

# **B.A. Programme**

## **School of Liberal Education**



*Syllabus Applicable for the students seeking admission to  
B.A.(Prog.) Course from 2024-2025 onwards*

## **About B.A. Programme**

B.A Programme is a three-year undergraduate program. The School of Humanities introduced this programme to integrate various subjects pertaining to the broad discipline of Humanities. The curriculum is designed using a combination of classroom teachings; practice-based learning, presentations, assignments, industry visits, internship and fieldwork. The program has an innovative pedagogy and dynamic course structure which fosters critical thinking in students.

The greatest strength of BA Programme is that it takes a multidisciplinary approach at undergraduate level. It gives students the opportunity to explore and experiment with many different disciplines before settling down on one towards the end of the course. The range of subjects available to students opens gates for specialization in many different disciplines for higher studies. Another advantage is that it is academically less burdensome program which allows students to prepare for competitive exams. Further, it opens up avenues for professional courses such as Journalism & Mass Communications, Business Administration, Hotel Management, etc. Students can choose to pursue their masters in any of the major subjects they have chosen during their course. This course offers variety to students since they have the opportunity to choose from a pool of subjects offered to them.

**Eligibility Criteria:** - The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

### **Course Outline:-**

#### **UG TWO CORE DISCIPLINE PROGRAMME: B.A.(Programme)**

The departments offering discipline courses are: Economics, English, Hindi, Political Science, History, Sanskrit, Urdu, Psychology, Computer Applications, Mathematics and Education. Students can choose any two combinations from the above. For example, B.A.(Prog) with Economics Implies, economic major and any one from the rest of the disciplines. The programme includes two core courses from a pool of subjects, such as English, Psychology, Economics, History, Hindi, Mathematics and Political Science, generic electives (GE), ability enhancement courses (AEC) and skill enhancement courses (SEC).

### **1. Duration: - 3 Years (6 Semesters)**

The minimum period required for the B.A. Program offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A. Program offered by the University shall be five years.

## **2. Syllabi**

The syllabi of the B.A. Program offered by School of Humanities are given in the following pages:

For each course, Course Code and Credits (C) of the course are given at the beginning. This is followed by the course objectives, course outcome and the syllabus (Unit I to IV), Text book and reference book

Students will have multiple options in each semester to choose from a list of major and minor disciplines. The particular options of courses to be offered in any semester will depend on the availability of faculty. The department will have the right to offer/suspend any Course from the list of available Courses for any semester. However, the department will ensure that the students have an adequate number of Courses offered in any particular semester.

### **PROGRAMME EDUCATION OBJECTIVES (PEOs)**

1. To provide students with a broad understanding of the chosen field of study within the arts, including its theories, concepts, historical context, and methodologies.
2. To develop students' ability to think critically, analyze information, and evaluate arguments in order to arrive at well-reasoned conclusions.
3. To enhance students' oral and written communication skills, enabling them to effectively express their thoughts and ideas in a clear and concise manner.
4. To equip students with research methodologies and techniques relevant to the field of study, enabling them to conduct independent research and contribute to the body of knowledge in their chosen area.
5. To instill in students a sense of ethical behavior and social responsibility, encouraging them to consider the broader societal implications of their work and to contribute positively to society.
6. To foster an interdisciplinary approach, allowing students to explore connections between different disciplines within the arts and gain a broader understanding of their chosen field.
7. To develop in students the ability to adapt to new challenges, acquire new knowledge, and engage in lifelong learning, recognizing that the field of arts is constantly evolving.
8. To prepare students for their chosen careers or further academic pursuits by developing skills such as teamwork, leadership, problem-solving, and time management.

### **PROGRAMME OUTCOMES (POs)**

1. To integrate knowledge from multiple disciplines, fostering a holistic understanding of complex issues.
2. To demonstrate the ability to analyze and evaluate information from various sources, develop reasoned arguments, and make informed decisions.
3. To exhibit an understanding and appreciation of diverse cultures, traditions, and perspectives, fostering a sense of global citizenship.
4. To be proficient in conducting research, including identifying reliable sources, using appropriate methodologies, and presenting findings coherently.
5. To recognize and address ethical dilemmas, demonstrating a commitment to social responsibility and ethical conduct.
6. To effectively use relevant technologies, tools, and digital platforms to enhance their learning and communication.
7. To encourage students to express themselves creatively through various mediums such as writing, art, or performance.
8. To work collaboratively in diverse teams, demonstrating effective teamwork, leadership, and conflict resolution abilities.
9. To exhibit a commitment to continuous learning, adaptability, and the ability to engage in self-directed learning to stay current in their field of interest.
10. To cultivate leadership qualities and effective teamwork skills to prepare students for professional and civic engagement.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

1. To recognize and explore the intricate web of connections between history, culture, economics, and political science, fostering a holistic comprehension of societal evolution.
2. To gain comprehensive knowledge of historical events, trends, and developments across various regions and time periods, recognizing their profound influence on economic and political structures.
3. To demonstrate proficiency in economic principles, theories, and concepts, enabling them to analyze historical and contemporary economic issues within their intricate socio-political framework.
4. To achieve a profound understanding of political systems, ideologies, and institutions, evaluating their evolution alongside historical and cultural metamorphosis.
5. To develop a global perspective on economics and politics, appreciating how historical and cultural factors influence international relations, trade, and diplomacy.
6. To adeptly communicate intricate historical, cultural, economic, and political insights to diverse audiences through a range of mediums.

**Scheme of Examination (Credit Distribution)**  
**(Theory +Tutorial/Practical)**  
**Semester I**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External l	Total Mark s	Course Type
			L	T	P	C				
1	070101 001	Public Administration in India	3	1	0	4	40	60	100	Core 1
2	070101 002	Introduction of Political Theory	3	1	0	4	40	60	100	Core 2
3	070101 003	Introductory Microeconomic s	3	1	0	4	40	60	100	Core 3
4	070101 004	English Fluency I	3	1	0	4	40	60	100	GEC 1
5		Environmental Science I	2	0	0	2	20	30	50	AEC 1
6		Finance for Everyone	2	0	0	2	20	30	50	SEC 1
7		Constitutional Values and Fundamental Duties*	2	0	0	2	20	30	50	VAC 1
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							<b>550</b>	

\*VAC to be prescribed from the common pool of Value Addition courses offered by the university.

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester II**

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070102 001	Indian Foreign Policy	3	1	0	4	40	60	100	Core 4
2	070102 002	Indian Government and Politics	3	1	0	4	40	60	100	Core 5
3	070102 003	Introductory Macroeconomics	3	1	0	4	40	60	100	Core 6
4		हिंदी भाषा और साहित्य	3	1	0	4	40	60	100	GEC 2
5		हिंदी औपचारिक लेखन	1	1	0	2	20	30	50	AEC 2
6		Communication in Everyday Life	1	1	0	2	20	30	50	SEC 2
7		Yoga: Philosophy and Practice	1	1	0	2	20	30	50	VAC 2
		<b>Total Credits</b>	15	7	0	22				
		<b>Total Marks</b>							<b>550</b>	

\*VAC to be prescribed from the common pool of Value Addition courses offered by the university.

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester III**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070103 001	Theory and Practice of Democracy	3	1	0	4	40	60	100	Core 7
2	070103 002	Ancient and Medieval Indian Political Thought	3	1	0	4	40	60	100	Core 8
3	070103 003	Intermediate Microeconomics - I Behavioural Foundations of Market Interactions	3	1	0	4	40	60	100	Core 9
4		General Management	3	1	0	4	40	60	100	GEC 3
5		Environmental Science II	2	0	0	2	20	30	50	AEC 3
6		Business Communication	2	0	0	2	20	30	50	SEC 3
7		Reading Indian Fiction in English	2	0	0	2	20	30	50	VAC 3
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							<b>550</b>	

\*VAC to be prescribed from the common pool of Value Addition courses offered by the university.

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester IV**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C				
1	070104 001	Public Institutions in India	3	1	0	4	40	60	100	Core 10
2	070104 002	Comparative Government and Politics	3	1	0	4	40	60	100	Core11
3	070104 003	Intermediate Macroeconomics- I: Foundation of Aggregate Income Determination	3	1	0	4	40	60	100	Core 12
4		Basics of Organization Behaviour	3	1	0	4	40	60	100	GEC 4
5		Basic IT Tools	1	1	0	2	20	30	50	SEC 4
6		जनसंचार एवं रचनात्मक लेखन	1	1	0	2	20	30	50	AEC 4
7		Financial Literacy	2	0	0	2	20	30	50	VAC 4
		<b>Total Credits</b>	16	6	0	22				
		<b>Total Marks</b>							<b>550</b>	

\*VAC to be offered from common pool of Value Addition courses prescribed by the university.

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester V**

Sr. No	Course Code	Course Name	Credit Distribution				Internal s	External	Total Marks	Course Type
			L	T	P	C				
1	070105 001	Public Policy and administration in India	3	1	0	4	40	60	100	Core 13
2	070105 002	Modern Indian Political Thought	3	1	0	4	40	60	100	Core 14
3	070105 003	Indian Growth and Development	3	1	0	4	40	60	100	Core 15
4	070105 004	Contemporary World Actors	3	1	0	4	40	60	100	DSE 1
5		Economics of Startups	3	1	0	4	40	60	100	GEC 5
6		Personality Development and Communication	1	1	0	2	20	30	50	SEC 5
		<b>Total Credits</b>	16	6	0	22				
		<b>Total Marks</b>							<b>550</b>	

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester VI**

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070106001	Introduction to International Relations	3	1	0	4	40	60	100	Core 16
2	070106002	Global Politics	3	1	0	4	40	60	100	Core 17
3	070106003	Basic Econometrics	3	1	0	4	40	60	100	Core 18
4	070106004	Understanding Globalization	3	1	0	4	40	60	100	DSE 2
5		Literature and Human Rights	3	1	0	4	40	60	100	GEC 6
6		Environment Impact and Risk Assessment	2	0	0	2	20	30	50	SEC 6
		<b>Total Credits</b>	17	5	0	22				
		<b>Total Marks</b>							<b>550</b>	

## B.A. (PROGRAMME) SEMESTER-I

### **MAJOR : Paper-I DSC-1 (A/B)**

*Choose any one Discipline/Subject/ Department given below:(This subject will be your major you have to choose another different paper from the same subject either from Paper-II or Paper-III)*

- (i) **Economics** : Basic Mathematics for Economic Analysis
- (ii) **English** : Indian Classical Literature
- (iii) **History** : Ancient Societies
- (iv) **Political Science** : Public Administration in India
- (v) **Geography**: Geography of India

### **MINOR : Paper-II Discipline A<sub>1</sub>**

*Choose another Minor Paper/Course from the same Department/Discipline/Subject that you have opted in paper-I as Major.*

- (i) **Economics** : Introductory Microeconomics
- (ii) **English** : Introduction to Literary Studies
- (iii) **History** : History of India from earliest Times upto 300 CE
- (iv) **Political Science** : Introduction of Political Theory
- (v) **Geography**: Physical Geography I

### **MINOR : Paper-III Discipline B<sub>1</sub>**

*Choose another Paper/Course from Subject/Department/Discipline other than opted in Paper I and II*

- (i) **Economics** : Introductory Microeconomics
- (ii) **English** : Introduction to Literary Studies
- (iii) **History** : History of India from earliest Times upto 300 CE
- (iv) **Political Science** : Introduction of Political Theory
- (v) **Geography**: Physical Geography I

### **GENERIC ELECTIVE (GE) (Any One)**

1. **English** : English Fluency-I
2. **Hindi** : Hindi Bhasha Aur Sahitya

**ABILITY ENHANCEMENT COURSE (AEC)**

Environmental Science I

**SKILL ENHANCEMENT COURSE (SEC) (Any One)**

1. **Commerce** : Finance for Everyone
2. **English** : Communication in Everyday Life
3. **Hindi** : Rangmanch

**VALUE ADDITION COURSE (VAC) (Any One)**

1. **English** : Reading Indian Fiction in English
2. **Hindi** : Bhartiya Bhakti Parampara Aur Manav Mulya
3. **Political Science** : Constitutional Values and Fundamental Duties
4. **Sanskrit** : Yoga : Philosophy and Practice

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester I**

Sr. No	Course Code	Course Name	Credit Distribution				Internal	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070101001	Public Administration in India	3	1	0	4	40	60	100	Core 1
2	070101002	Introduction of Political Theory	3	1	0	4	40	60	100	Core 2
3	070101003	Introductory Microeconomics	3	1	0	4	40	60	100	Core 3
4		English Fluency I	3	1	0	4	40	60	100	GEC 1
5		Environmental Science I	2	0	0	2	20	30	50	AEC 1
6		Finance for Everyone	2	0	0	2	20	30	50	SEC 1
7		Constitutional Values and Fundamental Duties	2	0	0	2	20	30	50	VAC 1
		<b>Total Credits</b>	18	4	0	22				
		<b>Total Marks</b>							<b>550</b>	

\*VAC to be offered from common pool of Value Addition courses prescribed by the university.

