". Oxford UP, 1981.

### Unit II: Renaissance Tradition

1. Machiavelli, Niccolò. "The Prince". Translated by Harvey C. Mansfield, 2nd ed., University of Chicago Press, 1998.
2. Strauss, Leo. "Thoughts on Machiavelli". University of Chicago Press, 1958.
3. Skinner, Quentin. "Machiavelli: A Very Short Introduction". Oxford UP, 2000.

### Unit III: Liberal Tradition

1. Hobbes, Thomas. "Leviathan". Edited by Richard Tuck, Cambridge UP, 1996.
2. Locke, John. "Two Treatises of Government". Edited by Peter Laslett, Cambridge UP, 1988.
3. Rousseau, Jean-Jacques. "The Social Contract". Translated by G. D. H. Cole, Wordsworth Editions, 1998.
4. Rawls, John. "A Theory of Justice". Revised ed., Harvard UP, 1999.

### Unit IV: Utilitarian Tradition

1. Bentham, Jeremy. "An Introduction to the Principles of Morals and Legislation". Dover Publications, 2007.
2. Mill, John Stuart. "Utilitarianism and On Liberty". Edited by Mary Warnock, Blackwell Publishing, 2003.
3. Gray, John. "Mill on Liberty: A Defence". 2nd ed., Routledge, 1996.

### Unit V: Marxist Tradition

1. Marx, Karl, and Friedrich Engels. "The Communist Manifesto". Oxford UP, 2008.
2. Lenin, Vladimir. "State and Revolution". International Publishers, 1932.
3. Luxemburg, Rosa. "The Accumulation of Capital". Routledge, 2003.
4. Zedong, Mao. "Selected Works of Mao Tse-Tung". Foreign Languages Press, 1961.
5. Gramsci, Antonio. "Selections from the Prison Notebooks". Edited and translated by Quintin Hoare and Geoffrey Nowell-Smith, International Publishers, 1971.

## SEMESTER VIII

SUBJECT	Fundamentals to Sociology	Credit	Hours	I	E	T
CODE	24USOC01	4	60	30	70	100
CATEGORY	<b>Disciplinary Major</b>					
COURSE OBJECTIVE	The objective of this course is to introduce students to the foundational concepts, theories, and methodologies of sociology. It aims to equip students with the tools to critically analyze societal structures, cultural practices, and the role of religion, as well as to develop a basic understanding of sociological research methods.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	<b>CO1:</b> Define and explain the nature, scope, and significance of sociology and its relationship with other social sciences.					
	<b>CO2:</b> demonstrate an understanding of the scientific method in sociology, including positivism and the critique of fact, value, and objectivity.					
	<b>CO3:</b> analyze key sociological concepts such as status, role, culture, socialization, and the processes of social control and social change.					
	<b>CO4:</b> evaluate sociological theories of religion and examine different types of religious practices and their relevance in modern society, including secularization and religious revivalism.					
	<b>CO5:</b> demonstrate an understanding of qualitative and quantitative research methods, data collection techniques, and key concepts like variables, sampling, hypothesis, reliability, and validity					
<b>Course Content</b>						
<b>Unit I</b>	<b>Introduction to Sociology</b>					
	Sociology - The Discipline: Modernity and social changes in Europe and emergence of Sociology. Scope and comparison with other social sciences, gender balance, Sociology and common sense. Sociology as Science: Science, scientific method and critique. Major theoretical strands of research methodology ,Positivism and its critique, Fact value and objectivity, Non-positivist methodologies.					
<b>Unit II</b>						
	Sociological Thinkers: Karl Marx - Historical materialism, mode of production, alienation, class struggle. Emile Durkheim - Division of labour, social fact, suicide, religion and society. Max Weber - Social action, ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism. Talcott Parsons - Social system, pattern variables, Robert K. Merton - Latent and manifest functions, conformity and deviance, reference groups. Mead - Self and identity.					
<b>Unit III</b>						
	Stratification and Mobility: Concepts - equality, inequality, hierarchy, exclusion, poverty and deprivation. Theories of social stratification - Structural functionalist theory, Marxist theory, Weberian theory. Dimensions - Social stratification of class, status groups, gender, ethnicity and race. Social mobility - open and closed systems, types of mobility, sources and causes of mobility. Works and Economic Life: Social organization of work in different types of society - slave society, feudal society, industrial capitalist society, Formal and informal organization of work, Labour and society.					
<b>Unit IV</b>						
	Politics and Society: Sociological theories of power. Power elite, bureaucracy, pressure groups and political parties. Nation, state,					

	citizenship, democracy, civil society, ideology. Government strives to have a workforce, which reflects gender balance, and women candidates are encouraged to apply. Protest, agitation, social movements, collective action, revolution.
<b>Unit V</b>	Religion and Society: Sociological theories of religion. Types of religious practices: animism, monism, pluralism, sects, cults. Religion in modern society: religion and science, secularization, religious revivalism, fundamentalism. Systems of Kinship: Family, household, marriage. Types and forms of family. Social Change in Modern Society:

### Reading List

- Giddens, A. (2006). Sociology (5th ed.). Cambridge: Polity Press.
- Macionis, J. J., & Plummer, K. (2012). Sociology: A Global Introduction (5th ed.). London: Pearson.
- Haralambos, M., & Holborn, M. (2008). Sociology: Themes and Perspectives (7th ed.). London: Collins Educational.
- Durkheim, E. (1982). The Rules of Sociological Method (W. D. Halls, Trans.). New York: The Free Press. (Original work published 1895)
- Comte, A. (1975). Auguste Comte and Positivism: The Essential Writings. New York: Harper & Row.
- Weber, M. (1949). The Methodology of the Social Sciences (E. A. Shils & H. A. Finch, Trans.). New York: Free Press.
- Parsons, T. (1951). The Social System. London: Routledge.
- Merton, R. K. (1968). Social Theory and Social Structure. New York: Free Press.
- Berger, P. L., & Luckmann, T. (1966). The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Garden City, NY: Anchor Books.
- Durkheim, E. (1915). The Elementary Forms of the Religious Life (J. W. Swain, Trans.). London: George Allen & Unwin. (Original work published 1912)
- Weber, M. (1905). The Protestant Ethic and the Spirit of Capitalism. London: Routledge.
- Bellah, R. N. (1970). Beyond Belief: Essays on Religion in a Post-Traditionalist World. New York: Harper & Row.
- Babbie, E. R. (2016). The Practice of Social Research (14th ed.). Boston: Cengage Learning.
- Bryman, A. (2012). Social Research Methods (4th ed.). Oxford: Oxford University Press.
- Creswell, J. W. (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Los Angeles: Sage Publications.

### Quantitative Aptitude

**CODE: 24UMAT02**

**Credit Unit: 04**

### Objectives:

- To develop analytical thinking and problem-solving skills through numerical reasoning, enabling individuals to make data-driven decisions efficiently.
- Enhance numerical problem-solving skills for effective decision-making.
- Develop logical thinking and analytical reasoning abilities.

### Course Outcomes:

After the completion of this course, the students will be able to:

- Ability to solve complex numerical problems with speed and accuracy.

- Improved logical reasoning and critical thinking skills.
- Proficiency in interpreting and analyzing quantitative data.
- Enhanced preparedness for competitive exams and real-world quantitative challenges.

**Course Content:**

**Unit-1.**

Percentage, Partnership Business, Time and distance, Time & Work, Mixture and Allegation, Decimals, Fractions, Quadrilaterals.

**Unit-2.**

Regular Polygons, Right Prism, Right Circular Cone, Interest, Sphere, Basic algebraic identities of School Algebra & Elementary surds, Profit and Loss, Discount, Relationships between numbers, Ratio and Proportion, Square roots, Computation of whole numbers.

