

**SHRI VISHWAKARMA SKILL UNIVERSITY**  
(Enacted by the Act 25 of 2016, State of Haryana)  
**DUDHOLA, PALWAL**



**B.VOC. (PUBLIC SERVICES)**

**2020-23**

**SCHEME-B.VOC. (PUBLIC SERVICES)**

Semester-I															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	MAR501	Mathematics and Reasoning-I	2	-	2	30	70	100	-	-	-	100	30	-	30
	HIS503	Ancient History of India	4	-	4	30	70	100	-	-	-	100	60	-	60
	GEO501	Geography of India	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total		10	-	10	90	210	300	-	-	-	300	150	-	150
Skill Education Component	POL505	Indian Political Thought	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL506	Political Theories	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT501	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total		8	12	20	60	140	200	245	105	350	550	120	360	480
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

Semester-II															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	ENG504	English-I	2	-	2	30	70	100	-	-	-	100	30	-	30
	HIS504	Medieval History of India	4	-	4	30	70	100	-	-	-	100	60	-	60
	ECO501	Principles of Economics	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total		10	-	10	90	210	300	-	-	-	300	150	-	150
Skill Education Component	POL507	Colonialism and Nationalism in India	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL508	Constitution of India and Parliamentary Process	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT502	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total		8	12	20	60	140	200	245	105	350	550	120	360	480
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

Semester-III															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	MAR601	Mathematics and Reasoning-II	2	-	2	30	70	100	-	-	-	100	30	-	30
	HIS601	Modern History of India	4	-	4	30	70	100	-	-	-	100	60	-	60
	SOC601	Sociological Theories	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total			10	-	10	90	210	300	-	-	-	300	150	-
Skill Education Component	POL601	World Political Philosophy	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL602	Public Administration	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT601	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total			8	12	20	60	140	200	245	105	350	550	120	360
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

Semester-IV															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	ENG601	English-II	2	-	2	30	70	100	-	-	-	100	30	-	30
	HIS602	Indian Art and Culture	4	-	4	30	70	100	-	-	-	100	60	-	60
	SOC602	Indian Sociology	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total			10	-	10	90	210	300	-	-	-	300	150	-
Skill Education Component	POL603	Comparative Politics	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL604	Theory of International Relations and Politics	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT602	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total			8	12	20	60	140	200	245	105	350	550	120	360
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

Semester-V															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	MAR701	Mathematics and Reasoning-III	2	-	2	30	70	100	-	-	-	100	30	-	30
	EVS701	Environment and Ecology	4	-	4	30	70	100	-	-	-	100	60	-	60
	SOC701	Social Stratification and Problems in India	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total			10	-	10	90	210	300	-	-	-	300	150	-
Skill Education Component	POL701	Contemporary Political Economy	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL702	International World Order and Organizations	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT701	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total			8	12	20	60	140	200	245	105	350	550	120	360
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

Semester-VI															
Category	Subject Code	Subject Name	Credits			Marks							Hrs		
						Theory			Practical			Total			
			T	P	TO	I	E	TO	I	E	TO	(T+P)	T	P	TO
General Education Component	ENG701	English-III	2	-	2	30	70	100	-	-	-	100	30	-	30
	ETH701	Ethics, Integrity and Aptitude	4	-	4	30	70	100	-	-	-	100	60	-	60
	SAT701	Science and Technology	4	-	4	30	70	100	-	-	-	100	60	-	60
	Total			10	-	10	90	210	300	-	-	-	300	150	-
Skill Education Component	POL703	Ethics and Politics in India	4	-	4	30	70	100	-	-	-	100	60	-	60
	POL704	Indian Foreign Policy	4	-	4	30	70	100	-	-	-	100	60	-	60
	OJT702	OJT	-	12	12	-	-	-	245	105	350	350	-	360	360
	Total			8	12	20	60	140	200	245	105	350	550	120	360
Grand Total			18	12	30	150	350	500	245	105	350	850	270	360	630

**SYLLABUS-Semester I**

**SUBJECT: Mathematics and Reasoning-I**  
**CODE: MAR501**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
2	30	30	70	100

Unit	Key Learning
I	Number System: Natural Numbers, Integers, computation of whole numbers, Rational and Irrational numbers, Real numbers, Divisors of an Integer, prime Integers, decimals, fractions and relationships between numbers, Square roots, Cube roots, L.C.M. and H.C.F. of integers and their Inter relationship, Elementary Algebra
II	Ratio & Proportion, Averages, Problems based on Ages, Partnership Business.
III	Percentage, Profit and Loss, Discount, Mixture and Allegation, Simple Interest and Compound Interest.
IV	Semantic Analogy, Symbolic/ Number Analogy, Figural Analogy, Semantic Classification, Symbolic/ Number Classification, Figural Classification.
V	Semantic Series, Number Series, Figural Series
VI	Word Building, Coding & De-coding

**Suggested Readings**

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

**SUBJECT: Ancient History of India**  
**CODE: HIS503**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

### Objectives

The objective of this course is to give comprehensive knowledge of ancient history of India to the students which could help in the preparation for various competitive exams.