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**Economics: Basic Mathematics for Economic Analysis**

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- **Credits:** 4

- **Duration (per week):** 4 hours (3 Lectures + 1 tutorial)

- **Course Objectives:**

The objective of this course is to train basic algebras that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomics, macroeconomics, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. It contains understanding of basic functions, relations, real number systems, set operations, linear algebras and matrix operations used in economics.

- **Course Learning Outcomes:**

The course equips the students with exposition of economic problems with formal presentation algebraically and offers solution techniques to find equilibrium analysis. These tools are necessary for anyone seeking employment as an analyst in the corporate and policy framing world.

- **Content (Unit-wise):**

- **Unit 1 :** Economic Models

Ingredients of mathematical models - variables, constants, parameters, equations, and identities; Real number system; Sets and functions; relations and their properties; types of functions; functions of more than one variables; Limit, sequences and series: convergence, algebraic properties and applications; continuous functions: characterisation, properties with respect to various operations and applications; differentiable functions: characterisation, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

**Unit 2:** Equilibrium Analysis in Economics

Meaning of equilibrium; partial market equilibrium - linear and non-linear models; General market equilibrium

**Unit 3 :** Linear Models and Matrix Algebras and their Applications in Economics Matrix operations, Determinants and Cramer's Rule and their applications

- **Suggested Readings:**

- Chiang, A and Wainwright, K. (2005). Fundamental methods of mathematical economics. Boston, Mass. McGraw-Hill/Irwin.

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics*, Prentice-Hall India

## Major Paper-I DSC-1 (A/B)

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### English: Indian Classical Literature

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**Credit: 4 (3 Theory+1 Tutorial)**

#### Course objective:

- To offer students a foundational understanding of Indian classical literary tradition.
- The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

#### Course outcome:

- Students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

#### Course Content:

##### UNIT I:

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII

b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.

c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

##### UNIT II:

2. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

##### UNIT III:

3. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

#### SUGGESTED READINGS:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50

2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and

Knowledge, Delhi: Jaico Publishing House, 1991.

3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31

4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143

5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 18

**History : Ancient Societies**

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**Course Objective:**

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

**Learning Outcomes:**

On successful completion of this course, students will be able to:

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

**Course Content:**

UNIT I: Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, De- bating Metal Technology

UNIT II: Bronze Age Civilizations- India / China (Shang Dynasty)

UNIT III: Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture

UNIT IV: Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture

**Essential Readings and Unit wise Teaching outcome:**

Unit I: This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 2 Weeks approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

UNIT II: This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 4 Weeks approx.):

India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (तसंधुसभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.
- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263- 288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

UNIT III:

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in Southern Mesopotamia. The unit will also deal with Egypt that presented another model of

civilizational development with the Pharaohic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study.* Cambridge: Cambridge University Press.
- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History.* Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt.* New York: Oxford University Press (Ed.) pp. 10- 27.
- Warden, L. A. 2014. *Pottery and Economy in the Old Kingdom.* Leiden: Brill.
- Teeter, Emily. 2011. *Religion and Ritual in Ancient Egypt.* New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', *Archaeology*,40 (1): 22.
- Morenz, S. 1960. *Egyptian Religion.* (A. E. Keep, trans.) New York: Cornell University Press.

UNIT IV: This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek mythology and pantheon. (Teaching Period: 4 Weeks)

- M. I. Finley, *The Ancient Greeks*, 1963.
- M. I. Finley, *Early Greece: The Bronze and Archaic Ages*, 1970.
- Sarah Pomeroy, *Godesses, whores, wives and Slaves*, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). *Becoming Visible: Women in European History*, 1977, pp.36-59.
- Renfrew, Colin. (1999). *The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C.* London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In *Companion Encyclopedia of Archaeology.* Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.

#### **Suggested Readings:**

- Burns, Edward McNall, and Philip Lee Ralph. (1982). *World Civilizations: Their History and Their Culture.* Norton, New York.

- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

**Video Recommendations:**

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

## Major Paper-I DSC-1 (A/B)

*Political Science : Public Administration in India*

### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070101001				
Public Administration in India	4	3	1	0

### Course Objective

The paper seeks to provide an introduction to the different dimensions of public administration in India. It seeks to acquaint the student with an analytical and critical understanding of the institution of Indian bureaucracy, with issues of decentralization, financial management, public accountability, e-governance and some specific dimensions of citizens and social welfare policies.

### Course Learning Outcomes

With this course, we expect that students will be able to:

- Have a clear picture of the complex institutional structure of Indian administration at present
- Understand the building blocks of local governance, in rural and urban areas
- Explain the processes by which different budgeting systems work for this structure
- Analyse the processes of implementation of different social welfare policies by the administrative institutions.

### Unit 1. Indian Administration

- a. Structure of the Civil Services: Evolution
  - i. Colonial Legacy
  - ii. Civil Service in the Constitutional Framework; appointment training, promotion
  - iii. PMO, Cabinet Secretariat
  - iv. Major Initiatives in Administrative Reforms

### Unit 2. Decentralization and Local Self Governance

- a. Meaning and Types: Rural and Urban
- b. PRIs and implementation of public policies

### **Unit 3. Budget**

- a. Concept of Budget and Budget Cycle in India
- b. Types of Budget: Line Budget, Performance Planning Budget, Zero Based Budget
- c. Budget making: role of the Finance Ministry

### **Unit 4. Technology and Public Administration in India**

- a. E-Governance: The Journey of E-Governance in India
- b. Models of E-Governance: Case-Study of Digital India Mission

### **Unit 5. Social Welfare Policies**

- a. Education: Right to Education
- b. Health: National Health Mission
- c. Food: Right to Food Security
- d. Employment: MGNREGA

### **Unit 6. Issues and Debates in Indian Administration**

- a. Ethics in Administration: Integrity vs. Corruption
- b. Accountability: RTI, Lokpal, Citizens' Charter
- c. Relationship between Political Executive and Permanent Executive
- d. Generalists and Specialists
- e. Gender sensitivity and gender participation

### **Unit wise reading list**

#### **Unit 1. Indian Administration**

##### ***Basic Readings***

K.S. Chalam, 'Constitutional Status Of Civil Service In India' in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014.

Devesh Kapur and Pratap Bhanu Mehta, Public Institutions in India: Performance and Design, Oxford University Press, 2007.

Second ARC Report, Report X, Personnel Administration and Scaling New Heights, 2005  
[[https://darpg.gov.in/sites/default/files/personnel\\_administration10.pdf](https://darpg.gov.in/sites/default/files/personnel_administration10.pdf)]

Swarup, Anil, Ethical Dilemmas of a Civil Servant, Unique Publishers, 2021

Second ARC Report, 2005, Report IV, Ethics in Governance, [<https://darpg.gov.in/sites/default/files/ethics4.pdf>]

Bhure Lal, 'Civil Service Values and Neutrality' in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014

##### ***Additional Readings***

Mathur, K. Recasting Public Administration in India: Reform, Rhetoric and Neo- liberalism New Delhi, Oxford University Press, 2019.

Chakrabarty, Bidyut and Mohit Bhattacharya, *The Governance Discourse- A Reader*, New Delhi: Oxford University Press, 2008

Gupta, Deepak, *The Steel Frame: A History of the IAS*, Roli Books, 2019.

Caiden, Gerald E., 2009, *Administrative Reforms*, Aldine Transaction, Chicago, 2009.

N. Bhaskar. Rao, *Good Governance: Delivering Corruption-Free Public Services*, Sage Publishers, 2013.

R. K. Saprú, *Indian Administration: A Foundation of Governance*, Sage, 2018.

## **Unit 2. Decentralization and Local Self Governance**

### ***Basic Readings***

Bardhan, Pranab and Dilip Mookherjee, 'The Rise of Local Governments: An Overview', in Pranab Bardhan, And Dilip Mookherjee [eds.] *Decentralisation and Local Governance in Developing Countries: A Comparative Perspective*, Oxford University Press, 2007

Amitabh Kundu, 'Urban System in India: Trends, Economic Base, Governance, and a Perspective of Growth under Globalization' in Waqar Ahmed, Amitabh Kundu, Richard Peet [eds.] , *India's New Economic Policy: A Critical Analysis*, Routledge, 2010.

B.P. Syam Roy, *Democratic Decentralization in West Bengal*, in E. Venkatesu, *Democratic Decentralisation in India: Experiences, Issues and Challenges*, Routledge [South Asia Edition], 2016

Bhagidari Scheme in Delhi; Partnership Between Local Government and Non-State Agencies/Actors; <https://egyankosh.ac.in/bitstream/123456789/25833/1/Unit-10.pdf>

Jawed Alam Khan, 'Issues in Devolution of Functions, Functionaries and Funds to PRIs: A Comparative Assessment of UP, Rajasthan and Kerala in 2016', in E. Venkatesu, *Democratic Decentralisation In India: Experiences, Issues And Challenges*, Routledge, 2016

Lalita Chandrashekhar, 'Caste, Party and Democratic Decentralisation in Karnataka' in B.S. Baviskar and George Mathew [eds.] *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*, Sage Publishers, 2009

### ***Additional Readings***

Jayal, N.G., Amit Prakash and P.K.Sharma, *Local Governance in India: Decentralization and Beyond*, New Delhi: Oxford University Press, 2006.

Satyajit Singh, *The Local in Governance: Politics, Decentralisation and Environment*, Oxford University Press, New Delhi, 2016.

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions and Politics in Rural India*, Oxford University Press, 2007.

D. A. Rondinelli and S. Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983.

Chandni Singh and Andaleeb Rehman, *Urbanising the Rural: Reflections on India's National Rurban Mission*, Asia and Pacific Policy Studies, March 2018

Dreze, Jean and Amartya Sen, *India: Development and Participation*, Oxford University Press,

New York, 2002

Mehra, Diya, What Has Urban Decentralization Meant: A Case Study of Delhi, Pacific Affairs, Volume 86, No. 4, December 2013

Mary John, 'Women in Power? Gender, Caste and The Politics of Local Urban Governance', in T.R. Raghunandan [ed.] Decentralization and Local Government: The Indian experience, Orient BlackSwan, 2013

### **Unit 3. Budget**

#### ***Basic Readings***

Karnam, Gayithri (ed.), Public Budgeting in India, Principles and Practices, Springer, 2018.

Nicholas Henry, Public Administration and Public Affairs. New Jersey: Prentice Hall, 2012.

Rumki Basu, Public Administration: Concepts and Theories, Sterling Publishers, 2013.