**Unit-3**

Right Circular Cylinder, Triangle and its various kinds of centres, Graphs of Linear Equations, Averages, Congruence and similarity of triangles, Circle and its chords, tangents, angles, subtended by chords of a circle, common tangents to two or more circles, Complementary angles, Bar diagram & Pie chart

**Unit-4.**

Triangle, Frequency polygon, Degree and Radian Measures  
Hemispheres, Histogram, Regular Right Pyramid with triangular or square base, Trigonometric ratio, Heights and Distances, Standard Identities, Rectangular Parallelepiped

**Suggested Books:**

1. Quantitative Aptitude for Competitive Examinations by R.S. Aggarwal S. Chand
2. Quantitative Aptitude Quantum CAT Common Admission Tests for Admission into IIMs by Sarvesh K. Verma ,Arihant
3. The Pearson Guide to Quantitative Aptitude for Competitive Examinations by Dinesh Khattar, Pearson
4. How to Prepare for Quantitative Aptitude for CAT by Arun Sharma Tata McGraw Hill
5. Quantitative Aptitude for the CAT by Nishit K Sinha, Pearson
6. Quantitative Aptitude for CAT by Dinesh K. Sinha Cengage Delmar Learning India Pvt
7. Quantum CAT by Sarvesh Verma Arihant
- 8 Quantitative Aptitude For CAT And Other MBA Entrance Examinations ,TIME
9. Complete the course Pack for CAT [Set of 12 Books] (Quantitative Aptitude, Data interpretation, Logical Reasoning,Erudite

## DSC Minor Subjects

SUBJECT	International World Order and Organization	Credit	Hours	I	E	T
CODE	24UPOL08	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	This course's objective is to provide students with an understanding of the key international organizations and the global order that emerged after World War II. It aims to analyze the role of these organizations in promoting peace, development, and cooperation and examine major global conflicts that have shaped the modern world.					
COURSE OUTCOMES	<p><b>On completion of this course, students will be able to:</b></p> <p><b>CO1:</b> Understand the historical background, principles, objectives, structures, and functions of the United Nations and its organs.</p> <p><b>CO2:</b> Analyze the role of international organizations in peacekeeping, peacebuilding, and the achievement of the Millennium Development Goals (MDGs).</p> <p><b>CO3:</b> Examine the structure, objectives, and operations of regional organizations such as the European Union (EU), Shanghai Cooperation Organization (SCO), Belt and Road Initiative (BRI), and SAARC.</p> <p><b>CO4:</b> Evaluate the significance of other international organizations like ASEAN, NATO, OAS, AU, and OPEC in global governance and regional stability.</p> <p><b>CO5:</b> Critically assess major global conflicts since World War II, including the Korean War, Vietnam War, Afghanistan Wars, and the conflicts in the Balkans</p>					
<b>Course Content</b>						
Unit I	<b>The United Nations</b>					
	<ul style="list-style-type: none"> <li>• Historical Overview, Principles and Objectives of UN</li> <li>• Structures and functions of UN and its Organs</li> </ul>					
Unit II	<b>Peace and MDGs</b>					
	<ul style="list-style-type: none"> <li>• Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect</li> <li>• Millennium Development Goals</li> </ul>					
Unit III	<b>Organizations I</b>					
	<ul style="list-style-type: none"> <li>• EU</li> <li>• SCO</li> <li>• BRI</li> <li>• EU AI Convention</li> <li>• SAARC</li> </ul>					
Unit IV	<b>Organizations II</b>					
	<ul style="list-style-type: none"> <li>• ASEAN</li> <li>• OAS</li> <li>• NATO</li> <li>• AU</li> <li>• OPEC</li> </ul>					
Unit V	<b>Major Global Conflicts since the Second World War</b>					
	<ul style="list-style-type: none"> <li>• Korean War</li> <li>• Vietnam War</li> <li>• Afghanistan Wars</li> <li>• Balkans: Serbia and Bosnia</li> </ul>					

### Reading List

#### Unit I: The United Nations

1. Hanhimaki, Jussi M. *The United Nations: A Very Short Introduction*. Oxford UP, 2008.
2. Weiss, Thomas G., and Sam Daws, eds. *The Oxford Handbook on the United Nations*. Oxford University Press, 2008.
3. Thakur, Ramesh. *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge University Press, 2006.

**Unit II: Peace and Millennium Development Goals**

1. Bellamy, Alex J., and Paul D. Williams. *Understanding Peacekeeping*. 2nd ed., Polity Press, 2010.
2. MacQueen, Norrie. *Peacekeeping and the International System*. Routledge, 2006.
3. Fukuda-Parr, Sakiko, et al. *The MDGs: Achievements, Lessons, and the Way Forward*. United Nations Development Programme, 2013.

**Unit III: Organizations I (EU, SCO, BRI, EU AI Convention, SAARC)**

1. Dinan, Desmond. *Europe Recast: A History of the European Union*. 2nd ed., Palgrave Macmillan, 2014.
2. Li, Xing. *The International Political Economy of the BRICS*. Routledge, 2019.
3. Malone, David M., et al., eds. *The Oxford Handbook of Indian Foreign Policy*. Oxford University Press, 2015.

**Unit IV: Organizations II (ASEAN, OAS, NATO, AU, OPEC)**

1. Ba, Alice D. *ASEAN Centrality in the Regional Architecture of East Asia: A Theoretical Exploration*. Stanford UP, 2020.
2. Heuser, Beatrice. *NATO, Britain, France and the FRG: Nuclear Strategies and Forces for Europe, 1949-2000*. Palgrave Macmillan, 1997.
3. Taylor, Ian. *The International Relations of Sub-Saharan Africa*. Bloomsbury, 2010.

**Unit V: Major Global Conflicts Since the Second World War**

1. Stueck, William. *Rethinking the Korean War: A New Diplomatic and Strategic History*. Princeton University Press, 2002.
2. McNamara, Robert S. *Argument Without End: In Search of Answers to the Vietnam Tragedy*. Public Affairs, 1999.
3. Bacevich, Andrew J. *America's War for the Greater Middle East: A Military History*. Random House, 2016.
4. Silber, Laura, and Allan Little. *Yugoslavia: Death of a Nation*. Penguin Books, 1997.

SUBJECT	Public Administration	Credit	Hours	I	E	T
CODE	24UPOL09	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	The objective of this course is to provide students with a foundational understanding of public administration theories, practices, and their evolution. It also aims to equip students with insights into administrative systems, governance frameworks, and the challenges of modern public management, particularly in the Indian context.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	<b>CO1:</b> Explain the meaning, scope, and significance of public administration, and critically analyze contemporary concepts like New Public Management and Good Governance.					
	<b>CO2:</b> Discuss key administrative theories, including Scientific Management, Classical Theory, and Human Relations approaches, and their relevance to modern administration.					
	<b>CO3:</b> Apply decision-making, communication, and leadership theories to analyze organizational behavior and management processes in public administration.					
	<b>CO4:</b> Describe the historical development of Indian administration, including the influence of Kautilya's <i>Arthashastra</i> , Mughal rule, and British colonial legacies on modern governance structures.					
<b>CO5:</b> Evaluate the philosophical and constitutional frameworks of Indian governance, and assess the impact of liberalization, privatization, and globalization on public sector undertakings.						
<b>Course Content</b>						
Unit I	<b>Introduction</b>					
	<ul style="list-style-type: none"> <li>• Meaning, scope and significance of Public Administration</li> <li>• Wilson's vision of Public Administration</li> <li>• Evolution of the discipline and its present status</li> <li>• New Public Administration; Public Choice approach</li> <li>• Challenges of liberalization, Privatization, Globalization; Good Governance: concept and application</li> <li>• New Public Management.</li> </ul>					
Unit II	<b>Administrative Thought I</b>					
	<ul style="list-style-type: none"> <li>• Scientific Management and Scientific Management movement; Classical Theory</li> <li>• Weber's bureaucratic model - its critique and post-Weberian Developments</li> <li>• Dynamic Administration (Mary Parker Follett)</li> </ul>					