Unit	Topic	Key Learning
I	Introduction	<ul style="list-style-type: none"> <li>• What is History? By E. H. Carr</li> <li>• The Study of Indian History</li> <li>• Ancient Indian History Writing</li> <li>• The Sources of Ancient Indian History</li> <li>• The Geographical Background of Indian History</li> <li>• Map Making</li> </ul>
II	Stone Age and the Chalcolithic Cultures of India	<ul style="list-style-type: none"> <li>• How it influenced the culture</li> <li>• Civilisations</li> <li>• Harappan civilisations</li> <li>• The Vedic Civilisation and The Later Vedic Age</li> </ul>
III	Indian Philosophy	<ul style="list-style-type: none"> <li>• Fruition of Indian Philosophy Six school of thought of Indian Philosophy</li> <li>• The Evolution of Jainism</li> <li>• Buddhism</li> <li>• Challenges to Hinduism with the development of New Philosophy</li> </ul>
IV	Pre Mauryan Period	<ul style="list-style-type: none"> <li>• Pre Mauryan Period-The Mauryas-Post Mauryas</li> <li>• Sixteen Mahajanapadas and Republican States</li> <li>• Rise of Magadha from Bimbisara to the Nandas</li> <li>• Persian contact-extent and impact</li> <li>• Macedonian invasion and its impact</li> <li>• Chandragupta Maurya, Bindusara</li> <li>• Asoka : Extent of Empire, Dhamma, Estimate</li> <li>• Decline of the Mauryan Empire;</li> <li>• Mauryan Administration</li> </ul>
V	History Of Pushyabhuti Dynasty	<ul style="list-style-type: none"> <li>• History Of Pushyabhuti Dynasty With Special Reference To Harsha Campaign and chronology</li> <li>• Extent of the Empire</li> <li>• Contemporaries with special reference to the Chalukyas</li> <li>• Sangam dynasties</li> </ul>

### Suggested Readings

- NCERT 6<sup>th</sup> to 10<sup>th</sup> History

**SUBJECT: Geography of India**  
**CODE: GEO501**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

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

Unit	Topic	Key Learning
I	Introduction of Indian Geography	<ul style="list-style-type: none"> <li>• The geological structure of India</li> <li>• Physiography (Mountains and Rivers)</li> </ul>
II	The Climate	<ul style="list-style-type: none"> <li>• The Climate</li> </ul>
III	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> <li>• Natural Vegetation and Wildlife</li> </ul>
IV	Soils	<ul style="list-style-type: none"> <li>• Formation of Soils</li> <li>• Classification of soils</li> <li>• Characteristics of Soils</li> <li>• Indian Soils</li> <li>• Irrigation</li> </ul>
V	Agriculture	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Important crops</li> <li>• Horticulture</li> <li>• Cash crops</li> <li>• Plantations</li> </ul>

### Suggested Readings

- NCERT 6<sup>th</sup> to 12<sup>th</sup> Geography

**SUBJECT: Indian Political Thought**  
**CODE: POL505**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The objective of this course is to introduce the concepts and basic meaning of Indian Political Philosophy. The students in this course will learn the ancient, medieval and modern Indian political philosophy, so that they can develop the understanding about Indian philosophy. Students need to learn why such philosophies had develop in particular time and space. For instance, why Kautilya's philosophy is emphasised on strong king and state? Students must learn why are they reading particular philosophy or thought?

Unit	Topic	Key Learning
I	Key Concepts	<ul style="list-style-type: none"> <li>• Dharma: Ethics, Laws and Reforms</li> <li>• State: Nature of Indian State: Kingship (Raja Dharma), Welfare, Tolerance and Secularism, Democracy: Republican Trends, Rights and Duties, Social Order: Caste, Gender, Class.</li> </ul>
II	Ancient Philosophy	<ul style="list-style-type: none"> <li>• Manu : Social Laws, Dharamshastra, Arthashastra (Kautilya's theory of state) and Buddhist traditions</li> </ul>
III	Medieval Philosophy	<ul style="list-style-type: none"> <li>• Ziyauddin Barani: Indian Polity, Abul Fazl: Governance/Administration.</li> </ul>
IV	Modern Philosopher	<ul style="list-style-type: none"> <li>• a) Raja Rammohan Roy: Civil and Religious Rights;</li> <li>b) Sir Syed Ahmed Khan;</li> <li>c) M. N. Roy;</li> <li>d) Pandita Ramabai: Gender and Caste.</li> </ul>
V	Contemporary Political Philosophy	<ul style="list-style-type: none"> <li>• a) M. K. Gandhi: Swaraj (Parliamentary);</li> <li>b) B.R. Ambedkar: Inequality;</li> <li>c) Jawaharlal Nehru: Developmentalism and Secularism.</li> </ul>