#### ***Additional Readings***

Green Budgeting in Annual Budget 2022; <https://www.downtoearth.org.in/news/climate-change/how-green-is-union-budget-2022-23--81354>

Green Budgeting; <https://www.oecd.org/environment/green-budgeting/OECD-Green-Budgeting-Framework-Highlights.pdf>

Handbook on Gender Budgeting.; <https://wcd.nic.in/sites/default/files/GB%20-%20Handbook%20October%202015.pdf>

Caiden, N., 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration, Belmont: Wadsworth, 2004

Siuli Sarkar, Public Administration In India, PHI Publishers,2010

### **Unit 4-6**

#### ***Basic Readings***

Shamshad Ahmad, Right to Information: Issues of Administrative Efficiency, Public Accountability and Good Governance in India, The Indian Journal of Public Administration, Vol LV, January- March, No. 3, 2009

Preeti D. Pohekar , A Study of Ombudsman System in India with Special Reference to Lokayukta in Maharashtra , Gyan Publishing House, 2010

Shivani Singh, Citizen's Charter, in Governance: Issues and Challenges, Sage Publishers, 2016

Dhal, Sangita, 2022, E-Governance and Citizen Engagement: New Directions in Public Administration, Sage Publishers

Dhal, Sangita, 'Situating Digital India Mission in Pursuit of Good Governance: A Study of Electronic Governance Initiatives', Indian Journal of Public Administration, Sage Publication, January-March (66.1), pp 110-126, 2020

Tillin, Louise Rajeshwari Deshpande and K. K. Kailash [eds.], Politics of Welfare: Comparisons

Across Indian States. Oxford: Oxford University Press, 2015

Khera, Reetika, (ed.), 2011, The Battle For Employment Guarantee, Oxford University Press, New Delhi, 2011

### **Additional Readings**

N. Vittal, 'Accountability in Public Service' in K.S. Chalam [ed.], Governance in South Asia: State of The Civil Services, Sage Publishers, 2014

Second ARC Report, Report 1, Right to Information, 2005, [https://darpg.gov.in/sites/default/files/rti\\_masterkey1.pdf](https://darpg.gov.in/sites/default/files/rti_masterkey1.pdf)

Samuel Paul, India's Citizen's Charters: In Search of a Champion, Economic and Political Weekly, Vol. 43, No. 7, Feb. 16 - 22, 2008, pp. 67-73

Pippa Norris, Digital Divide: Civic Engagement, Information, Poverty and The Internet World Wide. Cambridge: Cambridge University Press, 2001

Chaudhuri, Bidisha, E-Governance In India-Interlocking, Politics, Technology and Culture, Routledge, New York, 2014

Dhal, Sangita, Enabling Social Rights through Proactive Public Policy: Auditing Education and Health Sectors in India, Indian Journal of Public Administration, Volume 52, No.1, New Delhi, 2016

Renu Srivastava, Impact of Central Sponsored Schemes on Women Empowerment with Special Reference to Health and Education, Kamlesh Gupta, State and Public Policy, Pentagon Press, 2018

Rukmini Banerji, 'Learning for All: Lessons from ASER and Pratham in India on the Role of Citizens and Communities in Improving Children's Learning' in Sungsup Ra, Shanti Jagannathan and Rupert Maclean, Powering a Learning Society During an Age of Disruption, Springer Publishers, 2021 [[https://link.springer.com/chapter/10.1007/978-981-16-0983-1\\_13](https://link.springer.com/chapter/10.1007/978-981-16-0983-1_13)]

K. Lee and Mills, The Economic of Health in Developing Countries, Oxford: Oxford University Press, 1983

Vinod Kumar, Socio-Economic Impact of MGNREGA on Rural People: A Study in Mandi District of Himachal Pradesh, Indian Journal of Public Administration, Sage Publication, January-March (59.2), 2013 [<https://doi.org/10.1177/0019556120130213>]

Anjoo Sharan Upadhyaya, Ashild Kolas and Ruchita Beri, Food Governance in India: Rights, Security and Challenges in The Global Sphere, Routledge, 2022.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## Major Paper-I DSC-1 (A/B)

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### *Geography : Geography of India*

#### **Course Outcomes:**

#### **Physical Geography**

Understand the physical features and landforms of India:

Mountains (Himalayas, Karakoram, etc.)

Plateaus (Deccan, Chhota Nagpur, etc.)

Plains (Indo-Gangetic, etc.)

Coastal regions and islands

#### **Human Geography**

Examine the population dynamics of India:

Distribution, density, and growth rate

Urbanization and migration patterns

Demographic characteristics (age, gender, literacy)

#### **SECTION- A**

1. India: Location, relief structure.
2. Climate, soils, natural vegetation, and natural disasters in India.

#### **SECTION – B**

3. Population: distribution, density, growth and composition.
4. Migration, human settlement types and levels of urbanization.

#### **SECTION-C**

5. Land resources, regional variations in cropping pattern, green revolution and problems of Indian agriculture.
6. Energy and mineral resources: coal, petroleum, iron ore, manganese and mica.

#### **SECTION-D**

7. Industries- iron and steel, cotton textile, sugar and industrial regions of India.
8. Modes of transport and communication, international trade changing pattern of export and import.

#### **Books recommendations**

1. Deshpande, C D: India – A Regional Interpretation, Northern Book Depot, New Delhi, 1992.
2. Singh, Gopal : Geography of India, Atma Ram and Sons, 2006.
3. Shafi, M : Geography of South Asia, McMillan and Company, Calcutta, 2000.
4. Singh, R L (ed) : India : A Regional Geography, National Geographical Society, India, Varanasi, 1971.
5. Singh, Surender and Saroha, Jitender : Geography of India, Access Publishing India Pvt. Ltd., New Delhi, 2014.
6. Spate, D H K and ATA Learmonth : Indian and Pakistan – Land, People and Economy, Methnen and Company, London, 1967.

## Maps and Scales (Practical)

### Course outcomes:

Understand and apply map scales:

Linear and ratio scales

Representative fraction (RF) and scale factor

Political, physical, topographic.

1. Introduction to Cartography.	
2. Maps and their types.	
3. Map Scales.	Exercises
(i) Methods of Expressing a scale	2
(ii) Conversion of Statement of Scale into R.F. and vice -versa.	
(iii) Plain Scale (Km and mile)	
(iv) Comparative Scale	1
(v) Diagonal Scale	1
4 Measurement of Distances and Areas on Maps	
5 Enlargement and Reduction of Maps	

### **Books recommendations:**

1. F.J. Monkhouse and H.R. Wilkinson (1972) Maps and Diagrams, Mothuen and Co. Ltd., London
2. L.R. Singh and Raghuvander Singh (1973), Map Work and Practica l Geography, Central Book Depot, Allahabad.
3. R.I. Singh and P.K. Dutt (1968), Elements of Practical Geography, Students Friends, Allahabad.
4. Singh Gopal (2004) 4<sup>th</sup> edition, Map Work and Practical Geography, Viksa Publication House.

**Minor : Paper-II Discipline A<sub>1</sub>**  
**Economics : Introductory Microeconomics**

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- **Credits:** 4 (3 lectures+ 1 tutorial)

- **Course Objectives:**

This course is designed to expose students to the basic principles of microeconomic theory. The emphasis will be on teaching the fundamental economic trade-offs and allocation problems due to scarcity of resources. This course will use graphical methods to illustrate how microeconomic concepts can be applied to analyze real-life situations.

- **Course Learning Outcomes:**

Students will learn to think about economic trade-offs and opportunities. They will learn the fundamentals of market mechanisms and government interventions.

- **Content (Unit-wise):**

**Unit 1 :** Introduction to economic trade-offs

Resources and opportunities, Gains from trade, Individual and society

**Unit 2 :** How market works

Supply and demand, Price and resource allocation, Elasticity, Market, trade and welfare.

**Unit 3 :** Role of government

Taxation, Public good, Inequality and poverty

**Unit 4 :** Individual decision and interactions

Decision versus strategic interaction, How to think about strategic interactions,  
Real life Final Examinationples.

- **Suggested Readings**

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Dixit, A. K., & Skeath, S. (2015). *Games of strategy*: Fourth international student edition. WW Norton & Company.
- Acemoglu, D., Laibson, D., & List, J. (2017). *Microeconomics*. Pearson.

**English : Introduction to Literary Studies**

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**Credit: 4 (3 Lecture+1 Tutorial)**

**Course objective:**

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

**Course outcome:**

- By the end of this course, it is hoped that a basic sense of literature as a discipline of thought and application will be inculcated among students.

**Course Content:**

**UNIT I: Reading the Novel**

1. Jane Austen: *Pride and Prejudice*

2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. ‘A New Province of Writing,’ *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

**UNIT II: Reading Poetry**

4. John Milton: ‘On His Blindness’

5. William Wordsworth: ‘Composed Upon Westminster Bridge’

6. Emily Dickinson: ‘341 After Great Pain’

7. Rabindranath Tagore: ‘Where the Mind is Without Fear’

8. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, ‘Versification and Poetic Syntax’, *The Norton Anthology of Poetry, 5<sup>th</sup> edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

### **UNIT III: Reading Drama**

9. Mahesh Dattani: *Tara*

10. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)

11. Tanvir, Habib. *It Must Flow: A Life in Theatre*

<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>

12. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

#### **SUGGESTED READINGS:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

**History : History of India from earliest times up to c. 300 CE**

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**Course Objectives:**

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

**Learning Outcomes:**

On successful completion of this course, students will be able to:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

**Course Content:**

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas

**Essential Readings and Unit-Wise Teaching Outcomes:**

**Unit I:** In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

- Chakrabarti, D.K. (1990). *India: An Archaeological History*. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). *The Coinage of Ancient India*. Jodhpur: Kusumanjali Prakashan.
- Salomon, Richard. (1998). *Indian Epigraphy*. Delhi: OUP.

- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 2)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapter 1)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 1)

**Unit II:** This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapters 2 and 3)

**Unit III:** This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapter 4)

**Unit IV:** The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 2)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Appendix I)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): *The History and Culture of Indian People*. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 11)
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press (Chapter 1)

**Unit V:** This unit shall familiarize the students with major political and social transformations along- side religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), *Iron and Social Change in Early India*, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. (Chapters 6 and 7)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 5)

**Unit VI:** This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 4)
- Lahiri, Nayanjot (2015) *Ashoka in Ancient India*. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). *Political History of Ancient India*. New Delhi: OUP
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (chapter 7)
- Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press. (All Chapters)

**Unit VII:** This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson (chapter 8)

**Unit VIII:** This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas. (Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Mac-Millan. (Chapter 5)
- Sahu, B.P. (2015) *Society and Culture in Post-Mauryan India c.200 BC to AD 300*. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas. (Chapters 18 and 19)

**Suggested Readings:**

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.

- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13<sup>th</sup> Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). “The Beginnings of the Historic Period: The Tamil South” in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

## Minor : Paper-II Discipline A<sub>1</sub>

### *Political Science : Introduction to Political Theory*

#### **CREDIT DISTRIBUTION**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070101002				
Introduction of Political Theory	4	3	1	0

#### **Course Objective**

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

#### **Course Learning Outcomes**

After completing this course students will be able to:

- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

#### **Unit 1: What is Political Theory and what is its relevance?**

#### **Unit 2: Concepts: Liberty, Equality, Justice, Rights**

#### **Unit 3: Debates in Political Theory:**

- a. Protective discrimination and principles of fairness?
- b. The Public vs private debate: Feminist Perspective Censorship and its limits

#### **Unit wise reading list**

##### **Unit I**

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

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

##### **Unit 2**

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

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

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

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

### **Unit 3**

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

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

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

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

### **Additional Resources:**

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

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

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

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

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

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

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

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

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

**Minor : Paper-II Discipline A<sub>1</sub>**

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**Geography: Physical Geography – I**

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**Course outcomes:**

Understand the Earth's structure and plate tectonics  
Continental drift and sea-floor spreading  
Types of plate boundaries and resulting landforms  
Examine the processes shaping the Earth's surface:  
Weathering, erosion, and deposition  
Denudation and landscape evolution

**SECTION- A**

1. Definition, Nature, scope and fields of Physical Geography.
2. Interior of the earth and rocks.

**SECTION- B**

3. Earth movements; organic, eperogenic, earth quakes and volcanoes.
4. Theory of Isostasy; Wegner's theory of continental drift and Plate tectonic theory.

**SECTION- C**

5. Weathering; causes and its types.
6. Mass-movements; causes, its types and impacts.

**SECTION- D**

7. Concept of cycle of erosion; cycle of erosion by W.M. Davis and
8. Process of Wind, River, Underground water, Glaciers.

**Books recommendations**

1. Sharma H.S. Perspective in Geomorphology, Concept, New Delhi 1980.
2. Singh Savinder, Geomorphology, Prayag Publication, Allahabad 1998.
3. Singh Savinder, Physical Geography Prayag Publication, Allahabad, 1998.
4. Sparks B.W. Geomorphology, Jojngman, London, 1960.
5. Thornbury W.D. 1969 Principles of Geomorphology, New York, John Wiley & Sons.

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**Minor : Paper-III Discipline B<sub>1</sub>**  
**Economics : Introductory Microeconomics**

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**CREDIT DISTRIBUTION**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
070101003				
Introductory Microeconomics	4	3	1	0

- **Course Objectives:**

This course is designed to expose students to the basic principles of microeconomic theory. The emphasis will be on teaching the fundamental economic trade-offs and allocation problems due to scarcity of resources. This course will use graphical methods to illustrate how microeconomic concepts can be applied to analyze real-life situations.

- **Course Learning Outcomes:**

Students will learn to think about economic trade-offs and opportunities. They will learn the fundamentals of market mechanisms and government interventions.

- **Content (Unit-wise):**

**Unit 1 :** Introduction to economic trade-offs

Resources and opportunities, Gains from trade, Individual and society

**Unit 2 :** How market works

Supply and demand, Price and resource allocation, Elasticity, Market, trade and welfare.

**Unit 3 :** Role of government

Taxation, Public good, Inequality and poverty

**Unit 4 :** Individual decision and interactions

Decision versus strategic interaction, How to think about strategic interactions,  
Real life Final Examination.