	<ul style="list-style-type: none"> <li>• Human Relations School (Elton Mayo and others)</li> <li>• Functions of the Executive (C.I. Barnard)</li> <li>•</li> </ul>
<b>Unit III</b>	<p style="text-align: center;"><b>Administrative Thought II</b></p> <ul style="list-style-type: none"> <li>• Simon's decision-making theory</li> <li>• Participative Management (R. Likert, C. Argyris, D. McGregor)</li> <li>• Process and techniques of decision-making</li> <li>• Communication</li> <li>• Morale; Motivation Theories</li> <li>• Process and contemporary</li> <li>• Theories of Leadership: Traditional and Modern.</li> </ul>
<b>Unit IV</b>	<p style="text-align: center;"><b>Evolution of Indian Administration</b></p> <ul style="list-style-type: none"> <li>• Kautilya's Arthashastra; Mughal administration</li> <li>• Legacy of British rule in politics and administration - Indianization of public services, revenue</li> <li>• administration, district administration, local self-government.</li> </ul>
<b>Unit V</b>	<p style="text-align: center;"><b>Philosophical and Constitutional framework of government</b></p> <ul style="list-style-type: none"> <li>• Salient features and value premises</li> <li>• Constitutionalism</li> <li>• Political culture</li> <li>• Bureaucracy and democracy</li> <li>• Bureaucracy and development</li> <li>• Public Sector Undertakings: Public sector in modern India; Forms of Public Sector Undertakings;</li> <li>• Problems of autonomy, accountability, and control; Impact of liberalization and privatization.</li> </ul>

## Reading list

### Unit I: Introduction to Public Administration

1. White, Leonard D. *Introduction to the Study of Public Administration*. Macmillan, 1948.
2. Weber, Max. *From Max Weber: Essays in Sociology*. Edited by H.H. Gerth and C. Wright Mills, Oxford University Press, 1946.
3. Stillman, Richard. *Public Administration: Concepts and Cases*. Cengage Learning, 2010.
4. McLaughlin, Kate, Stephen P. Osborne, and Ewan Ferlie. *New Public Management: Current Trends and Future Prospects*. Routledge, 2002.
5. Munshi, Surendra, and Biju Paul Abraham, editors. *Good Governance, Democratic Societies and Globalization*. SAGE Publications, 2004.

### Unit II: Administrative Thought I

1. Taylor, Frederick Winslow. *The Principles of Scientific Management*. Harper & Brothers, 1911.
2. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich, University of California Press, 1978.
3. Follett, Mary Parker. *Dynamic Administration: The Collected Papers of Mary Parker Follett*. Edited by Henry C. Metcalf and Lyndall Urwick, Routledge, 1941.
4. Mayo, Elton. *The Human Problems of an Industrial Civilization*. Macmillan, 1933.
5. Barnard, Chester I. *The Functions of the Executive*. Harvard University Press, 1938.

### Unit III: Administrative Thought II

1. Simon, Herbert A. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization*. Free Press, 1947.
2. Likert, Rensis. *New Patterns of Management*. McGraw-Hill, 1961.
3. McGregor, Douglas. *The Human Side of Enterprise*. McGraw-Hill, 1960.

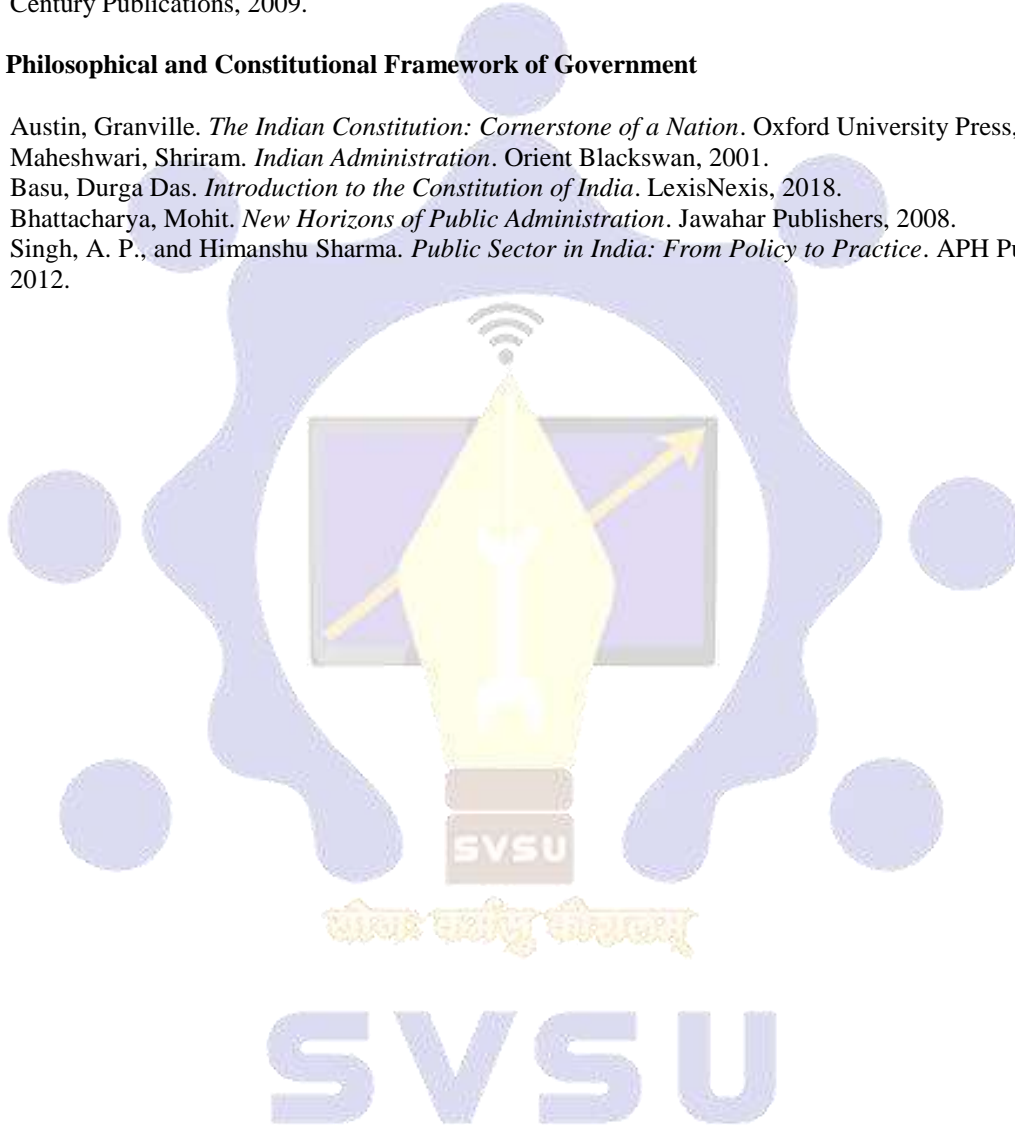
4. Argyris, Chris. *Personality and Organization: The Conflict between System and the Individual*. HarperCollins, 1957.
5. Stogdill, Ralph M. *Handbook of Leadership: A Survey of Theory and Research*. Free Press, 1974.

#### **Unit IV: Evolution of Indian Administration**

1. Kangle, R. P. *The Kautilya Arthashastra*. 3 vols., Motilal Banarsidass, 1960.
2. Misra, B. B. *The Administrative History of India, 1834-1947*. Oxford University Press, 1970.
3. Ghosal, U. N. *A History of Indian Public Life: Ancient Period*. Oxford University Press, 1937.
4. Majumdar, R. C., et al., editors. *The Mughal Empire*. Bharatiya Vidya Bhavan, 1974.
5. Sury, M. M. *The Indian Administration: Historical Accounts of Indian Administration, 1757-1947*. New Century Publications, 2009.

#### **Unit V: Philosophical and Constitutional Framework of Government**

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1966.
2. Maheshwari, Shriram. *Indian Administration*. Orient Blackswan, 2001.
3. Basu, Durga Das. *Introduction to the Constitution of India*. LexisNexis, 2018.
4. Bhattacharya, Mohit. *New Horizons of Public Administration*. Jawahar Publishers, 2008.
5. Singh, A. P., and Himanshu Sharma. *Public Sector in India: From Policy to Practice*. APH Publishing, 2012.