### Suggested Readings

- Singh, Yogender, Modernity in Indian tradition Kangle, R.P, Arthashastra of Kautilya, 1960, Motilal Benarasidass, 1965.
- Habib Irfan, Essays in Indian History, Tulika Publications, New Delhi, 1995.
- Barani's Theory of the History of the Delhi Saltanate, Indian Historical review, Vol – VII, No: 1-2, July 1980, Jan – 1981.
- Mehta, V. R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
- Raja Rammohan Roy: Civil and Religious Rights. Gandhi, M.K., Hind Swaraj Mehta, V. R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992. Chapter 11, pp. 247-254.
- Rodrigues, Valarian,(eds), The Essential Writings of B.R. Ambedkar, Oxford University Press, New Delhi, 2004.
- Kosambi, Meera, Pandita Ramabai through Selected works, eds and translated, New Delhi, Oxford University Press, 2000.
- Kosambi, Meera, 'Motherhood in the East-West Encounter: Pandita Ramabai's Negotiation of 'Daughterhood' and Motherhood', Feminist Review, No. 65,
- Mehta, V.R. and Thomas Pantham (eds), Political Ideas in Modern India: Thematic Explorations, Sage Publications, New Delhi, 2006.
- Radhakrishnan, S., 'The Hindu Dharma', International Journal of Ethics, Vol. 33, No. 1 The University of Chicago Press, Oct., 1922, pp. 1-22.
- Panikkar, K. N., 'Colonialism, Culture and Revivalism', Social Scientist, Vol. 31, No. 1/2 Jan. - Feb., 2003, pp. 3-16
- Fisher, Margaret W., 'India's Jawaharlal Nehru', Asian Survey, Vol. 7, No. 6, Jun 1967, pp. 363-273.



**SUBJECT: Political Theories**  
**CODE: POL506**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

This course is divided into five sections. First objectives will focus on the introduction of the concept of political theory. Second objective is to introduce students the historical development of political theory. Third objective is to introduce the students to understand the approaches and the methodology to study the political theories. Fourth objective is to teach student the critical evaluation political theories. Finally, the purpose of this course is to introduce the important debates.

Unit	Topic	Key Learning
I	Introduction	<ul style="list-style-type: none"> <li>Political Theory What is Politics? Difference between Political Theory and Political Science.</li> <li>Approaches to Political Theory: Normative and Empirical</li> </ul>
II	Traditions of Political Theory	<ul style="list-style-type: none"> <li>Political Ideologies: Liberalism, Socialism, Marxism, Fascism, Gandhism and Feminism. Critical Perspectives on Political Theory: Feminist and Postmodern</li> </ul>
III	Concepts	<ul style="list-style-type: none"> <li>Relevance of Freedom (i) Negative Freedom: Liberty (ii) Positive Freedom: Freedom as Emancipation and Development (iii) debates on: Freedom of belief and expression</li> <li>Significance of Equality i) Formal Equality: Equality of opportunity; political equality ii) Egalitarianism: Background inequalities and differential treatment Important Issue iii) debates Affirmative action</li> <li>Indispensability of Justice i) Procedural Justice; ii) Distributive Justice and iii) Global Justice Debates Capital punishment</li> <li>The Universality of Rights i) Natural Rights; ii) Moral and Legal Rights; iii) Three Generations of Rights; iv) Rights and Obligations; v)debate on: Right of the girl child</li> </ul>
IV	Citizenship and Democracy	<ul style="list-style-type: none"> <li>The history of an idea;</li> <li>Procedural Democracy</li> <li>Deliberative Democracy</li> <li>Participation and Representation</li> </ul>
V	Major Debates	<ul style="list-style-type: none"> <li>Why should we obey the state?</li> <li>Issues of political obligation and civil disobedience. ii) Are human rights universal? Issue of cultural relativism. iii) How do we accommodate diversity in plural society?</li> <li>Issues of multiculturalism and toleration.</li> </ul>

### Suggested Readings

- Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 2-16.
- Bellamy Richard(ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993. Pages 1-14. Mckinnon,
- Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008.

## SYLLABUS-Semester II

**SUBJECT: English-I**

**CODE: ENG504**

**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
2	30	30	70	100

### Objectives

- To develop a better understanding of English grammar.
- To make students more proficient users of English language.
- To enable students, write essays on multiple topics, with coherence, precision and expression.
- To hone the writing skills of students so that they can write on a range of topics.
- To enable students, face interviews for various jobs.
- To develop an interdisciplinary approach towards language, grammar and composition.
- To develop ability to explain various emotions, feelings, situations, locations, acts, movements and ideas.

### Learning Outcomes

The course aims at honing the communication, composition and interview skills of the students to enable them to express their emotions and ideas and comprehend those of others in the best possible way.

Unit	Topic	Key Learning
I	English Grammar:	<ul style="list-style-type: none"> <li>• Sentence: simple, compound and complex; Clauses, Transformation of sentences, Direct and Indirect Speech, Verbs: transitive, intransitive; finite and non-finite; the infinitive, participle and gerund; Punctuations, spellings and capitals, conjunctions.</li> </ul>
II	Vocabulary	<ul style="list-style-type: none"> <li>• <b>Understanding and applying Vocabulary:</b> One word substitutes, Idioms and Phrases, Synonyms, Antonyms, Homonyms, Homophones,</li> </ul>
III	Essay Writing:	<ul style="list-style-type: none"> <li>• Mechanics of essay writing, types of essay, process of essay writing, language, coherence and precision of essay, organisation of thought and ideas, coherence; essays on contemporary, social, economic political, international affairs and reflective topics.</li> </ul>
IV	Review and Writing	<ul style="list-style-type: none"> <li>• Creative writing, book review, news article review</li> <li>Paragraph Writing: (Describing objects, people and Narrating events); Precis writing, Comprehension.</li> </ul>
V	Interview	<ul style="list-style-type: none"> <li>• Types and process of Interview: How to prepare for various public service jobs; Mock interviews, group discussion, psychometric test, body language, dress code and communication skills for interviews; Leadership skills; culture and its components; social cohesion and assimilation; Personal accountability and integrity.</li> </ul>