• **Suggested Readings**

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Dixit, A. K., & Skeath, S. (2015). *Games of strategy*: Fourth international student edition. WW Norton & Company.
- Acemoglu, D., Laibson, D., & List, J. (2017). *Microeconomics*. Pearson.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## Minor : Paper-III Discipline B<sub>1</sub>

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*English : Introduction to Literary Studies*

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**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course objective:**

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

### **Course outcome:**

- By the end of this course, it is hoped that a basic sense of literature as a discipline of thought and application will be inculcated among students.

### **Course Content:**

#### **UNIT I: Reading the Novel**

1. Jane Austen: *Pride and Prejudice*

2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. ‘A New Province of Writing,’ *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

#### **UNIT II: Reading Poetry**

4. John Milton: ‘On His Blindness’

5. William Wordsworth: ‘Composed Upon Westminster Bridge’

6. Emily Dickinson: ‘341 After Great Pain’

7. Rabindranath Tagore: ‘Where the Mind is Without Fear’

8. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, ‘Versification and Poetic Syntax’, *The Norton Anthology of Poetry, 5<sup>th</sup> edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

### **UNIT III: Reading Drama**

9. Mahesh Dattani: *Tara*

10. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)

11. Tanvir, Habib. *It Must Flow: A Life in Theatre*

<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>

12. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

#### **SUGGESTED READINGS:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.

2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.

3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn. 2005.

4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

## Minor : Paper-III Discipline B<sub>1</sub>

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*History : History of India from earliest times up to c. 300 CE*

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### Course Objectives:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

### Learning Outcomes:

On successful completion of this course, students will be able to:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

### Course Content:

UNIT I: Sources for interpreting early Indian history

UNIT II: Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic.

UNIT III: Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline.

UNIT IV: Vedic and Megalithic cultures: an overview

UNIT V: Second urbanization, material and social changes, Buddhism and Jainism.

UNIT VI: The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts

UNIT VII: Early Tamilkam: Survey of Sangam literature, polity, economy and society

UNIT VIII: Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas

### Essential Readings and Unit-Wise Teaching Outcomes:

**Unit I:** In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 1 week approx.)

- Chakrabarti, D.K. (1990). *India: An Archaeological History*. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). *The Coinage of Ancient India*. Jodhpur: Kusumanjali Prakashan.
- Salomon, Richard. (1998). *Indian Epigraphy*. Delhi: OUP.

- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 2)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapter 1)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 1)

**Unit II:** This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) *The Archaeology of India*. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Chapter 3-5)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapters 2 and 3)

**Unit III:** This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 3 weeks approx.)

- Allchin, Bridget and Raymond Allchin. (1997). *Origin of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (Chapter 4)

**Unit IV:** The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 2)
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld. (Appendix I)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): *The History and Culture of Indian People*. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal. (Chapter 11)
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press (Chapter 1)

**Unit V:** This unit shall familiarize the students with major political and social transformations along- side religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 3)
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), *Iron and Social Change in Early India*, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan. (Chapters 6 and 7)
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin. (Chapter 5)

**Unit VI:** This Unit shall introduce students to the evolving administrative framework, economy and concept of *Dhamma* during the Mauryan Empire. (Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan. (Chapter 4)
- Lahiri, Nayanjot (2015) *Ashoka in Ancient India*. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). *Political History of Ancient India*. New Delh: OUP
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson. (chapter 7)
- Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press. (All Chapters)

**Unit VII:** This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 1 week approx.)

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press. (Chapter 2)
- Sastri, K. A. Nilakantha. (1955) *A History of South India from Prehistoric Times to the fall of Vijayanagar*. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson (chapter 8)

**Unit VIII:** This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 2 weeks approx.)

Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Mac-Millan. (Chapter 5)

- Sahu, B.P. (2015) *Society and Culture in Post-Mauryan India c.200 BC to AD 300*. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas. (Chapters 18 and 19)

**Suggested Readings:**

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.

- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13<sup>th</sup> Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). “The Beginnings of the Historic Period: The Tamil South” in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

## Minor : Paper-III Discipline B<sub>1</sub>

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### *Political Science : Introduction to Political Theory*

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#### **Course Objective**

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

#### **Course Learning Outcomes**

After completing this course students will be able to:

- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

#### **Unit 1: What is Political Theory and what is its relevance?**

#### **Unit 2: Concepts: Liberty, Equality, Justice, Rights**

#### **Unit 3: Debates in Political Theory:**

- a. Protective discrimination and principles of fairness?
- b. The Public vs private debate: Feminist Perspective Censorship and its limits

#### **Unit wise reading list**

##### **Unit I**

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

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

##### **Unit 2**

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

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

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

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

##### **Unit 3**

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory:*

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

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

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

**Additional Resources:**

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

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

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

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

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

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

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

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

**Minor : Paper-III Discipline B<sub>1</sub>**  
**Geography: Physical Geography – I**

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**Course outcomes:**

Understand the Earth's structure and plate tectonics  
Continental drift and sea-floor spreading  
Types of plate boundaries and resulting landforms  
Examine the processes shaping the Earth's surface:  
Weathering, erosion, and deposition  
Denudation and landscape evolution

**SECTION- A**

9. Definition, Nature, scope and fields of Physical Geography.
10. Interior of the earth and rocks.

**SECTION- B**

11. Earth movements; organic, eperogenic, earth quakes and volcanoes.
12. Theory of Isostasy; Wegner's theory of continental drift and Plate tectonic theory.

**SECTION- C**

13. Weathering; causes and its types.
14. Mass-movements; causes, its types and impacts.

**SECTION- D**

15. Concept of cycle of erosion; cycle of erosion by W.M. Davis and
16. Process of Wind, River, Underground water, Glaciers.

**Books recommendations**

6. Sharma H.S. Perspective in Geomorphology, Concept, New Delhi 1980.
7. Singh Savinder, Geomorphology, Prayag Publication, Allahabad 1998.
8. Singh Savinder, Physical Geography Prayag Publication, Allahabad, 1998.
9. Sparks B.W. Geomorphology, Jojngman, London, 1960.
10. Thornbury W.D. 1969 Principles of Geomorphology, New York, John Wiley &

Sons.

**Generic Elective (GE)**

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**ENGLISH : ENGLISH FLUENCY- I**

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**CREDIT DISTRIBUTION**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
English Fluency I	4	3	1	0

**Course objectives:**

- This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
- The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

The course will help students to:

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- write formal letters, personal notes, blogs, reports and texts on familiar matters.
- comprehend and analyse texts in English.
- organise and write paragraphs and short essays in a variety of rhetorical styles.

**Course content:**

**UNIT I:** In the domestic sphere

1. Basic Grammar
2. Modifiers, Prepositions, Conjunctions

3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

**Readings:**

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

**UNIT II: In the University**

1. Introducing oneself -- Note-making
  2. Pronunciation Intonation – Nouns, Verbs, Articles
  3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

**Readings:**

3. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

**UNIT III: In public places**

1. CV Job applications
  2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

**Readings:**

4. Chakrabarti, Nirendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
5. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## Ability Enhancement Course (AEC)

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### Environmental Science I

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#### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
AEC 1: Environmental Science I	2	2	0	0

#### Course Learning Outcomes

*The course will empower the undergraduate students by helping them to:*

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental-economic social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

## Unit 1

### **Introduction to Environmental Studies** (2 lectures and 3 practical/ outreach activities)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

### **Suggested Readings**

1. Raven, P.H, Hassenzuhl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: **1-17**); **Chapter 2** (Pages: **22-23**); **Chapter 3** (Pages: **40, 41**); **Chapter 4** (Pages: **64, 66**).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: **3-28**).

### **Practical/Exercises/Experiential activities/Outreach activities**

1. Analysis of achievement of Sustainable Development Goals of any country.
2. Gain insights of sustainability framework for an industrial activity using activity worksheets
3. Use of environmental activity worksheets to understand interdependence and interactions between different environmental components.

## Unit 2

### **Ecosystems** (6 lectures and 6 practical/ outreach activities)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis
- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

### **Suggested Readings**

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: **1-16**); **Chapter 2**

(Pages: **18-76**); **Chapter 10** (Pages: **414-458**).

2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: **38-52**); **Chapter 4** (Pages: **53-62**); **Chapter 5** (Pages: **100-103**); **Chapter 6** (Pages: **106-128**).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: **307-323**); **Chapter 18** (Pages: **420-442**); **Chapter 28** (Pages: **747-769**).

### **Practical/Exercises/Experiential activities/Outreach activities**

1. Schematic collection of data for depicting ecological pyramids in the College campus
2. Differentiation of natural and managed ecosystems using Google Earth/Google Map
3. Field visit to terrestrial and aquatic ecosystems (forests, grasslands, wetlands, biodiversity parks, etc.)
4. Develop a working model of any ecosystem
5. Use of worksheets to identify structure and function of different ecosystems.

### **Unit 3**

#### **Natural Resources** (8 lectures and 6 practical/ outreach activities)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

#### **Suggested Readings**

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13**

(Pages: **180-263**); **Chapter 14** (Pages: **272-275**); **Chapter 15** (Pages: **286-289**).

4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: **623-663**).

**Practical/Exercises/Experiential activities/Outreach activities (College may choose as per requirement)**

1. Visit to a paper recycling unit/rainwater harvesting plant/solar plant/biogas plant in the College campus
2. Develop and understand working model of renewable/non-renewable sources of energy
3. Mapping of natural resources of a given study area using Google Earth
4. Time-series analysis of natural resource consumption of a given country using publicly available data
5. Comparison of energy demand and consumption of a particular state over the years using graphical tools
6. Assessing the consumption pattern of a natural resource in the dominant industry at local scale and status of natural resource in areas supplying it

**Unit4**

**Environmental Pollution** (8 lectures and 6 practical/ outreach activities)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

**Suggested Readings**

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: **243-255**); **Chapter 18** (Pages: **280-305**); **Chapter 21** (Pages: **352-358**); **Chapter 22** (Pages: **365-374**); **Chapter 23** (Pages: **378-388**); **Chapter 25** (Pages: **416-426**).
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA. Pp. 1-264.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: **359-381**); **Chapter 21** (Pages: **401-421**); **Chapter 23** (Pages: **440-453**).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: **445-535**).

**Practical/Exercises/Experiential activities/Outreach activities**

1. Determine water quality of a given location using rapid pollution monitoring kits
2. Assess air quality index (AQI) of any location using real-time air quality parameters
3. Determine magnitude of solid waste generated in a home/college on a monthly basis
4. Develop and maintain compost/vermicompost using biodegradable waste in the College
5. Identify suitability of given water samples for various purposes using given kits
6. Prepare water audit report of the college/house/locality/colony.
7. Map solid and liquid discharge of the college/colony and develop a management plan (show it using schematic diagram, and photographs).
8. Repurpose waste for economic and environmental benefits in your college/nearby area/colony (submit a small video).
9. Analyze river-society-economy nexus based on primary or secondary data (use quantitative data, and show it using photographs on a poster).

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

## Skill Enhancement Course (SEC)

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*Commerce : Finance for Everyone*

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### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
Finance for Everyone	2	2	0	0

### *Learning Objectives*

The Learning Objectives of this course are as follows:

- To offer an integrated approach to the understanding of concepts and applications of financial planning.
- To help the students in their financial planning.

### *Learning outcomes*

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of financial literacy and the institutions providing financial services.
- After studying this course, students will be able to prepare a financial plan, budget and manage personal finances.
- After studying this course, students will be able to open, avail and manage services offered by banks.
- After studying this course, students will be able to open, avail and manage services offered by post offices.
- After studying this course, students will be able to plan for life insurance and property insurance.
- After studying this course, students will be able to choose instruments for investment in shares.

### **Unit 1: Introduction, Financial Planning and Budgeting**

Meaning, importance and scope of financial literacy; Prerequisites of financial literacy – level of education, numerical and communication ability; Various financial institutions – banks, insurance companies, post offices, mobile app based services. Need of availing of financial services from banks, insurance companies and postal services. Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal budget, family budget, business budget and national

budget; Procedure for financial planning and preparing a budget; Budget surplus and budget deficit, Avenues for savings from surplus, Sources for meeting the deficit.

## **Unit 2: Banking Services**

Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – savings bank account, term deposit, current account, recurring deposit; pan card, address proof, KYC norm; Various types of loans – education loan, consumer durable loan, vehicle loan, housing loan, short term, medium term, long term, microfinance, bank overdraft, cash credit, mortgage, reverse mortgage, hypothecation, pledge, Agricultural and related interest rates offered by various nationalized banks; Cashless banking, e-banking, check counterfeit currency; CIBIL, ATM, net banking, RTGS, NEFT, IMPS, electronic clearance services (ECS), debit and credit card, app based payment system, bank draft and pay order; banking complaints and ombudsman.