SUBJECT	Comparative Politics	Credit	Hours	I	E	T
CODE	24UPOL10	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	The objective of this course is to provide students with a comprehensive understanding of comparative politics, including the analysis of political systems, institutions, and processes across different countries. It aims to explore various theoretical approaches, institutional frameworks, and the dynamics of representation and participation in both advanced and developing societies.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Critically evaluate different approaches to comparative politics, including Functionalist and Systems theories, and assess the limitations of the comparative method.					
	CO2: Analyze the characteristics and evolving nature of the state in various political and economic contexts, including capitalist, socialist, and post-colonial states.					
	CO3: Compare and contrast different political institutions such as republics, monarchies, and parliamentary systems, and examine the role of the military in politics across various countries.					
	CO4: Assess the structure and functions of political institutions, including legislatures, executives, and judiciaries, and analyze different political party systems and electoral systems.					
	CO5: Evaluate the role of political parties, pressure groups, and social movements in representing and engaging citizens within advanced industrial and developing societies.					
<b>Course Content</b>						
Unit I	<b>Comparative Politics</b>					
	<ul style="list-style-type: none"> <li>Nature and approaches; Functionalist and Systems theory.</li> <li>Political Economy and Political Sociology perspective.</li> <li>Limitations of the Comparative method</li> </ul>					
Unit II	<b>State in Comparative Perspective</b>					
	<ul style="list-style-type: none"> <li>Modern World: Historical Context and Political Concepts a) What is Modernity and Postmodernity? A Brief Introduction and a Critique. b) What is Structuralism and Post Structuralism? A brief Introduction.</li> <li>Characteristics and changing nature of the State in Capitalist and Socialist Economy</li> <li>Advanced industrial and developing societies.</li> <li>Decolonization and the experience of the 'Third World'.</li> </ul>					
Unit III	<b>Comparative Institutions</b>					
	<ul style="list-style-type: none"> <li>Republic: USA and India</li> <li>Monarchies: Absolute – Saudi Arabia; Constitutional: UK</li> <li>Presidential: USA and Russian Federation</li> <li>Parliamentary: UK, India, Sri Lanka and Bangladesh</li> <li>Unitary: UK and China</li> <li>Military in Politics: Pakistan, Chile and Myanmar</li> </ul>					
Unit IV	<b>Political Institutions and Process</b>					
	<ul style="list-style-type: none"> <li>Legislature – Unicameral: China Bicameral: USA and Russian Federation</li> <li>Executive – President and Cabinet: USA, Prime Minister and Cabinet: UK</li> <li>Judiciary: Supreme Courts of USA and India</li> <li>Political Party Systems: One Party (China), Two Party (USA, UK), Multiparty (India, Russia)</li> <li>Types of Electoral Systems: First Past The Post and Proportional Representation</li> </ul>					
Unit V	<b>Politics of Representation and Participation</b>					
	<ul style="list-style-type: none"> <li>Political Parties</li> <li>Pressure Group</li> <li>Social Movements in advanced industrial and developing societies</li> </ul>					

## Reading List

### Unit I: Comparative Politics

- Almond, Gabriel A., and Sidney Verba. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton University Press, 1963.
- Easton, David. *The Political System: An Inquiry into the State of Political Science*. Alfred A. Knopf, 1953.
- Lipset, Seymour Martin. *Political Man: The Social Bases of Politics*. Doubleday, 1960.

4. Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, 1999.
5. Sartori, Giovanni. *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives, and Outcomes*. New York University Press, 1994.

**Unit II: State in Comparative Perspective**

1. Giddens, Anthony. *The Consequences of Modernity*. Stanford University Press, 1990.
2. Hall, Stuart, and David Held, editors. *Citizens and the State*. Routledge, 1989.
3. Harvey, David. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Blackwell Publishing, 1989.
4. Hobsbawm, Eric J. *The Age of Revolution: 1789-1848*. Vintage Books, 1996.
5. Said, Edward W. *Orientalism*. Pantheon Books, 1978.

**Unit III: Comparative Institutions**

1. LaPalombara, Joseph, and Richard Rose. *Comparative Politics: System, Process, and Policy*. American Political Science Association, 1974.
2. Mair, Peter, and Cas Mudde. *Political Parties and Electoral Systems*. Routledge, 2018.
3. North, Douglass C. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press, 1990.
4. Payne, Stanley G. *A History of Fascism, 1914-1945*. University of Wisconsin Press, 1995.
5. Smith, Anthony D. *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*. Routledge, 1998.

**Unit IV: Political Institutions and Process**

1. Dahl, Robert A. *Democracy and Its Critics*. Yale University Press, 1989.
2. Haggard, Stephan, and Robert R. Kaufman. *The Political Economy of Democratic Transitions*. Princeton University Press, 1995.
3. Kesselman, Mark, Joel Krieger, and William A. Joseph, editors. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Cengage Learning, 2018.
4. Linz, Juan J., and Alfred C. Stepan. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Johns Hopkins University Press, 1996.
5. Roberts, Andrew. *Political Institutions in Contemporary Europe*. Routledge, 2010.

**Unit V: Politics of Representation and Participation**

1. Barnes, Samuel H., and Max Kaase. *Political Action: Mass Participation in Five Western Democracies*. Sage Publications, 1979.
2. Kitschelt, Herbert. *Political Participation and Regime Stability*. Princeton University Press, 1995.
3. Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster, 2000.
4. Tilly, Charles. *Social Movements, 1768-2004*. Paradigm Publishers, 2004.
5. Van Cott, Donna Lee. *The Friendly Liquidation of the Past: The Politics of Diversity in Latin America*. University of Pittsburgh Press, 2000.

SUBJECT	Sociology of India	Credit	Hours	I	E	T
CODE	24USOC02	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	The objective of this course is to provide students with a comprehensive understanding of the social structure, transformation, and change in India. It aims to explore rural, agrarian, and industrial systems, social movements, and population dynamics while focusing on issues unique to Indian society.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Analyze the rural, agrarian, industrial, and middle-class structures in Indian society.					
	CO2: Evaluate the social and economic impacts of the Green Revolution, Industrial Revolution, and urbanization on Indian society.					
	CO3: Explain the processes of social mobility and the theories of social change in the Indian context.					
	CO4: Critically assess the significance and impact of various social movements in India, such as the peasants, women, and environmental movements.					
	CO5: Understand population dynamics in India, including growth patterns, demographic challenges, and emerging issues like ageing, sex ratios, and reproductive health.					
<b>Course Content</b>						
<b>Unit I</b>	<b>Social Class and Structure</b>					
	<ul style="list-style-type: none"> <li>• Rural and Agrarian Structure</li> <li>• Industrial Class Structure</li> <li>• Middle-Class Structure</li> </ul>					
<b>Unit II</b>	<b>Rural and Agrarian Transformation</b>					
	<ul style="list-style-type: none"> <li>• Green Revolution</li> <li>• Industrial Revolution</li> <li>• Urbanisation</li> </ul>					
<b>Unit III</b>	<b>Social Change</b>					
	<ul style="list-style-type: none"> <li>• Meaning, Feature</li> <li>• Social Mobility and Change</li> <li>• Theory of Social Change</li> </ul>					
<b>Unit IV</b>	<b>Social Movements in India</b>					
	<ul style="list-style-type: none"> <li>• Peasants Movement</li> <li>• Women's Movement</li> <li>• Environmental Movements</li> </ul>					
<b>Unit V</b>	<b>Population Dynamics</b>					
	<ul style="list-style-type: none"> <li>• Population Size, Growth, Composition and Distribution</li> <li>• Components of Population Growth: Birth, Death and Migration</li> <li>• Emerging Issues: Ageing, Sex Ratios, Child and Infant Mortality and Reproductive Health</li> </ul>					

### Reading List

1. Desai, A. R. (2002). Rural Sociology in India. Mumbai: Popular Prakashan.
2. Breman, J. (1999). The Laboring Poor in India: Patterns of Exploitation, Subordination, and Exclusion. Oxford: Oxford University Press.
3. Kuppaswamy, B. (2010). Social Change in India. New Delhi: Vikas Publishing House.
4. Oommen, T. K. (1970). The Middle Classes in India: A Sociological Perspective. Sociological Bulletin, 19(2), 93-111.
5. Sivaramakrishnan, K. (1995). Situating the Subaltern: History and Anthropology in the Subaltern Studies Project. Journal of Historical Sociology, 8(4), 395-429.
6. Frankel, F. R. (1971). India's Green Revolution: Economic Gains and Political Costs. Princeton: Princeton University Press.
7. Moore, B. (1966). Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
8. Rao, M. S. A. (1974). Urban Sociology in India. New Delhi: Orient Longman.
9. Shiva, V. (1991). The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics. London: Zed Books.
10. Hobsbawm, E. J. (1968). Industry and Empire: The Birth of the Industrial Revolution. New York: Pantheon Books.
11. Srinivas, M. N. (1966). Social Change in Modern India. Berkeley: University of California Press.
12. Tilly, C. (1978). From Mobilization to Revolution. Reading, MA: Addison-Wesley.