### Suggested Readings

- Mukherjee, Hory Sarkar. *Business Communication: Communication at Work*. 2<sup>nd</sup> ed. New Delhi: OUP, 2016. Print.
- Sinha, K. K. *Taxmann's Business Communication*. 4<sup>th</sup> Revised ed. New Delhi: Taxmann's Pub., 2018. Print.
- Lata, Pushp, and Sanjay Kumar. *Communication Skills*. 2<sup>nd</sup> ed. New Delhi: OUP, 2019. Print.
- Sen, Leena. *Communication Skills*, Prentice Hall of India, New Delhi.
- Bansal, R.K. and J.B. Harrison. *Spoken English*, Orient Language.
- Roach Peter. *English Phonetics and Phonology*.
- A.S. Hornby's. *Oxford Advanced Learners Dictionary of Current English*, 7th Edition.
- Prasad, P. *The Functional Aspects of Communication Skills*, Delhi.
- McCarthy, Michael. *English Vocabulary in Use*, Cambridge University Press.
- Rajinder Pal and PremLata. *English Grammar and Composition*, Sultan Chand Publication.
- *Idioms & Phrases (English-Hindi)*, Arihant Publication (India) Pvt. Ltd.
- *One Word Substitution*, Dr. Ashok Kumar Singh, Arihant Publications (India) Pvt, Ltd

**SUBJECT: Medieval History of India**  
**CODE: HIS504**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

**Objectives**

The purpose of this course is to introduce about the Medieval History of India, so that they can understand the History of India.

Unit	Key Learning
I	Power of Centre Kannauj <ul style="list-style-type: none"><li>• Tripartite struggle</li><li>• The Palas: (Between 8th and 10th centuries A.D.)</li><li>• The Pratihara</li><li>• The Rashtrakutas</li></ul>
II	<ul style="list-style-type: none"><li>• Power of Centre Delhi</li></ul>
III	<ul style="list-style-type: none"><li>• Foundation of Mughal Dynasty</li></ul>
IV	<ul style="list-style-type: none"><li>• Decline of Mughal Dynasty</li></ul>
V	<ul style="list-style-type: none"><li>• Social and Economic condition of during the Mughal Rule</li></ul>

**Suggested Readings:**

- NCERT 6<sup>th</sup> to 12<sup>th</sup> HISTORY

**SUBJECT: Principles of Economics**  
**CODE: ECO501**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

### Objectives

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

Unit	Topic	Key Learning
I	Introduction of Microeconomic	<ul style="list-style-type: none"> <li>• Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.</li> <li>• Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.</li> </ul>
II	Consumer Theory	<ul style="list-style-type: none"> <li>• Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.</li> <li>• Production and Costs</li> <li>• Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.</li> </ul>
III	Macroeconomics	<ul style="list-style-type: none"> <li>• Introduction What is macroeconomics? Macroeconomic issues in an economy.</li> <li>• National Income Accounting Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept.</li> <li>• Determination of GDP Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP</li> </ul>
IV	Money and Banking	<ul style="list-style-type: none"> <li>• National Income Determination in an Open Economy with Government Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.</li> <li>• Money in a Modern Economy</li> <li>• Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.</li> </ul>
V	Trade	<ul style="list-style-type: none"> <li>• International Trade Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.</li> </ul>

### Suggested Readings

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

**SUBJECT: Colonialism and Nationalism in India****CODE: POL507****CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

**Objectives**

The purpose of this course is to help the students understand India's political history, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is the understanding that ideas of democracy and freedom and corresponding social relations and political and institutional practices took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that obtain today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Unit	Topic	Key Learning
I	Conceptual Explorations	<ul style="list-style-type: none"> <li>Understanding colonialism, imperialism, and nationalism;</li> <li>Approaches to the study of colonialism and nationalism in India: colonial, nationalist, Marxist and subaltern interpretations</li> </ul>
II	The Early phase of colonialism and its impact on Social Movements	<ul style="list-style-type: none"> <li>Political: expansion and consolidation of British power, ideological justification of colonial rule 'civilizing mission'</li> <li>Economy: Agriculture and land relations, decline of traditional industry and patterns of trade;</li> <li>Society: English education and Middle class;</li> <li>Ideas: debates on Indian Renaissance;</li> <li>The Women's Question: Issues of social reforms, franchise and participation in the national movement and its impact;</li> <li>The Caste Question: anti-Brahmin movements, Phule and Ambedkar on eradication of caste system</li> </ul>
III	Formation of Indian National Congress	<ul style="list-style-type: none"> <li>Organisation before the formation of INC</li> <li>Organisation after the formation of Congress</li> <li>Socialist alternatives: revolutionary extremists, Congress socialists, Communists</li> </ul>
IV	Rise of Nationalism and Expansion of Social Base	<ul style="list-style-type: none"> <li>Phases of Nationalist Movement and different ideological streams: early revolutionaries and partition of Bengal, moderates and extremists within Congress and revolutionary radicals;</li> <li>Economic Nationalism; culture, community and identity;</li> <li>Gandhi and mass mobilisation and its movement</li> <li>Solidifications of religious Boundaries, the growth of Communalism and the politics of 'Hindu' and 'Muslim' mobilization</li> </ul>
V	Decolonisation and the Nationalist legacies	<ul style="list-style-type: none"> <li>The immediate context of Decolonisation: World War II, Quit India movement, Royal Indian Naval Revolt (RIN), Indian National Army (INA) struggles;</li> <li>Partition and Independence: The two Nation theory and Partition, Independence and birth of India and Pakistan;</li> <li>Nationalist legacies: The Motilal Nehru Committee Report and the legacy of rights, constitutionalism and democracy, idea of swaraj, secularism and socialism</li> </ul>