## **Unit 3: Financial Services from India Post Office**

Post office savings schemes: savings bank, recurring deposit, term deposit, monthly income scheme, kisan vikas patra, NSC, PPF, senior citizen savings scheme, sukanya samriddhi yojana; india post payments bank. money transfer: money order, e-money order. instant money order, collaboration with the western union financial services; mo videsh, international money transfer service, money gram international money transfer, Indian postal order.

## **Unit 4: Insurance Services**

Life insurance policies: life insurance, term life insurance, endowment policies, pension policies, ULIP, health insurance plans, comparison of policies offered by various life insurance companies, comparison of policies offered by various health insurance companies. Property insurance policies. Post office life insurance schemes: postal life insurance and rural postal life insurance.

## **Unit 5: Stock Markets – Some Basic Concepts**

Terms used in stock markets: SENSEX, NIFTY, primary markets, secondary markets, initial public offering (IPO), follow-on public offering (FPO), offer for sale (OFS), block deal, equity shares, preference shares, debentures, bonus shares, stock split, dividend, buyback, DEMAT

account, trading account, delivery instruction slip (DI Slips), blue chips, defensive stocks, face value, market value, market capitalisation, pre-opening session, trading session, opening price, closing price, business days, bull, bear, bull market, bear market, risk, stop loss, derivatives, call option, put option, hedge, holding period; Tax on short term capital gains and long-term capital gains, Mutual Fund and its various schemes.

### **Practical Exercises:**

The learners are required to:

- visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure for availing of these services.
- carry out the comparative analysis of different types of life insurance policies.
- carry out the comparative analysis of different types of health insurance policies.

- prepare a personal and family budget for one/six/ twelve months on imaginary figures.

**Suggested Readings:**

- Avadhani, V. A. “Investment Management” Himalaya Publishing House Pvt. Ltd., Mumbai.
- Batra, J.K., Accounting and Finance for Non-finance Managers, Sage Textbook
- Chandra, P. “Investment Game: How to Win” Tata McGraw Hill Education, New Delhi.
- Kothari, R. “Financial Services in India-Concept and Application” Sage Publications India Pvt. Ltd., New Delhi.
- Milling, B. E. “The Basics of Finance: Financial Tools for Non-Financial Managers” Universe Company, Indiana,
- Mitra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. “Financial Planning” Sage Publications India Pvt. Ltd., New Delhi.
- Zokaityte, A. “Financial Literacy Education” Palgrave Macmillan, London.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

## Value Addition Course (VAC)

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### *Political Science: Constitutional Values and Fundamental Duties*

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#### Credit Distribution

Course Title and Code	Credits	Credit Distribution of the Course		
		Lecture	Tutorial	Practical
Constitutional Values and Fundamental Duties	2	2	0	0

#### COURSE OBJECTIVES:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

#### LEARNING OUTCOMES:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

#### Unit I: The Constitution of India – an Introduction

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and *Sarva Dharma Sama Bhava*

#### Unit II: Constitutional Values

- **Justice:** Social, Political, Economic
- **Liberty:** Thought, Expression, Belief, Faith, Worship
- **Equality :** Equality before law & equal application of laws
- **Fraternity:** Dignity, Unity and Integrity

#### Unit III: Fundamental Duties

- Reflecting on the ancient Indian notions of righteousness and duty

consciousness

- Fundamental Duties- Article 51A [(a) – (k)]
- Legal status of Fundamental Duties - Judicial approach

### **Practical/ Practice Component**

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### **ESSENTIAL READINGS**

- *Preamble* to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 19, 21.
- The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

### **SUGGESTED READINGS**

- Durga Das Basu, *et al.*, *Introduction to the Constitution of India* (LexisNexis, 26<sup>th</sup> edn, 2022).
- Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13<sup>th</sup> revised edn. 2017)
- B.R. Ambedkar *Selected Speeches*, (Prasar Bharati, New Delhi, 2019) *available at:* [https://prasarbharati.gov.in/whatsnew/whatsnew\\_653363.pdf](https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf).

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	

<b>Semester End Exam</b>	
End Exam	<b>– 30 Marks</b>
<b>Grand Total</b>	<b>– 50 Marks</b>

## B.A. (PROGRAMME) SEMESTER-II

<b>DSC-3 (MINOR)</b> Note : Opt for the same Discipline as Sem-I
<b>Economics:</b> Introductory Macroeconomics <b>English:</b> 16 <sup>th</sup> and 17 <sup>th</sup> Century English Drama <b>History:</b> History of India: 300 CE to 1200 CE <b>Political Science:</b> Indian Government and Politics <b>Geography:</b> Human Geography
<b>DSC-4 (MAJOR)</b> Note : Opt for the same Discipline as Sem I
<b>Economics:</b> Basic Statistics for Economics <b>English:</b> 18 <sup>th</sup> Century Literature <b>History:</b> Medieval Societies: Global Perspective <b>Political Science:</b> Indian Foreign Policy <b>Geography:</b> Economic Geography
<b>GENERIC ELECTIVE (GE) (Any One)</b>
<b>English:</b> English Fluency-I (Same as in Semester-I) (Only for those who did not opt for English in Semester-I) <b>Hindi:</b> हिंदी भाषा और साहित्य (for students who have studied Hindi upto 10 <sup>th</sup> standard)
<b>Ability Enhancement Course (AEC)</b> <b>(Choose Any One)</b>
<b>Hindi</b> – Hindi Aupcharik Lekhan (for students who have studied Hindi upto 10 <sup>th</sup> standard)
<b>Skill Enhancement Course (SEC)</b> (Any one other than opted in Sem-I)
<b>Commerce:</b> Finance for Everyone <b>English:</b> Communication in Everyday Life <b>Hindi:</b> रंगमंच
<b>Value Added Course (VAC)</b> (Any one other than opted in Sem-I)
<b>English:</b> Reading Indian Fiction in English <b>Hindi:</b> भारतीय भाषा परंपरा और मानव मूल्य <b>Political Science:</b> Constitutional Values and Fundamental Duties <b>Sanskrit:</b> Yoga : Philosophy and Practice

**Scheme of Examination (Credit Distribution)**

**(Theory +Tutorial/Practical)**

**Semester II**

Sr. No	Course Code	Course Name	Credit Distribution				Internals	External	Total Marks	Course Type
			L	T	P	C	CAT1+ CAT2	TH		
1	070102001	Indian Foreign Policy	3	1	0	4	40	60	100	Core 4
2	070102002	Indian Government and Politics	3	1	0	4	40	60	100	Core 5
3	070102003	Introductory Macroeconomics	3	1	0	4	40	60	100	Core 6
4		हिंदी भाषा और साहित्य	3	1	0	4	40	60	100	GEC 2
5		हिंदी औपचारिक लेखन	1	1	0	2	20	30	50	AEC 2
6		Communication in Everyday Life	1	1	0	2	20	30	50	SEC 2
7		Yoga: Philosophy and Practice	1	1	0	2	20	30	50	VAC 2
		<b>Total Credits</b>	15	7	0	22				
		<b>Total Marks</b>							<b>550</b>	

## DISCIPLINE SPECIFIC CORE COURSE - ECONOMICS

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### DSC-3 (Minor) : Introductory Macroeconomics

#### CREDIT DISTRIBUTION AND ELIGIBILITY

Course title & Code 070102003	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introductory Macroeconomics	4	3	1	0

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the basic concepts of macroeconomics
- To discuss the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, unemployment and the balance of payments
- To introduce the simple analytical framework (e.g., the IS-LM model) for analysing the relationships among key macroeconomic variables

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would be able to familiarise the broad macroeconomic concepts like GDP, inflation, money supply, interest rate and their inter-linkages and their interrelationships.
- By studying the course, the students will be able to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

#### SYLLABUS OF DSC-4

**UNIT – I: Introduction to Macroeconomic issues and National Income Accounting**

Basic issues studied in macroeconomics; measurements of gross domestic product, income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for open economy, balance of payments accounts; current, capital and financial accounts.

**UNIT – II: Money (10 Hours)**

Functions of money; quantity theory of money; demand for money; determination of money supply and demand; credit creation; tools of monetary policy.

**UNIT – III: Simple Theory of Income Determination**

Classical and Keynesian systems; simple Keynesian model of income determination

**UNIT – IV: IS-LM Analysis and Aggregate Demand**

Derivations of the IS and LM curves; fiscal and monetary multipliers; derivation of aggregate demand

**Essential/recommended readings:**

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition), Pearson.
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Blanchard, O. (2017). *Macroeconomics* (7th edition). Pearson
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (6th edition). McGraw- Hill
- Dornbusch, R., S. Fischer and R. Startz. *Macroeconomics* (11th edition). McGraw- Hill

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

## DISCIPLINE SPECIFIC CORE COURSE – ENGLISH

DSC-3 (Minor) : 16th & 17th Century English Drama

### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- The course will facilitate a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

### SYLLABUS OF DSC- 5

#### UNIT – I

Christopher Marlowe: *Doctor Faustus*

#### UNIT – II

William Shakespeare: *Macbeth*

#### UNIT – III

Aphra Behn: *The Rover*

### Essential/recommended readings-

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.
3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

## DISCIPLINE SPECIFIC CORE COURSE - HISTORY

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**DSC-3 (Minor) : History of India, 300 CE To 1200 CE**

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### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
History of India, 300 CE to 1200 CE	4	3	1	0

### Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyse these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

### Learning outcomes

On successful completion of this Course, the students will be able to:

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

### SYLLABUS OF DSC-1

**Unit I:** Survey of the Sources. (8 Hours)

**Unit II:** The Guptas and the Vakatakas: Administration, economy, society and cultural development. (12 Hours)

**Unit III:** Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas. (12 Hours)

**Unit IV:** Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy. (8 Hours)

**Unit V:** Emergence of Rajput states in Northern India: Socio - economic foundations (12 Hours)

**Unit VI:** The Cholas: State and administration, economy and culture. (8 Hours)

**Essential/recommended readings**

**Unit-I:** This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

- Sharma, R.S. (1995). “An Analysis of Land grants and their Value for Economic History” in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)

**Unit II:** This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)

**Unit III:** This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- Sharma, R.S. (2005). India’s Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

**Unit IV:** This Unit shall introduce students to the evolving process of state formation and political

struggle for supremacy in post-Gupta polities.

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)

**Unit V:** This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

**Unit VI:** This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)

– **Suggestive readings**

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of

- Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
  - Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265- 306.
  - Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

## **DISCIPLINE SPECIFIC CORE COURSE - POLITICAL SCIENCE**

*DSC-3 (Minor) : Indian Government and Politics*

### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code <b>070102002</b>	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>Indian Governmen t and Politics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>

#### **Learning Objectives**

This course aims to familiarize students with constitutional government and nature of politics in India and the relationship between the two. It focusses on the originary moment of the Indian Republic through an understanding of the philosophy and the features of the Constitution while demonstrating how the processes of state formation and nation making coincided with constitution-making and the interlacing between the two. The course also introduces students to the institutions of the state, the constitutional rules governing them and the political trajectory of their evolution. The course then proceeds by way of familiarity with varied political processes that have dominated the nature of Indian politics including reflections on the development paradigm followed by the Indian state and a critical perspective on the character of Indian state itself. While focusing on the constitutional framework and design laid down for governance, the course delves deeper into the political processes through which a divergent space for actual politics is carved out, in India.

#### **Learning outcomes**

On successful completion of the course, students would demonstrate:

- Understanding of the Indian Constitution, its basic features and the rights and duties of the citizens as well as the constitutional obligations of the state
- Knowledge of state institutions in India, the constitutional provisions governing them and actual their working
- Understanding into the nature of Indian society and its relationship with politics through

the prism of caste, class, gender, religion, etc.

- Knowledge of party system and political parties in India
- Awareness of the development debates in India and its relationship with the social movements

## **SYLLABUS**

### **UNIT – I**

**Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism**

### **UNIT – II**

**State formation and nation building: Integration of princely states, linguistic reorganisation of states**

### **UNIT – III**

**Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister**

### **UNIT – IV**

**Social structure and political power: caste, class, gender**

### **UNIT – V**

**Religion and politics: debates on secularism and communalism**

### **UNIT – VI**

**Political parties and party systems**

### **UNIT – VII**

**Development strategies: planned economy, neo-liberal restructuring**

### **UNIT – VIII**

**Social movements: workers, farmers, environmental, and women's movements**

### **UNIT – IX**

**The nature of state in India: developmental, welfare, regulatory Essential/recommended readings**

**Indian Constitution: basic features, debates on Fundamental Rights, Directive Principles and Federalism**

B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D.D. Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India*, (20th ed.). Lexis Nexis, India.

Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India*, (20th ed.). Lexis Nexis, India.