13. Smelser, N. J. (1963). *Theory of Collective Behavior*. New York: Free Press.
14. Parsons, T. (1951). *The Social System*. London: Routledge.
15. Eisenstadt, S. N. (1973). *Tradition, Change, and Modernity*. New York: John Wiley & Sons.
16. Shah, G. (2004). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
17. Omvedt, G. (1993). *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*. New York: M. E. Sharpe.
18. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
19. Omvedt, G. (1980). Peasants, Dalits and Women: Democracy and India's New Social Movements. *Journal of Contemporary Asia*, 10(4), 473-488.
20. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Development*. London: Zed Books.
21. Bose, A. (2001). *Population of India: 2001 Census Results and Methodology*. New Delhi: B.R. Publishing Corporation.
22. Visaria, P., & Visaria, L. (1983). *Population Transition in India*. New Delhi: B.R. Publishing Corporation.
23. Dandekar, K. (1996). *The Elderly in India*. New Delhi: Sage Publications.
24. Dyson, T., & Moore, M. (1983). On Kinship Structure, Female Autonomy, and Demographic Behavior in India. *Population and Development Review*, 9(1), 35-60.
25. Sen, A. (1990). More Than 100 Million Women Are Missing. *The New York Review of Books*, 37(20), 61-66.



SUBJECT	Indian Sociological Theories	Credit	Hours	I	E	T
CODE	24USOC03	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	This course aims to introduce students to key Indian sociological theorists and perspectives. It will help students explore various schools of thought, such as the Indological, Structural-Functional, Marxist, Civilizational, and Subaltern perspectives, and their contributions to understanding Indian society.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Understand and explain the Indological or Textual Perspective through the works of Radhakamal Mukherjee and G.S. Ghurye.					
	CO2: Critically analyze the Structural-Functional Perspective as developed by M.N. Srinivas and S.C. Dube.					
	CO3: Assess the Marxist Perspective in Indian sociology, particularly the contributions of D.P. Mukherji and A.R. Desai.					
	<b>CO4: Explain the Civilizational Perspective through the theories of N.K. Bose and Surajit Guha.</b>					
	CO5: Evaluate the Subaltern Perspective with reference to the works of B.R. Ambedkar, David Hardiman, and Ranjit Guha.					
<b>Course Content</b>						
<b>Unit I</b>	<b>Indological / Textual Perspective</b>					
	<ul style="list-style-type: none"> <li>• Radhakamal Mukherjee</li> <li>• G S Ghurye</li> </ul>					
<b>Unit II</b>	<b>Structural-Functional Perspective</b>					
	<ul style="list-style-type: none"> <li>• M N Srinivas</li> <li>• S C Dube</li> </ul>					
<b>Unit III</b>	<b>Marxist Perspective</b>					
	<ul style="list-style-type: none"> <li>• D P Mukherji</li> <li>• A R Desai</li> </ul>					
<b>Unit IV</b>	<b>Civilisational Perspective</b>					
	<ul style="list-style-type: none"> <li>• N K Bose</li> <li>• Surajit Guha</li> </ul>					
<b>Unit V</b>	<b>Subaltern Perspective</b>					
	<ul style="list-style-type: none"> <li>• B R Ambedkar</li> <li>• David Hardiman</li> <li>• Ranjit Guha</li> </ul>					

### Reading List

1. Mukherjee, R. (1951). The Dynamics of a Rural Society. Calcutta: Firma K. L. Mukhopadhyay.
2. Mukherjee, R. (1965). Sociology of Indian Culture. New Delhi: Asia Publishing House.
3. Ghurye, G. S. (1963). The Scheduled Tribes. Bombay: Popular Prakashan.
4. Ghurye, G. S. (1969). Caste and Race in India (4th ed.). Bombay: Popular Prakashan.
5. Srinivas, M. N. (1952). Religion and Society among the Coorgs of South India. Oxford: Oxford University Press.
6. Srinivas, M. N. (1966). Social Change in Modern India. Berkeley: University of California Press.
7. Dube, S. C. (1955). Indian Village. London: Routledge & Kegan Paul.
8. Dube, S. C. (1977). Tribal Heritage of India. New Delhi: Vikas Publishing House.
9. Mukherji, D. P. (1958). Diversities: Essays in Economics, Sociology, Linguistics, and Social Psychology. Bombay: People's Publishing House.
10. Mukherji, D. P. (1979). Sociological Perspectives and Method. New Delhi: Popular Prakashan.
11. Desai, A. R. (1948). Social Background of Indian Nationalism. Bombay: Popular Prakashan.
12. Desai, A. R. (1986). Agrarian Struggles in India after Independence. Delhi: Oxford University Press.
13. Bose, N. K. (1967). Culture and Society in India. Bombay: Asia Publishing House.
14. Bose, N. K. (1975). The Structure of Hindu Society. New Delhi: Orient Longman.
15. Guha, S. (1999). Environment and Ethnicity in India, 1200-1991. Cambridge: Cambridge University Press.
16. Guha, S. (2006). Health and Population in South Asia from Earliest Times to the Present. Delhi: Permanent Black.
17. Ambedkar, B. R. (1946). Who Were the Shudras? How They Came to Be the Fourth Varna in the Indo-Aryan Society. Bombay: Thacker and Co. Ltd.

18. Ambedkar, B. R. (1948). *The Untouchables: Who Were They and Why They Became Untouchables?*. Delhi: Amrit Book Co.
19. Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Oxford: Oxford University Press.
20. Guha, R. (1982). *Subaltern Studies: Writings on South Asian History and Society (Vol. 1)*. Delhi: Oxford University Press.

SUBJECT	Classical Sociological Theories	Credit	Hours	I	E	T
CODE	24USOC04	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	The objective of this course is to introduce students to the foundational sociological theories developed by key classical theorists such as Auguste Comte, Emile Durkheim, Max Weber, Karl Marx, and Talcott Parsons. The course aims to provide an in-depth understanding of their major concepts and theoretical frameworks that have shaped the discipline of sociology.					
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>					
	CO1: Understand Auguste Comte's contributions to sociology, including his theory of positivism, the law of three stages, and the hierarchy of sciences.					
	CO2: Analyze Emile Durkheim's theories on the division of labor, social facts, suicide, and his views on religion and society.					
	CO3: Evaluate Max Weber's theories of social action, ideal types, authority, and bureaucracy.					
	CO4: Critically examine Karl Marx's theory of dialectical materialism, class conflict, surplus value, and alienation.					
CO5: Explain Talcott Parsons' Action Theory, AGIL paradigm, and pattern variables, and their significance in the functionalist school of thought.						
<b>Course Content</b>						
Unit I	<b>Auguste Comte</b>					
	<ul style="list-style-type: none"> <li>• Positivism (Law of three Stages)</li> <li>• Social Dynamics</li> <li>• Hierarchy of Sciences</li> </ul>					
Unit II	<b>Emile Durkheim</b>					
	<ul style="list-style-type: none"> <li>• Division of Labour</li> <li>• Social Fact</li> <li>• Suicide</li> <li>• Religion and Society</li> </ul>					
Unit III	<b>Max Weber</b>					
	<ul style="list-style-type: none"> <li>• Theory of Social Action</li> <li>• Ideal Types</li> <li>• Authority</li> <li>• Bureaucracy</li> </ul>					
Unit IV	<b>Karl Marx</b>					
	<ul style="list-style-type: none"> <li>• Dialectical Materialism</li> <li>• Class and Class Conflict Theory</li> <li>• Theory of Surplus Value</li> <li>• Alienation</li> </ul>					
Unit V	<b>Talcott Parsons</b>					
	<ul style="list-style-type: none"> <li>• Action Theory</li> <li>• AGIL Paradigm</li> <li>• Pattern Variables</li> </ul>					

**Reading List:**

1. Comte, A. (1974). *The Positive Philosophy of Auguste Comte (H. Martineau, Trans.)*. New York: AMS Press.
2. Wernick, A. (2001). *Auguste Comte and the Religion of Humanity: The Post-theistic Program of French Social Theory*. Cambridge: Cambridge University Press.
3. Pickering, M. (1993). *Auguste Comte: An Intellectual Biography*. Cambridge: Cambridge University Press.
4. Turner, J. H. (1984). Positivism: A Sociological Perspective. *Social Forces*, 62(3), 653-662.
5. Manuel, F. E. (1959). *The Prophets of Paris: Turgot, Condorcet, Saint-Simon, Fourier, and Comte*. Cambridge, MA: Harvard University Press.