**Suggested Readings**

- Chandra, Bipan, Essays on Colonialism, Orient Longman Ltd., Hyderabad, 1999. [Chapter 1: Colonialism: Some Basic Aspects, pp.1-22].
- Islam, Shamsul, 'The Origins of Indian Nationalism' in Religious Dimensions of Indian Nationalism, Media House, Delhi, 2004
- Dipesh Chakrabarty, 'A Small History of Subaltern Studies', in Chakrabarty, Dipesh, Habitations of Modernity : Essays in the Wake of Subaltern Studies (Permanent Black 2002)
- Bandyopadhyay, Sekhar, Eighteen Fifty Seven and it Many Histories; in 1857: Essays from Economic and Political Weekly, Delhi: Orient Longman, 2008, pp.1-22.
- Chandra Bipan, Mridula Mukherjee, Aditya Mukherjee, India After Independence 1947-2000, Penguin Books, New Delhi.

**SUBJECT: Constitution of India and Parliamentary Process****CODE: POL508****CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

**Objectives**

The Course focuses on the Indian constitution and structure of Union, State and Panchayati Raj system. The motive of the course is to articulate concepts, philosophies, theories and functions of Indian Constitution and Government. In addition, the role of institutions like RBI, UPSC, SPCS, Election Commission, Finance Commission etc., are to be taught to the students, so that they can understand daily newspapers and academic debate and discussion that take place in different seminars and conferences.

Unit	Topic	Key Learning
I	Constitution of India	<ul style="list-style-type: none"> <li>Philosophy of the Constitution, the Preamble, and Features of the Constitution, Historical Background</li> <li>Drafting committee and making of the Constitution</li> <li>Influence of other constitutions</li> <li>Its salient features</li> <li>Citizenship; Fundamental Duties(FD) and Directive Principles of State Policy (DPSP); Emergency Provisions: National emergency- Article 352, President's rule or State emergency- Article 356, Financial emergency- Article 360, 44th amendment act, Effects and implications of emergency, Role of President in emergency time, The State of FR, Lok Sabha, and Rajya Sabha, Revoking emergency</li> </ul>
II	Organs of Government	<ul style="list-style-type: none"> <li>The Union, The State and Union Territories</li> <li>The Legislature: Parliament</li> <li>The Executive: President and Prime Minister</li> <li>The Judiciary: Supreme Court, High Court, District Court</li> <li>State- centre and interstate relations</li> </ul>
III	Local Self Government	<ul style="list-style-type: none"> <li>Panchayati Raj and Municipalities</li> <li>Elections, auditing, powers and authority of panchayats</li> <li>73rd Amendment Act and 74th Amendment Act</li> <li>Metropolitan planning committee and urban development</li> <li>Reservation</li> </ul>
IV	Constitutional Bodies and Non-Constitutional Bodies	<ul style="list-style-type: none"> <li>Election Commission, UPSC, SPSC, JPSC, Finance Commission, National Commission for SCs and ST's,; Composition, Powers and functions, Removal of the Constitutional bodies</li> <li>Non-Constitutional Bodie</li> <li>Basic idea about Composition, Functions, Working of the Non-Constitutional bodies such as National Human Rights Commission, Central Information Commission, Central Vigilance Commission, Central Bureau of Investigation, State Human Rights Commission, State Information Commission etc</li> </ul>
V	Parliamentary Process	<ul style="list-style-type: none"> <li>Special emphasises on "Our Parliament by Subhash Kashyap"</li> </ul>

**Suggested Readings**

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

**SYLLABUS-Semester III****SUBJECT: Mathematics and Reasoning-II****CODE: MAR601****CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
2	30	30	70	100

Unit	Key Learning
I	Time & Work, Pipe and Cistern
II	Speed, Time and distance, Train, Boat and stream, Race.
III	Basic algebraic identities of School Algebra & Elementary surds. Factors of polynomials, L.C.M. and H.C.F. of polynomials and their Interrelationship, Remainder theorem, simultaneous linear equations, quadratic equations
IV	Direction sense, Numerical Operations, Symbolic Operations
V	Trends, Space Orientation, Space Visualization, Venn Diagrams, Drawing inferences
VI	Punched hole/ pattern- folding & un-folding, Figural Pattern- folding and completion, Syllogistic reasoning

**Suggested Readings**

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

**SUBJECT: Modern History of India**  
**CODE: HIS601**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The aim of the course is to help the student learn the evolution of modern India, Its nationalist struggle and its formation.

### Learning Outcomes

The student will be able to trace the historical evolution of India as a nation and the struggles it underwent. The student will also understand the various phases of national movement and important themes around this movement.