**State formation and nation building: Integration of princely states, linguistic re-organisation of states**

Chandra, B., Mukherjee, A. & Mukherjee, M. (2008), Consolidation of India as a Nation (I), in *India Since Independence*. New Delhi: Penguin.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2008), Consolidation of India as a Nation (II), the Linguistic Organization of the States, in *India Since Independence*. New Delhi: Penguin.

V P Menon, 1956, CH I- Setting the Stage and Ch XXV- The Cost of Integration, in *The Story of the Integration of the Indian States*, Orient Longman.

### **Political institutions at the Centre and State levels: Parliament, Judiciary, Prime Minister, Chief Minister**

S.K. Chaube, 2010, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, 2010, Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230. Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

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

### **Social structure and political power: caste, class, gender**

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

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

Jhodka, Surinder. 2010. 'Caste and Politics'. In Niraja Jayal and Pratap Bhanu Mehta (eds). *The Oxford companion to politics in India*, pp.154-67.

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

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

Raju. J Das. (2019). 'Class Relations, Class Struggle, and the State in India'. In *Critical Reflections on Economy and Politics in India: A class Theory Perspective*. Leiden; Boston: Brill, pp. 233-282.

### **Religion and politics: debates on secularism and communalism**

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

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

R Bhargava (ed.) (2006) *Secularism and its Critics*, Oxford India Paperbacks.

### **Political parties and party systems**

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

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

C. Jaffrelot and G. Verniers (2020), 'A New Party System of a New Political System?', *Contemporary South Asia*, Vol.28, No.2, pp. 141-154.

M. Vaishnav and J. Hinton (2019), 'The Dawn of India's Fourth Party System', *Carnegie Endowment for International Peace Paper*, 5 September.

Pradeep Chibber and Rahul Verma, (2019) 'The Rise of the Second Dominant Party System in India: BJP's New Social Coalition in 2019' in *Studies in Politics*, Vol. 7, No.2, Pp.131-148.

### **Development strategies: planned economy, neo-liberal restructuring**

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, pp.1-35.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

S. Mehrotra and S. Guichard, eds., (2020), *Planning in the 20th Century and Beyond: India's Planning Commission and the Niti Aayog*, Cambridge University Press, Cambridge.

### **Social movements: workers, farmers, environmental, and women's movements**

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

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

A.R. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

D.N. Dhanagare, (2017), *Understanding the Farmers' Movement in Maharashtra: Towards an Analytical Framework*, in *Populism and Power Farmers' movement in western India, 1980—2014*, Routledge

S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

R. Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

B. Agarwal, Environmental Management, Equity and Ecofeminism: Debating India's Experience, *Journal of Peasant Studies*, Vol. 25, No. 4, pp. 55-95.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

### **The nature of state in India: developmental, welfare, regulatory**

A. Chakraborty (2019) 'From Passive Beneficiary to 'Rights Claimants': What Difference Does it Make', in A. P. D'Costa and A. Chakraborty eds., *Changing Contexts and Shifting Roles of the Indian State: New Perspectives on Development Dynamics*, Singapore: Springer, pp. 25-38.

P. Chatterjee (2010) 'The State', in N. G. Jayal and P. B. Mehta eds. *The Oxford Companion to Politics in India*, Delhi: Oxford University Press, pp. 3-14.

R. Khera, 2020, India's Welfare State: A Halting Shift from Benevolence to Rights, *Current History*, Vol 119, Issue 816

M. Khosla and M. Vaishnav, (2021), 'The Three Faces of the Indian State', *Open Democracy*, 32(1), pp. 111-25.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2).

M.P Singh and R. Saxena, 2021 (Re-print) *Indian Politics: Constitutional Foundations and Institutional Functioning*, Third Edition, PHI Learning Pvt. Ltd. (Chapter 3).

A. K. Thiruvengadam, 'Flag-bearers of a New Era? The Evolution of New Regulatory Institutions in India (1991-2016)' in S. Rose-Ackerman, P.L. Lindseth and J. Emerson eds., *Comparative Administrative Law*, Cheltenham: Edward Elgar, pp. 218-232.

L. Tillin, R. Deshpande and K.K. Kailash eds. (2015) *Politics of Welfare: Comparisons across Indian States*, Delhi: Oxford University Press [Introduction: Comparing the Politics of Welfare across Indian States, pp. 1-39]

### **Additional Readings:**

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

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

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

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

Jayal, N. G. and Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

# DISCIPLINE SPECIFIC CORE COURSE - Geography

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## DSC-3 (Minor) : Human Geography

### Course outcome:

#### **Understand population dynamics:**

Growth rates, density, and distribution

Population pyramids and demographic transition

#### **Examine migration patterns and processes:**

Types of migration (rural-urban, international)

Push-pull factors and consequences

Language, religion, and ethnicity

Identity, place, and sense of belonging

### **Section - I**

1. Nature and scope of Human Geography, Branches of Human Geography, Approaches to the study of Human Geography.
2. Division of Mankind: Spatial distribution of race and tribes of India; concept of man-environment relation: A historical approach.

### **Section - II**

3. Human adaptation to the environment (i) Cold region – Eskimo (ii) Hot region – Bushman.
4. Meaning, nature and components of resources; Classification of resources – renewal and non-renewable; biotic and abiotic, recyclable and non-recyclable.  
Distribution, utilization and conservation of biotic (flora and fauna) and abiotic (water, minerals and energy) resources.

### **Section - III**

5. Distribution and density of world population, population growth, fertility and mortality patterns.
6. Concept of over, under and optimum population; Population theory: Malthus.

### **Section-IV**

7. Rural settlements: Meaning, classification and types. Urban settlements: Origin, classification and functions of towns.
8. Population pressure, resource use and environment degradation; concept of deforestation, soil erosion, air and water pollution.

**Suggested Readings: -**

1. Agarwal, A etal : The Citizen's Fifth Citizen's Report, Centre for Science & Environment, New Delhi, 1999.
2. Alexander, John. W. : Economic Geography, Prentice Hall of India Ltd., New Delhi, 1988.
3. Bergwan, Edward E: Human Geography: Culture Connections and Landscape, Prentice-Hall, New Jersey, 1985.
4. Carr, M. Patterns: Process and Change in Human Geography, McMillan Education, London, 1987.
5. Chandna, R.C. : A Geography of Population : Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi, 1986.
6. DeBlij, H. J. : Human Geography, Culture, Society and Space, John Wiley, New York, 1996.
7. Fellman, J.L. : Human Geography-Landscapes of Human Activities, Brown and Benchman Pub., USA, 1997.
8. Global Environment Outlook: Earthscan, London, 2000.
9. McBride, P.J. Human Geography; Systems Patterns and Change, Nelson, UK and Canada, 1996.
10. Michael, Can: New Patterns : Process and Change in Human Geography, Nelson, 1996.

## DISCIPLINE SPECIFIC CORE COURSE – ECONOMICS

### DSC-4 (Major) : Basic Statistics for Economics

#### CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Basic Statistics for Economics	4	3	1	0

#### Learning Objectives

The Learning Objectives of this course are as follows:

- The course teaches students the basics of probability theory and statistical inference based on simple technical rigor. It includes introductory probability theories, sample distribution and hypothesis testing that set a necessary foundation for the econometrics course taught as a General Elective.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- The student will be able to analyse the data using basic statistical concepts. They will understand sampling characteristics, estimation as well as examine the hypotheses using discrete and continuous distributions.

#### SYLLABUS OF DSC- 4

**UNIT – I:** Introduction and overview

Populations and samples; sample statistics; Descriptive Statistics.

**UNIT – II:** Basic concepts of probability

Spaces and events; probability concepts, conditional probabilities

**UNIT – III: Probability distributions and Sampling**

Random variables – discrete and continuous, various probability distributions - functions and characteristics; Commonly used distributions - uniform, binomial, exponential, Poisson, hypergeometric and Normal random variables. Jointly distributions- conditional distributions and expectations, covariance and correlation

**Unit – IV: Estimation and Hypothesis testing**

Estimation of population parameters - methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals; Defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test

## Essential/recommended readings

- Larsen, R., Marx, M. (2011). *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall.
- James McClave, P. George Benson, Terry Sincich (2017), *Statistics for Business and Economics*, Pearsons Publication.
- Anderson D. R, Sweeney D.J. et. al (2019), *Statistics for Business & Economics*, 13th ed. Cengage Learning.
- Sheldon Ross (2017), *Introductory Statistics*, 4th Edition, Academic Press

## DSC-4 (Major) : 18th Century Literature

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### Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
DSC-6 18 <sup>th</sup> Century Literature	4	3	1	0

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

### SYLLABUS

#### UNIT - I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

#### UNIT - II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

### UNIT - III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wedenfeld and Nicholson, 1962.
5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693-2694, 2774-2777
6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

## DISCIPLINE SPECIFIC CORE COURSE–HISTORY

*DSC-4 (Major) : Medieval Societies: Global Perspectives*

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>

#### Learning Objectives

1. The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization which finally led to cultural efflorescence.

#### Learning outcomes

After completion of the course the student shall be able to –

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.
- Understand the role of religion and other cultural practices in community organisation.

- What was medieval China and the science and civilization there.
- Finally the technological growth that led to cultural efflorescence during the later period.  
(Ming period)

## COURSE CONTENT

### UNIT I.

#### MEDIEVAL WORLD (20 Hours)

- (a) Understanding Feudalism: European and Indian
- (b) Church and nobility; Peasants and state
- (c) Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis
- (d) Cultural Patterns: Crystallization of hierarchies; medieval life and thought

#### Readings

1. Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
2. Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26
3. Sinha, Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010
4. Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990
5. Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
6. Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
7. Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180.
8. Georges Duby, (1977). "Lineage, Nobility and Knighthood: The Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
9. Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
10. Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
11. Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
12. Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.
13. R.S. Sharma (1984), "How feudal was Indian Feudalism?" *Social Scientist*, Vol. 12, No. 2, pp. 16-41.
14. Harban Mukhia (1997), "Was There Feudalism in Indian History?" *Feudalism* in *Burton Stein ed., The State in India 1000-1700*, New Delhi: Oxford University Press,

pp. 86-133.

## **UNIT II. Genesis Of A New Social Order And Islamic Culture (20 Hours)**

- (a) Pre-Islamic tribal society in Arabia; formation of ummah
- (b) The Caliphates – Rashidun, Ummayyads and early Abbasids (c. 632 CE to c. 800 CE)
- (c) Cultural Patterns: Adab, Akhlaq, Sufism

1. Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 “Pre Islamic Arabia”, pp. 153-170; Chapter 5, “The Rise of Islam, 600-705”, pp. 173- 225, “Conclusion: From Formative Islam to Classical Islam”, pp. 683-695.
2. Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter “The Absolutism in Flower, 750-813”, pp. 280-314; Chapter “Adab: The Bloom of Arabic Literary Culture, c. 813-945”, pp. 444-472.
5. Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.
6. Duri, A.A. (2000). “The Rise of Islam,” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
7. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.

## **UNIT III.**

### **MEDIEVAL CHINA (20 Hours)**

- (a) Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery.
- (b) Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period)

### **Essential Readings:**

1. E.O Reischauer and John King Fairbank (eds.). (1958) *East Asia: The Great Tradition (Vol I)*.
2. Joseph Needham, (1954). *Science and Civilization in China Vol 1*.
3. *History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series) Routledge 1994, Chapter 27, PP. 421-446.*

### **Suggested Readings:**

1. Jian Bozan, Shao Xunzheng and Hu Hua (eds.), *A Concise History of China*. Foreign Languages Press, China Publications Centre, 1981
2. Kenneth Scott Latourette, *The Chinese: Their History and Culture*. MacMillan

## DISCIPLINE SPECIFIC CORE COURSE - POLITICAL SCIENCE

### DSC-4 (Major) : India's Foreign Policy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
070102001 Indian Foreign Policy	4	3	1	0

#### Learning Objectives

This course introduces India's foreign policy to students by first explaining its key determining principles and objectives. They will learn about the central issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course also imparts an understanding of India's evolving relations with the superpowers during the Cold War and post-Cold War period with a special focus on India's neighbourhood diplomacy. India's bargaining strategies and positioning in international climate change negotiations and international economic governance will be taught to help the students understand changing positions and developments of India's role in the global domain since independence. This facilitates an understanding about the shift in India's identity from being a postcolonial state to an emerging power in the contemporary multipolar world.

#### Learning outcomes

At the end of this course, the students would acquire:

- Basic knowledge of the determinants, principles and key drivers of India's foreign policy.
- Understanding the original rationale of India's non-alignment policy and its relevance in the contemporary context as to how India exercises strategic autonomy in foreign policy choices.
- An insight about India's position in changing global power equations particularly its bilateral ties with powerful nations like the US and Russia along with India's largest neighbour, China.
- Understanding of India's neighbourhood diplomacy in South Asia with regard to important challenges pertaining to border disputes, migration and refugees

- Grasp of India's negotiation strategies in dealing with global challenges in the realm of trade and environmental governance.