6. Durkheim, E. (1984). *The Division of Labor in Society* (W. D. Halls, Trans.). New York: Free Press.
7. Durkheim, E. (1982). *The Rules of Sociological Method* (W. D. Halls, Trans.). New York: Free Press.
8. Lukes, S. (1972). *Emile Durkheim: His Life and Work*. New York: Harper & Row.
9. Jones, R. A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. Beverly Hills: Sage Publications.
10. Pope, W. (1975). *Durkheim's Suicide: A Classic Analyzed*. Chicago: University of Chicago Press.
11. Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology* (G. Roth & C. Wittich, Eds.). Berkeley: University of California Press.
12. Weber, M. (1949). *The Methodology of the Social Sciences* (E. A. Shils & H. A. Finch, Trans.). New York: Free Press.
13. Gerth, H. H., & Mills, C. W. (1946). *From Max Weber: Essays in Sociology*. New York: Oxford University Press.
14. Swedberg, R. (2005). *The Max Weber Dictionary: Key Words and Central Concepts*. Stanford: Stanford University Press.
15. Kalberg, S. (1980). Max Weber's Types of Rationality: Cornerstones for the Analysis of Rationalization Processes in History. *American Journal of Sociology*, 85(5), 1145-1179.
16. Marx, K. (1990). *Capital: A Critique of Political Economy* (Vol. 1, B. Fowkes, Trans.). London: Penguin Classics.
17. Marx, K., & Engels, F. (2002). *The Communist Manifesto*. London: Penguin Classics.
18. McLellan, D. (2006). *Karl Marx: A Biography*. London: Palgrave Macmillan.
19. Cohen, G. A. (1978). *Karl Marx's Theory of History: A Defence*. Princeton: Princeton University Press.
20. Ollman, B. (1976). *Alienation: Marx's Conception of Man in Capitalist Society*. Cambridge: Cambridge University Press.
21. Parsons, T. (1951). *The Social System*. New York: Free Press.
22. Parsons, T. (1966). *Societies: Evolutionary and Comparative Perspectives*. Englewood Cliffs: Prentice-Hall.
23. Alexander, J. C. (1983). *The Modern Reconstruction of Classical Thought: Talcott Parsons*. Berkeley: University of California Press.
24. Turner, J. H. (1991). *The Structure of Sociological Theory*. Belmont: Wadsworth Publishing Company.
25. Rocher, G. (1975). *Talcott Parsons and American Sociology*. New York: Barnes & Noble.
26. Aron, Raymond, *Main Currents in Sociological Thought*. New York: Free Press.

SUBJECT	World History		Credit	Hours	I	E	T
CODE	24UHIS04		4	60	30	70	100
CATEGORY	Disciplinary Minor						
COURSE OBJECTIVE	The course aims to provide an in-depth understanding of key global transformations, including the cultural and technological changes of the Renaissance and Industrial Revolution, the political upheavals of the French Revolution and rise of nationalism, the origins and consequences of World War I and the Russian Revolution, the interwar period's political and economic developments, and the causes and global impact of World War II, shaping modern international relations and geopolitics.						
COURSE OUTCOMES	<b>On completion of this course, students will be able to:</b>						
	CO1: Students will gain a deep understanding of the Renaissance and Industrial Revolution and their roles in shaping modern thought, culture, and economies.						
	CO2: Students will critically evaluate the causes, significance, and impact of the French Revolution and the emergence of nation-states across Europe.						
	CO3: Students will be able to explain the global consequences of World War I and the Russian Revolution, and how they reshaped the political landscape of the 20th century.						
	CO4: Students will understand the rise of fascism, Nazism, and the socio-political impacts of the Great Depression on global politics during the interwar period.						
CO5: Students will be able to analyze the causes of World War II, the responses of Western democracies to fascist aggression, and the global shifts in power that emerged after the war.							
<b>Course Content</b>							
Unit I	<b>Beginning of the Modern World</b>						
	<ul style="list-style-type: none"> <li>• Renaissance: Explore the intellectual, cultural, and artistic rebirth in Europe during the 14th-17th centuries, focusing on humanism, scientific inquiry, and the impact on modern thought.</li> <li>• Industrial Revolution: Study the causes, technological innovations, and socio-economic changes brought about by the Industrial Revolution in the late 18th and early 19th centuries.</li> </ul>						

<b>Unit II</b>	<p style="text-align: center;"><b>French Revolution &amp; Nationalism in Europe</b></p> <ul style="list-style-type: none"> <li>• French Revolution: Causes: Examine the political, social, and economic factors that led to the revolution.</li> <li>• The Revolution in France: Analyze key events such as the fall of the Bastille, Reign of Terror, and rise of revolutionary governments.</li> <li>• France under Napoleon: Study Napoleon's rise to power, reforms, and eventual downfall.</li> <li>• Impact &amp; Significance: Assess the global impact of the French Revolution on democratic ideals, governance, and social structures.</li> <li>• Nationalism in Europe:</li> <li>• Rise of the Nation-State System: Understand the development of nationalism and the formation of modern nation-states.</li> <li>• Unification of Italy: Explore the process of Italian unification under leaders like Cavour, Garibaldi, and Victor Emmanuel II.</li> <li>• Unification of Germany: Study the role of Otto von Bismarck in the unification of Germany and the impact on European politics.</li> </ul>
<b>Unit III</b>	<p style="text-align: center;"><b>World War I &amp; Russian Revolution</b></p> <ul style="list-style-type: none"> <li>• World War I: Causes of the War: Analyze the immediate and long-term causes, including militarism, alliances, imperialism, and nationalism.</li> <li>• Scope &amp; Course of the War: Study the major battles, strategies, and turning points of the war.</li> <li>• End of the War &amp; Peace Treaties: Understand the Treaty of Versailles and its impact on Europe and the world.</li> <li>• Consequences of the War: Explore the social, political, and economic consequences of World War I.</li> <li>• League of Nations: Study the formation and challenges faced by the League of Nations in maintaining peace.</li> <li>• Russian Revolution:</li> <li>• Major Events in Pre-Revolution Russia: Examine the political, economic, and social conditions in Tsarist Russia.</li> <li>• Causes &amp; Course of Revolution: Study the causes and major events of the 1917 revolutions, including the Bolshevik takeover.</li> <li>• Consequences &amp; Aftermath: Understand the outcomes of the revolution, including the formation of the Soviet Union and its impact on global politics.</li> <li>• Post-Lenin Russia: Study the rise of Stalin and the consolidation of communist rule.</li> </ul>
<b>Unit IV</b>	<p style="text-align: center;"><b>World Between the Two Wars</b></p> <ul style="list-style-type: none"> <li>• Europe After the War – Fascism &amp; Nazism: Analyze the rise of fascist and Nazi ideologies in Europe and their impact on international relations.</li> <li>• The Great Depression: Study the causes and global consequences of the Great Depression in the 1930s.</li> <li>• Emergence of Soviet Union: Examine the consolidation of power in the Soviet Union and its role as a rising global power.</li> <li>• US as a Strong Power: Explore the economic, political, and military rise of the United States as a global power during the interwar period.</li> </ul>
<b>Unit V</b>	<p style="text-align: center;"><b>World War-II</b></p> <ul style="list-style-type: none"> <li>• Fascist Aggression &amp; Response of Western Democracies: Study the aggressive expansionist policies of Germany, Italy, and Japan, and the reactions of Western democracies like Britain and France.</li> <li>• Outbreak of the War: Analyze the events leading to the outbreak of World War II, including the invasion of Poland and the failure of appeasement.</li> </ul>

**Textbooks (Recommended):**

1. "The Western Heritage" by Donald Kagan, Steven Ozment, and Frank M. Turner.
2. "A History of Modern Europe" by John Merriman.
3. "The Penguin History of the World" by J.M. Roberts.