Unit	Key Learning
I	<ul style="list-style-type: none"><li>Expansion and consolidation of British power with special reference to Bengal, Mysore, Maratha and Punjab; Making of a Colonial Economy: Land revenue settlements, Drain of Wealth</li></ul>
II	<ul style="list-style-type: none"><li>The Revolt of 1857--causes, nature and consequences</li></ul>
III	<ul style="list-style-type: none"><li>Moderates' economic critique of British Rule Extremists and Militant Nationalists</li></ul>
IV	<ul style="list-style-type: none"><li>Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements</li></ul>
V	<ul style="list-style-type: none"><li>Growth of communal politics and the Partition of India. Independence, Indian Constitution and the establishment of the Republic</li></ul>

### Suggested Readings

- NCERT 6<sup>th</sup> to 12<sup>th</sup>



**SUBJECT: Sociological Theories**  
**CODE: SOC601**  
**CATEGORY: General Education Component**

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Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The objective is to impart basic fundamentals of the sociology and understand the subject as an academic discipline.

### Learning Outcomes

The student will understand the everyday reality through sociological lens and develop interconnections between theory and practice. The student will be able to identify different perspectives to understand society and how sociological investigations evolve. The course would also teach about three classical thinkers which will further act as a base to develop the understanding of the subject.

Unit	Key Learning
I	Thinking Sociologically: Nature, Scope and Significance
II	Emergence of Sociology
III	Various Theoretical Perspectives
IV	Classical Thinkers: Karl Marx, Weber and Durkheim

### Suggested Readings:

- NCERT 11<sup>th</sup> and 12<sup>th</sup>

**SUBJECT: World Political Philosophy**  
**CODE: POL601**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

### Objectives

The purpose of this course is to introduce the comprehensive intellectual tradition World Political Philosophy. The aim of this course is to develop basic understanding of World Political Philosophy. The course World Political Philosophy contain the philosophies from Asia, Africa and Europe.

Unit	Topic	Key Learning
I	Ancient Political Philosophy	<ul style="list-style-type: none"> <li>• Plato</li> <li>• Aristotle</li> <li>• The Renaissance Tradition Machiavelli</li> </ul>
II	The Social Contract Tradition and The Utilitarian Tradition	<ul style="list-style-type: none"> <li>• Hobbes</li> <li>• Locke</li> <li>• Rousseau</li> <li>• Rawls</li> <li>• Jeremy Bentham and J. S. Mill</li> </ul>
III	African Thinkers	<ul style="list-style-type: none"> <li>• Ujamaa Essay on Socialism - Julius K. Nyerere</li> </ul>
IV	Key Concepts of Chinese Philosophy	<ul style="list-style-type: none"> <li>• The Art of Warfare, by Sun Tzu, Translated by Roger Ames, Roger T. Ames, 1993.</li> <li>• Philosophy of Middle Kingdom, Confucianism and Neo-Confucianism for the Modern World, by Daniel A. Bell etc., ed., Cambridge University Press, 2003</li> </ul>
V	The Feminist Tradition and Environmentalist Philosophers	<ul style="list-style-type: none"> <li>• Mary Wollstonecraft,</li> <li>• Vandana Shiva</li> </ul>

### Suggested Readings

- Nelson, Brian, Western Political Thought, Pearson Longman, 2008,
- Nelson, Brian, Western Political Thought, Pearson Longman, 2008, pp. 51-68.
- Pateman, Carole. "Mary Wollstonecraft", in Political Thinkers: From Socrates to the Present Day, (ed.) D. Boucher and P. Kelly, Oxford University Press, 2003, pp. 270-287.

**SUBJECT: Public Administration**  
**CODE: POL602**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

Unit	Topic	Key Learning
I	Introduction	<ul style="list-style-type: none"> <li>• Meaning, scope and significance of Public Administration</li> <li>• Wilson's vision of Public Administration</li> <li>• Evolution of the discipline and its present status</li> <li>• New Public Administration; Public Choice approach</li> <li>• Challenges of liberalization, Privatization, Globalization; Good Governance: concept and application</li> <li>• New Public Management.</li> </ul>
II	Administrative Thought Behavior	<ul style="list-style-type: none"> <li>• Scientific Management and Scientific Management movement; Classical Theory</li> <li>• Weber's bureaucratic model - its critique and post-Weberian Developments</li> <li>• Dynamic Administration (Mary Parker Follett)</li> <li>• Human Relations School (Elton Mayo and others)</li> <li>• Functions of the Executive (C.I. Barnard)</li> <li>• Simon's decision-making theory</li> <li>• Participative Management (R. Likert, C. Argyris, D. McGregor)</li> <li>• Process and techniques of decision-making</li> <li>• Communication</li> <li>• Morale; Motivation Theories – content</li> <li>• Process and contemporary; Theories of Leadership: Traditional and Modern.</li> </ul>
III	Evolution of Indian Administration	<ul style="list-style-type: none"> <li>• Kautilya's Arthashastra; Mughal administration</li> <li>• Legacy of British rule in politics and administration - Indianization of public services, revenue administration, district administration, local self-government.</li> </ul>
IV	Philosophical and Constitutional framework of government	<ul style="list-style-type: none"> <li>• Salient features and value premises</li> <li>• Constitutionalism</li> <li>• Political culture</li> <li>• Bureaucracy and democracy</li> <li>• Bureaucracy and development</li> <li>• Public Sector Undertakings: Public sector in modern India; Forms of Public Sector Undertakings; Problems of autonomy, accountability, and control; Impact of liberalization and privatization.</li> </ul>
V	Reforms	<ul style="list-style-type: none"> <li>• Administrative Reform Commission Report</li> </ul>

**Suggested Readings**

- NCERT

## SYLLABUS-Semester IV

**SUBJECT: English-II**

**CODE: ENG601**

**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
2	30	30	70	100

### Objectives

With a diverse history of art and culture, the aim of the course is to introduce all the major art and architectural forms along with living art traditions.