## **SYLLABUS**

### **UNIT – I (12 Hours)**

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

##### 1.1 Domestic and International Determinants of India's Foreign Policy

- 1.2 Objectives and Principles
- 1.3 Non-Alignment and Beyond: Concepts, Policy and Relevance

## **UNIT – II (15 Hours)**

### **Changing Relations with the Global Powers from Cold War to the Post-Cold War Era**

- 1.1 India and USA
- 1.2 India and Russia
- 1.3 India and China
- 1.4 India and EU

## **UNIT – III (9 Hours)**

### **India and the Neighbourhood: Issues and Challenges**

- 3.1 Border disputes
- 3.2 Migration and Refugee Issues
- 3.3 Cross-border Terrorism

## **UNIT – IV (9 Hours)**

### **India in the Contemporary Multipolar World**

- 4.1 India's Engagements in Multilateral Forums: Negotiations on Trade and Climate Change
- 4.2 India as a Global Power: Prospects and Challenges

## **Essential/recommended readings**

### **Unit 1. India's Foreign Policy: Meaning, Determinants and Evolution**

#### **1.1 Domestic and International Determinants/ 1.2 Objectives and Principles**

##### ***Essential Readings***

Bandyopadhyay, J. (2003). Basic Determinants. In *Making of India's Foreign Policy*. New Delhi: Allied Publishers, pp. 26-80.

Dixit, J.N. (1998). India's Foreign Policy: Conceptual and Philosophical Origins. In *Across Borders: Fifty Years of India's Foreign Policy*. New Delhi: Thomson Press, pp. 1-13.

Dubey, M. (2016). India's Foreign Policy: Underlying Principles, Strategies and Challenges Ahead, in *India's Foreign Policy: Coping with the Changing World*. Hyderabad: Orient Blackswan, pp. 1-54

##### ***Additional Readings***

Appadorai, A. (1981). Introduction. In *The Domestic Roots of India's Foreign Policy*. New Delhi: OUP, pp.1-26

Sahni, Varun. (2007). India's Foreign Policy: Key drivers. *The South African Journal of International Affairs*, 14 (2), 21-35.

#### **1.3 Non-Alignment and Beyond: Concepts, Policy and Relevance**

##### ***Essential Readings***

Rana, A.P. (1976). *Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy*. New Delhi: Macmillan pp. 1-10.

Mishra, K.P. (1981). Towards Understanding Non-alignment. *International Studies*, 20 (1-2), 23-37.

Yadav, R.S. (2021). Paradigm Shift: Non-Alignment to Globalization in *India's Foreign Policy in the Post-Cold War Years*. New Delhi: Pearson, pp. 41-50

### ***Additional Readings***

Ganguly, S. and Pardesi, M. (2009) 'Explaining Sixty Years of India's Foreign Policy', *India Review*, Vol. 8 (1), pp. 4-19.

Khilani, S., Kumar, R. et al. (2012) 'Non-Alignment 2.0', pp. 70. Available at <https://cprindia.org/wp-content/uploads/2021/12/NonAlignment-2.pdf>.

Kaura, V. (2021). Debating the Relevance of Non-alignment in Indian Diplomacy. *India Quarterly*, 77 (3), 501-506.

## **Unit 2. Changing Relations with the Global Powers from Cold War to Post-Cold War**

### **2.1 India and USA**

#### ***Essential Readings***

Pant, H. V. (2016). India and the US: an emerging partnership, in *Indian foreign policy: An overview*, Manchester: Manchester University Press, pp. 21-34.

Dubey, M. (2016). Indo-US Relations in *India's Foreign Policy: Coping with the Changing World*, Hyderabad: Orient Blackswan Private Limited, pp. 208-258.

#### ***Additional Readings***

Hagerty, D. T. (2016). The Indo-US Entente: Committed Relationship or 'Friends with Benefits'? in Ganguly, Sumit (ed.), *Engaging the World: Indian Foreign Policy Since 1947* (pp. 133-155). New Delhi: Oxford University Press.

Dhaliwal, S. (2021). Introduction. In Shweta Dhaliwal (ed.), *Indo-US Relations: Steering through the Changing World Order*. New York: Routledge, pp. 1-9.

### **2.2. India and Russia**

#### ***Essential Readings***

Ollapally, Deepa M. (2010). The Evolution of India's Relations with Russia, In Sumit Ganguly (ed.), *India's Foreign Policy: Retrospect and Prospect* (pp. 226-247). New Delhi: Oxford University Press.

Pant, Harsh V. (2016). India and Russia: Convergence over Time, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 50-63.

Saran, Shyam. (2022). Implications of the Russia-Ukraine Conflict for India, Asia-Pacific Leadership Network, <https://www.apln.network/projects/trans-eurasian-security/implications-of-the-russia-ukraine-conflict-for-india>

#### ***Additional Readings***

Menon, R. (2015). India and Russia: The anatomy and Evolution of a Relationship. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*. Oxford: OUP. pp.509-523.

Kapoor, N. (2019). India-Russia ties in a changing world order: In pursuit of a Special Strategic Partnership. *ORF Occasional Paper*, pp. 4-36.

Ganguly, Sumit. (2022). Why India Has Been Soft on Russia Over Ukraine. *The Diplomat*, April 15, <https://thediplomat.com/2022/04/why-india-has-been-soft-on-russia-over-ukraine/>

## **2.3 India and China**

### ***Essential Readings***

Pant, Harsh V. (2016). India and China: An Uneasy Relationship, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 35-49.

Saran, S. (2017). Changing Dynamics in India–China Relations. *China Report*, 53 (2): 259–263.

### ***Additional Readings***

Bhalla, Madhu. (2021). The China factor in India’s economic diplomacy. In *A 2030 Vision for India’s Economic Diplomacy*, Global Policy-ORF publication, April 26, pp. 1-11. Available at: <https://www.orfonline.org/expert-speak/china-factor-india-economic-diplomacy/>

Tellis, A. and Mirski, S. (2013). Introduction. In A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Washington: Carnegie Endowment for International Peace, pp. 3-44.

Swaran, S. (2021). COVID-19 and India-China Equations: Examining their Interface in the Indian Ocean Region. *Chinese Studies Journal*, 15, pp.11-132.

## **2.4 India and the EU**

### ***Essential Readings***

Pant, Harsh V. (2016). ‘India and the European Union: A Relationship in Search of a Meaning’, in *Indian Foreign Policy: An overview*. Manchester: Manchester University Press, pp. 64-74.

Khorana, S. (2021). The European Union–India Strategic Partnership: An Examination of the Economic Aspects. In: Gieg, P., Lowinger, T., Pietzko, M., Zürn, A., Bava, U.S., Müller-Brandeck-Bocquet, G. (eds) *EU-India Relations. Contributions to International Relations*. Springer, Cham, Switzerland, pp. 141-150.

### ***Additional Readings***

Abhyankar, Rajendra M. (2009). India and the European Union: A Partnership for All Reasons. *India Quarterly*, Vol. 65, No. 4, pp. 393-404.

Jain, Rajendra K. (2011). India’s Relations with the European Union. In *D. Scott (ed.) Handbook of India’s International Relations*. London and NY: Routledge, pp. 223-232.

## **Unit 3. India and the Neighborhood: Issues and Challenges**

### **3.1 Border Disputes**

#### ***Essential Readings***

Das, Pushpita. (2021). Security Threats to India’s Borders, in *India’s Approach to Border Management: From Barriers to Bridges*. New Delhi: KW Publishers, pp.1-40.

Godbole, Madhav. (2001). *Management of India’s international borders: Some Challenges Ahead*, *EPW*, Vol. 36, No. 48, pp. 4442-4444.

#### ***Additional Readings***

Rajan, Amit. (2018). *India-Bangladesh Border Disputes: History and Post-LBA Dynamics*, Springer, pp. 89-125.

Ortan, Anna. (2010). Ch 2: Border Dispute with China, Ch 3: Border Dispute with Pakistan, Ch 4: Border Dispute with Bangladesh and, Ch 5: Border Dispute with Nepal, in *India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal*, New Delhi: Epitome Books, pp. 5-71; 72-130; 131-167; and 168-216.

### **3.2 Migration**

#### ***Essential Readings***

Chowdhory, Nasreen (2016), 'Citizenship and Membership: Placing Refugees in India', in Uddin, N., Chowdhory, N. (ed.). *Deterritorialized Identity and Trans border Movement in South Asia*, Springer, pp. 37-54.

Norbu, Dawa, 'Tibetan Refugees in South Asia: A Case of Peaceful Adjustment', in Muni, S.D and Baral, Lok Raj (ed.) (1996). *Refugees and Regional Security in South Asia*, New Delhi: Konark Publications, pp. 78-98.

#### ***Additional Readings***

Samuels, F., et al. (2011). *Vulnerabilities of movement: cross-border mobility between India, Nepal and Bangladesh*, Overseas Development Institute, pp. 1-12.

Datta, A. (2012) *Refugees and borders in South Asia: the great exodus of 1971*. Routledge *Studies in South Asian Politics*. New York Routledge, pp. 44-85.

Fiddian-Qasmiyeh, E. Loescher, et al. (2014). *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 1-22.

### **3.3 Terrorism**

#### ***Essential Readings***

Singh, Rashmi. (2018). India's Experience with Terrorism. In Sumit Ganguly, Nicolas Blarel, Manjeet S. Pardesi (eds.), *The Oxford Handbook of India's National Security*. New Delhi: Oxford University Press, pp. 247-265.

Gupta, A., Behuria, A., Ramanna, P.V., & Das, P. (2012). India's Experience in Dealing with Terrorism, pp. 44-60. In Anand Kumar (ed.), *Terror Challenge in South Asia and Prospect of Regional Cooperation*. New Delhi: Pentagon Security International.

Muni, S. D. and Chadha, Vivek. Terrorism Emerging Trends, *Asian Strategic Review* 2016, KW Publications, pp 258-281.

#### ***Additional Readings***

Sakthivel, P. (2010). Terrorism in India: The Unholy Neighbours, *The Indian Journal of Political Science*, Vol. LXXI, No. 1, Jan.-Mar, pp. 153-162

Anant, Arpita. (2011). India and International Terrorism. In David Scott (ed.) *Handbook of India's International Relations*. New York: Routledge, pp. 266-277.

Cordesman, Anthony H. (2017). *Terrorism in South Asia, Global Trends in Terrorism: 1970-2016*, Washington DC: Center for Strategic and International Studies Report, pp. 291-303.

## **Unit 4. India in the Contemporary Multipolar world**

### **4.1 India's Engagements in Multilateral Forums**

*Essential Readings*

**Negotiations on Trade**

Sharma, Mihir Swarup and Bhogal, Preeti (2022). India and Global Trade Governance: A Saga of Missed Opportunities, in Harsh V Pant (ed.), *India and Global Governance: A Rising Power and Its Discontents*. New York: Routledge, pp. 109-134.

Mehta, S. P., & Chatterjee, B. (2015). India in the International Trading System. In David M. Malone, C. Raja Mohan & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*, Oxford: Oxford University Press, pp. 636-649.

### **Negotiations on Climate Change**

Negi, A. (2014). India and the Climate Change Regime. In Amitabh Mattoo & Happyman Jacob (eds.) *India and the International System: Theory, Policy and Structure* (pp. 287-307). New Delhi: Australia-India Institute and Manohar Publications.

Dubash, K. N., & Rajamani, L. (2015). Multilateral Diplomacy on Climate Change. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 663-677). Oxford: Oxford University Press.

### **Additional Readings**

Narlikar, A. (2021). India's Foreign Economic Policy under Modi: Negotiations and Narratives in the WTO and Beyond. *International Politics*, 59 (1), pp.148-166.

Mukherji, R. (2014). India and Global Economic Governance: From Structural Conflict to Embedded Liberalism. *International Studies Review*, 16(3), 460-466.

Mohan, A. (2017). From Rio to Paris: India in Global Climate Politics. Observer Research Foundation, pp. 1- 42. <https://www.orfonline.org/research/rio-to-paris-india-global-climate-politics/>

Nachiappan, K. (2019). Agenda-setting from behind: India and the Framework Convention on climate change. *India Review*, 18(5), pp. 552-567.

Sengupta, Sandeep. (2013). Defending 'Differentiation': India's Foreign Policy on Climate Change from Rio to Copenhagen in Kanti P. Bajpai and Harsh V Pant (eds.), *India's Foreign Policy: A Reader*. New Delhi: Oxford University Press, pp. 389-411.