**Reference Books:**

1. "The Renaissance: A Short History" by Paul Johnson.
2. "The Industrial Revolutionaries" by Gavin Weightman.
3. "The Origins of the First World War" by James Joll.
4. "The Second World War" by Antony Beevor.

5. "The Age of Revolution: 1789-1848" by Eric Hobsbawm.

SUBJECT	Communalism and Secularism	Credit	Hours	I	E	T
CODE	24UHIS05	4	60	30	70	100
CATEGORY	<b>Disciplinary Minor</b>					
COURSE OBJECTIVE	The course aims to provide an in-depth understanding of communalism and secularism, their historical development, and socio-political implications, with a focus on India. It examines the causes and types of communalism, the legal framework of secularism in the Indian Constitution, and the challenges posed by communal tensions. Additionally, the course explores contemporary issues such as globalization, social media, and right-wing politics, analyzing their impact on both communalism and secularism.					
COURSE OUTCOMES	<p><b>On completion of this course, students will be able to:</b></p> <p><b>CO1:</b> Students will be able to define and differentiate between communalism and secularism in various socio-political settings.</p> <p><b>CO2:</b> Students will gain knowledge of the historical background and evolution of communalism and secularism, especially within the Indian context.</p> <p><b>CO3:</b> Students will be able to critically assess the impact of communalism on Indian society, democracy, and the legacy of post-partition tensions.</p> <p><b>CO4:</b> Students will understand the constitutional framework of secularism in India and the role of the state in managing religious affairs.</p> <p><b>CO5:</b> Students will develop the ability to analyze contemporary challenges to secularism and communalism, including the rise of right-wing politics and the influence of social media on these ideologies.</p>					
<b>Course Content</b>						
<b>Unit I</b>	<b>Introduction to Communalism</b>					
	<ul style="list-style-type: none"> <li>• Definition of Communalism</li> <li>• Exploring what constitutes communalism in socio-political contexts.</li> <li>• Historical Background</li> <li>• The historical roots of communalism in South Asia, especially India.</li> <li>• Types of Communalism</li> <li>• Political Communalism</li> <li>• Social Communalism</li> <li>• Religious Communalism</li> <li>• Evolution of Communalism in South Asia</li> <li>• Development and spread of communalism in India.</li> <li>• Impact of Colonialism on Communalism</li> <li>• Understanding how British colonial policies exacerbated communal divides.</li> </ul>					
<b>Unit II</b>	<b>Secularism</b>					
	<ul style="list-style-type: none"> <li>• Definition and Concept of Secularism</li> <li>• What secularism means in different political and social settings.</li> <li>• Historical Background and Evolution</li> <li>• Tracing the evolution of secularism in both the Western and Eastern contexts.</li> <li>• Secularism in Western and Eastern Contexts</li> <li>• Comparison of secularism in Western nations vs. Eastern societies.</li> <li>• Types of Secularism</li> <li>• Passive Secularism: State neutrality towards religion.</li> <li>• Assertive Secularism: State intervention to maintain religious equality.</li> </ul>					
<b>Unit III</b>	<b>Communalism in India</b>					
	<ul style="list-style-type: none"> <li>• Communal Riots and Their Causes in India</li> <li>• Historical and recent communal riots in India, analyzing root causes.</li> <li>• Post-Partition Communal Tensions</li> <li>• The legacy of the partition and its ongoing communal impact.</li> <li>• Communalism and Its Impact on Indian Society and Democracy</li> <li>• How communalism affects social harmony and democratic functioning in India.</li> </ul>					
<b>Unit IV</b>	<b>Indian Secularism</b>					
	<ul style="list-style-type: none"> <li>• Indian Constitution and Secularism (Article 25-28)</li> <li>• Legal provisions related to secularism in the Indian Constitution.</li> <li>• The Role of the State in Religious Affairs</li> <li>• The government's responsibility in managing religious affairs.</li> <li>• Secularism and Religious Pluralism in India</li> <li>• How India balances religious diversity with secular principles.</li> <li>• Challenges to Secularism in India</li> </ul>					

Unit V	<ul style="list-style-type: none"> <li>• Current threats to secularism, including political and social challenges.</li> </ul>
	<p style="text-align: center;"><b>Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Rise of Right-Wing Communal Politics Globally</li> <li>• The rise of right-wing politics in promoting communal agendas globally.</li> <li>• Secularism in the Face of Globalization</li> <li>• How globalization affects the practice and perception of secularism.</li> <li>• Social Media and Communalism</li> <li>• The role of social media in spreading or combating communal ideologies.</li> <li>• Policy Responses to Communalism</li> <li>• National and international policy approaches to counter communalism.</li> </ul>

**Textbooks (Recommended):**

1. Bipan Chandra, Communalism in Modern India, Har-Anand Publications, 2008.
2. Asghar Ali Engineer, Communalism in India, Vikas Publishing House, 1995.
3. T.N. Madan, Modern Myths, Locked Minds: Secularism and Fundamentalism in India, Oxford University Press, 1997.

**Reference Books:**

1. Christophe Jaffrelot, The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s, Penguin, 1996.
2. Rajeev Bhargava, Secularism and Its Critics, Oxford University Press, 1999.
3. Amartya Sen, The Argumentative Indian: Writings on Indian Culture, History, and Identity, Picador, 2005.
4. Sumit Sarkar, Modern India 1885-1947, Macmillan, 1983.

SUBJECT	Imperialism and Capitalism	Credit	Hours	I	E	T
CODE	24UHS06	4	60	30	70	100
CATEGORY	Disciplinary Minor					
COURSE OBJECTIVE	This course aims to provide a comprehensive understanding of imperialism and capitalism, exploring their foundational concepts and historical development. It examines key theoretical perspectives on imperialism, particularly the works of Lenin and Hobson, and analyzes the relationship between capitalism and imperial expansion. The course also focuses on the British Empire's economic and political domination, with a special emphasis on its impact on India's society and economy, helping students understand the broader consequences of imperialism on global systems.					
COURSE OUTCOMES	<p><b>On completion of this course, students will be able to:</b></p> <p><b>CO1:</b> Students will be able to define and differentiate the concepts of imperialism and capitalism and explain their foundational roles in shaping global systems.</p> <p><b>CO2:</b> Students will demonstrate an understanding of the historical evolution of capitalism, including the transition from pre-capitalist systems to global capitalism.</p> <p><b>CO3:</b> Students will critically assess key theoretical perspectives on imperialism, such as Lenin's theory of capitalism's highest stage and Hobson's critique of economic imperialism.</p> <p><b>CO4:</b> Students will analyze the ways in which capitalism fueled imperial expansion and contributed to the exploitation of colonized regions.</p> <p><b>CO5:</b> Students will conduct in-depth analysis of the British Empire's economic and political domination in India, and understand the broader socio-economic consequences of British imperialism.</p>					
<b>Course Content</b>						
Unit I	<b>Foundations of Imperialism and Capitalism</b>					
	<ul style="list-style-type: none"> <li>• Definitions of imperialism and capitalism.</li> <li>• Early economic and political systems.</li> <li>• Capitalism: The role of markets, private property, and the industrial revolution.</li> <li>• Imperialism: Expansion, colonization, and political control.</li> </ul>					
Unit II	<b>Theories of Imperialism</b>					
	<ul style="list-style-type: none"> <li>• Lenin's theory of imperialism as the highest stage of capitalism.</li> <li>• Hobson's critique of imperialism and its economic drivers.</li> <li>• Modern critiques of imperialism and its relation to global capitalism.</li> </ul>					
Unit III	<b>Historical Development of Capitalism</b>					
	<ul style="list-style-type: none"> <li>• Pre-capitalist economic systems (feudalism, mercantilism).</li> <li>• The transition to capitalism during the industrial revolution.</li> <li>• Expansion of global capitalism and the role of colonial markets.</li> </ul>					
Unit IV	<b>The Intersection of Capitalism and Imperialism</b>					