### Learning Outcomes

The student will be able to understand the various art forms spread across the country and how different art forms are influenced by historical and geographical reasons.

Unit	Topic	Key Learning
I	English Grammar	Parts of speech: noun, pronoun, adjective, adverbs, preposition, article, conjunction and interjections; Auxiliaries and Modals; Active and Passive Voice, punctuations.
II	Vocabulary	Idioms, Phrases, one-word substitution, words often confused; synonym, antonyms, homonyms, homophones.
III	Basics of Phonetics:	Received Pronunciation, English Consonants and vowels, syllables, word stress, and intonation and transcription of the words often used.
IV	Speaking Skills	Group Discussion; conversation, dialogues and debates; Public Presentations and Interviews.
V	Writing Skills	Email, Letters and resumes; paragraph, precis and essay writing; movie and book review

### Suggested Readings

- Mukherjee, Hory Sarkar. *Business Communication: Communication at Work*. 2<sup>nd</sup> ed. New Delhi: OUP, 2016. Print.
- Sinha, K. K. *Taxmann's Business Communication*. 4<sup>th</sup> Revised ed. New Delhi: Taxmann's Pub., 2018. Print.
- Lata, Pushp, and Sanjay Kumar. *Communication Skills*. 2<sup>nd</sup> ed. New Delhi: OUP, 2019. Print.
- Monippally, Matthukutty, M. *Business Communication: From Principles to Practice*. New Delhi: McGraw Hill Pub., 2018. Print.
- Bovee, L. Courtland, John V Thill, and Roshan Lal Raina. *Business Communication Today*. 14<sup>th</sup> ed. Noida: Pearson, 2018. Print.
- Sen, Leena. *Communication Skills*, Prentice Hall of India, New Delhi.
- Bansal, R.K. and J.B. Harrison. *Spoken English*, Orient Language.
- Roach Peter. *English Phonetics and Phonology*.
- A.S. Hornby's. *Oxford Advanced Learners Dictionary of Current English*, 7th Edition.
- Prasad, P. *The Functional Aspects of Communication Skills*, Delhi.
- McCarthy, Michael. *English Vocabulary in Use*, Cambridge University Press.
- Rajinder Pal and PremLata. *English Grammar and Composition*, Sultan Chand Publication.
- *Idioms & Phrases (English-Hindi)*, Arihant Publication (India) Pvt. Ltd.
- *One Word Substitution*, Dr. Ashok Kumar Singh, Arihant Publications (India) Pvt, Ltd

**SUBJECT: Indian Art and Culture**  
**CODE: HIS602**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

With a diverse history of art and culture, the aim of the course is to introduce all the major art and architectural forms along with living art traditions.

### Learning Outcomes

The student will be able to understand the various art forms spread across the country and how different art forms are influenced by historical and geographical reasons.

Unit	Topic	Key Learning
I	Introducing Indian Art	<ul style="list-style-type: none"> <li>Understanding key terms in art appreciation: art, craft, etc</li> <li>Sculpture Iconography: Hindu, Buddhist and Jaina</li> <li>Modern sculpture</li> </ul>
II	Architecture	<ul style="list-style-type: none"> <li>Temple architecture : Nagara, Dravida and Vesara</li> <li>Mosques and Mausoleums -- Qutb Complex</li> <li>Humayun's tomb</li> <li>Jama Masjid</li> <li>Taj Mahal (any one)</li> <li>Colonial architecture</li> <li>Modern and contemporary architecture</li> </ul>
III	Painting; Mural painting	<ul style="list-style-type: none"> <li>Ajanta; Mughal and Rajput- miniature styles</li> <li>Raja Ravi Verma and the Bengal School</li> <li>Modern and contemporary artists</li> </ul>
IV	Crafts and Artisans	<ul style="list-style-type: none"> <li>Living Traditions; Stone carvings: traditional stone carvers</li> <li>Architects and sculptors -- Mahabalipuram and Rajasthan</li> <li>Painting: Madhubani and Worli</li> <li>Metal crafts: Bidari, Dokra, Sthapati bronzes</li> <li>Woodwork, weaving and basketry: Northeastern India</li> <li>Textile and carpet weaving: Banarasi, Patola, Bandhni and Kanjeevaram; Bhadoi; Ivory, gems and jewellery.</li> </ul>
V	Dance	<ul style="list-style-type: none"> <li>Classical and Folk</li> </ul>

### Suggested Readings:

- NCERT-Indian Art and Culture
- CCRT Notes

**SUBJECT: Indian Sociology**  
**CODE: SOC602**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The aim of the course is to grasp social structures in the Indian Society and understand various social processes

### Learning Outcomes

This course would help the student understand concepts and structures specific to Indian society and how they act upon individuals and the society at large. It would help examine how sociologists in India have engaged with the issues of tradition and modernity, caste, tribe and gender.

Unit	Topic	Key Learning
I	Evolution of Indian Society	• Traditional Basis, Unity and Diversity
II	Basic Concepts	• Society, Community, Association, Social Structure, Status and Role
III	Social Groups and Processes	• Primary and Secondary and Reference Groups; Social Processes: Cooperation, Conflict and Accommodation
IV	Social Institutions	• Marriage, Family, Kinship and Religion: Their features and Functions
V	Indian Thinkers	• G.S Ghurye, M.N. Srinivas and D.P. Mukherjee

### Suggested Readings:

- NCERT 11<sup>th</sup> and 12<sup>th</sup>

**SUBJECT: Comparative Politics**  
**CODE: POL603**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The aim of this course is to introduce concepts, theories and comparative study of political institutions.