Sinha, U.K. (2011). India and Climate Change. In David Scott (ed.) *Handbook of India's International Relations*. London: Routledge, pp. 301-311.

## **4.2 India as a Global Power: Prospects and Challenges**

### **Essential Readings**

Kukreja, Veena. (2017). Dynamics of Change and Continuity in India's Foreign Policy under Modi's Regime in Shantesh K Singh (ed.) *India's Foreign Policy Continuity with Difference Under Modi Government*. New Delhi: Manak Publications, pp.1-16.

Saran, S. (2017). Shaping the World Order and India's Role, in *How India Sees the World: Kautilya to the 21st Century*. New Delhi: New Delhi: Juggernaut Books. pp. 258-275.

### **Additional Readings**

Yadav, R.S. (2021). India as Rising Power Opportunities & Challenges in *India's Foreign Policy in the Post-Cold War Years*. Noida, Pearson, pp. 253-266.

Hall, Ian. (2019). Non-Alignment to Multi-Alignment, in *Modi and the Reinvention of Indian Foreign Policy*. Bristol: Bristol University Press, pp. 21-40.

Sikri, R. (2007). India's Strategic Choices in *Challenge and Strategy in Rethinking India's*

*Foreign Policy*, New Delhi: Sage Publications., pp. 277-290.

### Suggestive readings

Malone, David, Raja Mohan, C. and Raghavan, S. (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*, United Kingdom: Oxford University Press.

Ganguly, Sumit (ed.) (2016). *Engaging the World-Indian Foreign Policy since 1947*. New Delhi: Oxford University Press.

Ragi, Sangit K. et.al. (2018). *Imagining India as a Global Power: Prospects and Challenges*. New York: Routledge.

Dubey, Muchkund (2015). *India's Foreign Policy: Coping with the Changing World*, Hyderabad: Orient BlackSwan.

Ganguly, S. (2019). *Indian Foreign Policy: Oxford India Short Introductions*. Oxford University Press.

Ian Hall (ed.) (2014). *The Engagement of India: Strategies and Responses*. Washington DC: Georgetown University Press.

Dutt, V.P. (1984). *India's Foreign Policy*, Vikas Publishing House, New Delhi.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

# **DISCIPLINE SPECIFIC CORE COURSE - GEOGRAPHY**

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## **DSC-4 (Major) : Economic Geography**

Course outcomes:

Understand economic systems and globalization:

Types of economic systems (capitalist, socialist)

Globalization and its impacts on local economies

Examine economic activities and development:

Primary, secondary, and tertiary sectors

Economic development indicators and strategies

### **Section A**

1. Nature, scope and relationship of economic geography with economics and other branches of social sciences.
2. Classification of economic activities and their impact on environment.

### **Section B**

3. World natural resources: Types, bases and classification.
4. Conservation and utilization of natural resources.

### **Section C**

5. Spatial distribution of food (rice and wheat), commercial (cotton and sugarcane) and plantation crops (tea and coffee).
6. Classification of mineral resources (ferrous and non-ferrous), distribution and production of coal, iron ore, petroleum.

### **Section D**

7. Classification of industries, world distribution and production of iron and steel and textile industry, major industrial complexes of the world.
8. Transport, communication and trade: geographical factors in their development, major

modes of water, land and air transport, recent trends in international trade

**Suggested Readings:**

1. Hartshorne TN and Alexander JW. 1988. Economic Geography, Prentice Hall, New Delhi.
2. Jones CF and Darkenwald GG. 1975. Economic Geography. McMillan Company, New York
3. Thomas, RS. 1962. The Geography of Economic Activities. McGraw Hill, New York.
4. Wheeler J et al. 1995. Economic Geography. John Wiley, New York.

**GENERIC ELECTIVE (GEC 2) - HINDI**

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**Hindi Bhasha aur Sahitya Course Code: 070102004**

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**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

'हिंदी-ख' (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

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## हिंदी : भाषा और साहित्य • ख

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### Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना।

### Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

### इकाई-1

हिंदी भाषा और साहित्य

हिंदी भाषा का उद्भव और विकास

हिंदी की प्रमुख बोलियों का परिचय

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

### इकाई-2

भक्तिकालीन कविता :

(क) कबीर – कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरीप्रचारिणी सभा, वाराणसी 17वां संस्करण, सं. 2049 वि.

साखी : गुरुदेव कौ अंग – 24, 25, 26, 27, 28, 33, 34

(ख) तुलसी : 'रामचरितमानस' गीता प्रेस, गोरखपुर से 'केवट प्रसंग'

### इकाई-3

- मैथिलीशरण गुप्त : नर हो न निराश करो .....
- सूर्यकांत त्रिपाठी 'निराला' – तोड़ती पत्थर
- केदारनाथ अग्रवाल : धूप

### इकाई-4

आधुनिक कविता

- सुगद्रा कुमार चौहान : बालिका का परिचय
- निराला : तोड़ती पत्थर

### **References**

1. रामचंद्र शुक्ल : हिंदी साहित्य का इतिहास
2. हजारीप्रसाद द्विवेदी : हिंदी साहित्य की भूमिका
3. सं. डॉ. नगेंद्र : हिंदी साहित्य का इतिहास
4. रामस्वरूप चतुर्वेदी : हिंदी साहित्य और संवेदना का विकास
5. आ. विश्वनाथ प्रसाद मिश्र : भूषण ग्रंथावली
6. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 40 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 60 Marks</b>
<b>Grand Total</b>	<b>– 100 Marks</b>

### AEC 2 : हिंदी औपचारिक लेखन

#### Credit distribution and eligibility criteria

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical	
070102005					
हिंदी औपचारिक लेखन	2	1	1	0	(उन विद्यार्थियों के लिए जिन्होंने 10 वीं कक्षा तक हिंदी पढ़ी है।)

#### पाठ्यक्रम का उद्देश्य (Course Objectives)

- विद्यार्थी की भाषाई दक्षता और लेखन कौशल को बढ़ावा देना कार्यालयी और व्यावसायिक हिंदी की समझ विकसित करना
- हिंदी भाषा दक्षता और तकनीक के अंतः संबंध को रेखांकित करना
- कार्यालयों में व्यावहारिक कार्य के विभिन्न पक्षों से अवगत कराना
- हिन्दी प्रयोग से जुड़े फील्ड वर्क आधारित विश्लेषण और लेखन पर बल

#### पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes)

- विद्यार्थी कार्यालयी और व्यावसायिक हिंदी की विशेषताओं से परिचित होंगे
- कार्यालयों में होने वाले व्यावहारिक कार्य का ज्ञान
- सूचना के अधिकार के लिए लेखन करना सकेंगे
  - मार्केट सर्वेक्षण हेतु प्रश्नावली का निर्माण तथा उसका विश्लेषण करना जानेंगे विद्यार्थी टिप्पण, प्रारूपण, प्रतिवेदन, विज्ञप्ति तैयार करना सीख सकेंगे

## SYLLABUS OF AEC-2

इकाई - 1: लेखन दक्षता का विकास (17 सप्ताह)

कार्यालयी हिंदी

व्यावसायिक हिंदी

टिप्पण और प्रारूपण

सामान्य परिचय

प्रतिवेदन और विज्ञप्ति का महत्व

इकाई - 2: औपचारिक लेखन के प्रकार (8-15 सप्ताह)

- स्ववृत्त लेखन
- सूचना के अधिकार के लिए लेखन
- कार्यालयी और व्यावसायिक पत्र लेखन
- किसी व्यावसायिक कार्यक्रम के संदर्भ में प्रेस विज्ञप्ति तैयार करना

सहायक पुस्तकें:

1. प्रयोजनमूलक और कार्यालयी हिन्दी: कृष्णकुमार गोस्वामी
2. प्रयोजनमूलक हिन्दी की नई भूमिका : कैलाशचन्द्र पाण्डेय
3. प्रयोजनमूलक हिन्दी सिद्धांत और प्रयोग: दंगल झाल्टे
4. प्रशासनिक हिन्दी : हरिमोहन, तक्षशिला प्रकाशन
5. राजभाषा हिंदी और उसका विकास: हीरालाल बाछोटिया, किताबघर प्रकाशन

### मूल्यांकन पद्धति: (Evaluation Method)

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>- 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>- 30</b>
<b>Marks</b>	
<b>Grand Total</b>	<b>- 50 Marks</b>

**Skill Enhancement Course (SEC 2)**

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**English : Communication in Everyday Life**

**CREDIT DISTRIBUTION**

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
Communication in Everyday Life	2	1	1	0

**Learning Objectives**

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

**Learning Outcomes**

After studying this course, students will be able to:

- improve mediation skills
- build human relationships
- foster societal understanding & develop an independent perspective.
- enhance social communication skills of students.

**SYLLABUS**

**UNIT 1 (8 hours)**

Theory of Communication  
Meaning, Features, Uses, Cycle, Feedback, Advantages  
Barriers  
7 C's of Communication

**UNIT 2 (14 hours)**

Listening Skills  
Netiquettes  
Audio-book Listening & Discussions  
Note-taking

**UNIT 3 (14 hours)**

**Speaking Skills**

Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions  
Group Discussion- Culture & History, Current Affairs, Society-related  
Interview- Personal, Conversational, Public

**UNIT 4 (8 hours)**

**Reading Skills**

Close Reading  
Skimming  
Scanning

**UNIT 5 (16 hours)**

**Writing Skills**

Summarising  
Paraphrasing  
Note-making  
Essays- Expository Essay, Descriptive Essay, Narrative Essay  
Letter Writing- Formal Letter, Informal Letter  
Reports- Incidence, Newspaper, Organisational Report  
Analysis & Interpretation- Textual  
Intra & Inter-personal Skills - Monologue, Dialogue

**Suggested Readings**

Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only Less Happy". Tehelka: The People's Paper, 18 February 2006.  
Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26 March 2006.  
Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.  
Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.  
Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

**(Evaluation Method)**

**Formative Assessment:**

Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>- 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>- 30</b>
<b>Marks</b>	
<b>Grand Total</b>	<b>- 50 Marks</b>

### Value Addition Course (VAC 2)

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*Sanskrit - Yoga: Philosophy and Practice*

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Course Title and Code	Credits	Credit Distribution of the Course		
		Lecture	Tutorial	Practical/Practice
Yoga: Philosophy and Practice	02	1	1	0

### Course Objectives

- To learn the fundamentals of Yoga for harmonising the body, mind and emotions.
- To demonstrate the value and the practice of holistic living.
- To value the heritage of Yoga for self and society.

### **Learning Outcomes**

- Understanding ways to harmonise the body and mind through Yoga.
- Disciplining the mind through practicing Yoga.
- Understanding of consciousness through practical training.

### **Syllabus of *Yoga: Philosophy and Practice***

#### **Unit I: *Yoga: Asana, Prāṇāyāma and Dhyana***

- History of Yoga
- Significance of Asana
- Effect of Prāṇayama
- Importance of *Dhyana*

#### **Unit II: *Patanjali's Yogasūtra and Chakra***

- Patanjali's Yogasūtra: a summary
- First sutra
- Second sutra
- *Chakras* (psychic centres)

#### **Unit III: *Understanding Asana and Pranayama***

- Asana: the basics
- *Surya Namaskara*
- *Nadishodhana Prāṇayama*

#### **Practical/ Practice Component**

**(15 sessions of 2 hours each= 30 hours)**

- Surya Namaskar
- Selected Asana
- *Prāṇayama*
- Relaxation exercises for the eyes (7 steps) neck (4 steps)

- Concentration on *Bhrumadhya*
- Project Work (effect of everyday concentration on breath for 15 minutes: reflections to be compiled in the form of a Project report.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- Āsanās, Prāṇāyāmaand Mudra Bandh, Swami Satyananda Saraswati, Yoga Publications Trust, Munger, Bihar, India, 2004.
- Patanjali Yogasutras, Commentary by Swami Vivekanand, Rajyoga

### Suggested Readings

- Patanjali Yog Pradeep- Swami OmanandSaraswati, Gita Press, Gorakhpur, 2013.
- Science of Pranayama-Swami Sivananda, Edition by David De Angellis, 2019, All Rights Reserved.
- Udayveer Shastri Granthavali,4, Patanjali- Yoga Darshanam, Udayavir Shastri, Govindram Hasanand, Delhi 6.

<b>Formative Assessment:</b>	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	<b>– 20 Marks</b>
<b>Summative Assessment:</b>	
<b>Semester End Exam</b>	
End Exam	<b>– 30</b>
<b>Marks</b>	
<b>Grand Total</b>	<b>– 50 Marks</b>