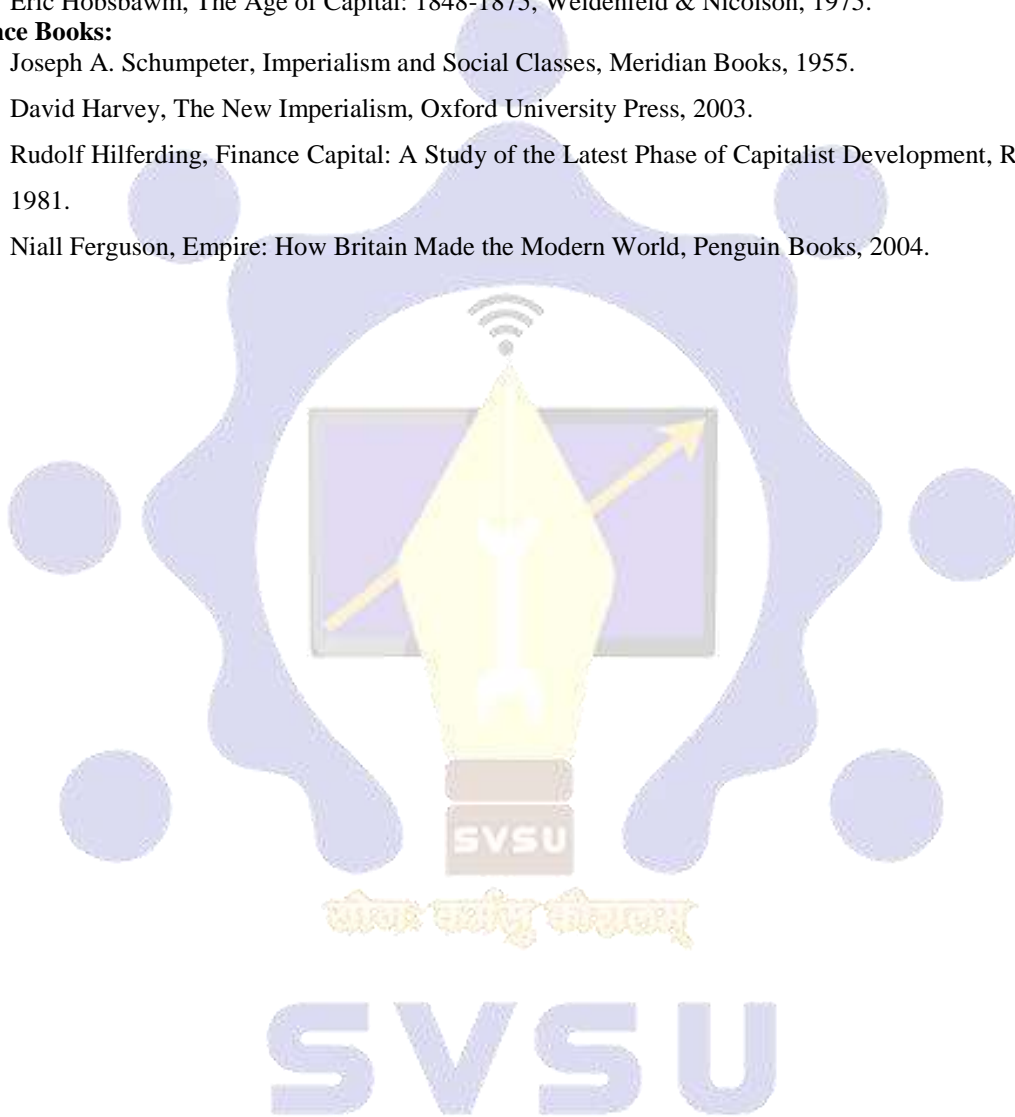
	<ul style="list-style-type: none"> <li>• The role of capitalism in the expansion of European empires.</li> <li>• The exploitation of colonized regions for raw materials and labor.</li> <li>• The economic dependence between imperial powers and their colonies.</li> </ul>
<b>Unit V</b>	<p style="text-align: center;"><b>The British Empire</b></p> <ul style="list-style-type: none"> <li>• British control over India: economic exploitation and political domination.</li> <li>• The role of British industries in driving imperialism.</li> <li>• Effects of British imperialism on India's economy and society.</li> </ul>

**Textbooks (Recommended):**

1. John Hobson, Imperialism: A Study, James Nisbet & Co., 1902.
2. Vladimir Lenin, Imperialism, The Highest Stage of Capitalism, Penguin Classics, 1999.
3. Eric Hobsbawm, The Age of Capital: 1848-1875, Weidenfeld & Nicolson, 1975.

**Reference Books:**

1. Joseph A. Schumpeter, Imperialism and Social Classes, Meridian Books, 1955.
2. David Harvey, The New Imperialism, Oxford University Press, 2003.
3. Rudolf Hilferding, Finance Capital: A Study of the Latest Phase of Capitalist Development, Routledge, 1981.
4. Niall Ferguson, Empire: How Britain Made the Modern World, Penguin Books, 2004.



### Expected Income and Expenditure statement for the sharing of Resources

SVSU will run the course with its existing faculty and staff. The tentative salary of 2 contractual faculty members is Rs 57,700, and 5 guest faculty members will be paid according to the UGC scale.

Head of Expenditure/Income							
	No. of Students	Per annum fee/student	Fee for 1 Year	Total Income	Faculty Requirement	Total Salary per year	Total Income - Expenditure
B. Voc Public Service	30						

### Faculty & Staff requirement.

Faculty: 7 Faculty members

### Minimum Infrastructure Requirement.

Year	Lecture Hall	Tutorials	Faculty Room	Remarks
1, 2, 3 and 4	4 (one for each year)	0	1	Common Faculty Room can be used.

### Admission process

#### Eligibility

- 10+2
- Minimum Age: 18 years
- Age calculation: Age as on the last date of the form submission.

**Seat details:**

Programme	Total seats
B. Voc Public Service	30

**Mode of Application: Online, application fee**

Candidates will apply their application forms online on the University website:  
[www.svsu.ac.in](http://www.svsu.ac.in) for admission to B. Voc Public Service

**Online Application Fees**

General : INR

BC/Kashmiri Migrants : INR

SC: Free

DA/PwD: Free

Female: Free

**Fee structure**

**Commencement of the Programme**

**Orientation**

An orientation program will be conducted for the participants at the time of admission, as per the academic calendar, highlighting the program details, terms, and conditions of the University.

**Procedure of rules of SVSU**

SVSU will display the program's procedure, guidelines, and norms that participants must follow during the course. The participants will also be made aware of the academic assessment criteria.

## **Attendance and leave rule**

- I. Participants must maintain a minimum of 75 % of the lectures delivered (In theory and practical combined) to be eligible to appear in the final examination.
- II. Attendance will be counted from the start of the session to the date before the course ends.
- III. In case of late admission, the competent authority shall count the candidate's attendance from the date of actual admission.
- IV. If the participants are absent for 4 consecutive working days without leave, their names will be struck off the rolls.
- V. However, a participant whose name has been struck off from the institution's roll may be readmitted if the participant's absence was due to circumstances beyond his/ her control and the Dean or competent authority considers and approves the request.
- VI. The Programme coordinator / Head may grant leave to the participants in exceptional circumstances only for ten days per program, subject to the condition that the participants complete the prescribed minimum attendance as per the attendance rule and that the leave has been prior approved by the Dean.

## **Assessment process and awards**

### **Theory/Practical Assessment by SVSU**

- The examination will have two components: internal and external. Every course will have marks as per the program's scheme.
- The course may have both practical and theoretical components per the scheme. In such cases, 50% marks will be assigned to the theory exam and 50% marks to the practical exam, as stated in the scheme with its credits.
- For theory examinations, 70% will be awarded based on an external examination, and 30% will be awarded based on continuous internal assessment.
- In the case of practical work, 30% will be awarded based on external examination, and 70% will be awarded based on continuous internal assessment.

### Grading system

Sr. No.	Marks	Grade	Grade Point	Category
1	90-100	O	10	Outstanding
2	80≤marks<90	A+	9	Excellent
3	70≤marks<80	A	8	Very good
4	60≤marks<70	B+	7	Good
5	50≤marks<60	B	6	Above Average
6	45≤marks<50	C	5	Average
7	40≤marks<45	P	4	Pass
8	<40	F	0	Fail
9	Absent	AB	0	Absent

**Medium: Hindi/English Both**