Unit	Topic	Key Learning
I	Comparative Politics	<ul style="list-style-type: none"> <li>Nature and approaches; Functionalist and Systems theory.</li> <li>Political Economy and Political Sociology perspective.</li> <li>Limitations of the Comparative method</li> </ul>
II	State in Comparative Perspective	<ul style="list-style-type: none"> <li>Modern World: Historical Context and Political Concepts a) What is Modernity and Postmodernity? A Brief Introduction and a Critique. b) What is Structuralism and Post Structuralism? A brief Introduction.</li> <li>Characteristics and changing nature of the State in Capitalist and Socialist Economy</li> <li>Advanced industrial and developing societies</li> <li>Decolonization and the experience of the 'Third World'</li> </ul>
III	Comparative Institutions	<ul style="list-style-type: none"> <li>Republic: USA and India</li> <li>Monarchies: Absolute – Saudi Arabia; Constitutional – UK</li> <li>Presidential: USA and Russian Federation</li> <li>Parliamentary: UK, India, Sri Lanka and Bangladesh</li> <li>Unitary: UK and China</li> <li>Military in Politics: Pakistan, Chile and Myanmar</li> </ul>
IV	Political Institutions and Process	<ul style="list-style-type: none"> <li>Legislature – Unicameral: China Bicameral: USA and Russian Federation</li> <li>Executive – President and Cabinet: USA, Prime Minister and Cabinet: UK</li> <li>Judiciary: Supreme Courts of USA and India</li> <li>Political Party Systems: One Party (China), Two Party (USA, UK), Multi-party (India, Russia)</li> <li>Types of Electoral Systems: First Past The Post and Proportional Representation</li> </ul>
V	Politics of Representation and Participation	<ul style="list-style-type: none"> <li>Political Parties</li> <li>Pressure Group</li> <li>Social Movements in advanced industrial and developing societies</li> </ul>

### Suggested Readings

- Heywood, A., Politics, Palgrave, London. Chapter on: Political Ideologies, pp. 51-59
- Held, David and , Anthony McGrew, (eds.) The Global Transformations Reader, Polity Press, Cambridge, 2000.
- Held, D. and McGrew, A. eds., The Global Transformations Reader Polity Press, Cambridge, 2000,

**SUBJECT: Theory of International Relations and Politics**  
**CODE: POL604**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The primary approach of this course is to equip students with the concepts and theories of International students. The concepts and theories will further enable the students to understand politics of World War I, World War II, Cold War, War on Terrorism and contemporary international politics. Finally, the student is made aware of the ongoing debate on the meaning and nature of globalization along with key contemporary issues and problems.

Unit	Topic	Key Learning
I	Concepts	<ul style="list-style-type: none"> <li>• National Interest</li> <li>• Security (Traditional and Non-Traditional)</li> <li>• Power and Balance of Power</li> <li>• Transnational actor and collective security</li> </ul>
II	Theories of International Politics	<ul style="list-style-type: none"> <li>• Realism and Neorealism</li> <li>• Liberalism and Neoliberalism</li> <li>• World Systems</li> <li>• Feminism and International Relations</li> </ul>
III	Political History of Twentieth Century International Relations	<ul style="list-style-type: none"> <li>• World War I: Causes and Consequences</li> <li>• Significance of Bolshevik Revolution</li> <li>• Rise of Fascism and Authoritarianism</li> <li>• World War II: Causes and Consequences</li> <li>• Cold War: Different Phases and Post-Cold War</li> </ul>
IV	Politics of Global South	<ul style="list-style-type: none"> <li>• Emergence of the Third World</li> <li>• Collapse of the USSR and the End of the Cold War</li> <li>• Post Cold War Developments and Emergence of Other Power Centers of Power: Japan, EU and BRICS</li> </ul>
V	Globalization: Concepts and Perspectives	<ul style="list-style-type: none"> <li>• Political, Cultural and Technological Dimensions</li> <li>• Global Economy</li> <li>• Global Social Movements: An Overview</li> </ul>
VI	Contemporary Global Issues	<ul style="list-style-type: none"> <li>• Ecological Issues</li> <li>• Proliferation of Nuclear Weapons</li> <li>• International Terrorism</li> <li>• Poverty, Development and Human Security</li> </ul>

### Suggested Readings

- Baylis, John and Steve Smith, *The Globalization of World Politics*, (Third Edition), New Delhi: Oxford University Press, 2005.
- Galtung, Johan, 'A Structural Theory of Imperialism' in Michael Smith, R. Little (eds.), *Perspectives on World Politics* New York: Routledge, 1991 (Reprinted 2000).
- Hobsbawm, Eric, *Age of Extreme: The Short Twentieth Century, 1914—1991*, London: Abacus, 1995.
- Carr, E.H., *International Relations Between the Two World Wars: 1919-1939*, New York: Palgrave, 2004, pp. 197—231 and 258—278.
- Heywood, Andrew (2011) 'Global Politics' (Palgrave Macmillan)



**SYLLABUS: Semester-V****SUBJECT: Mathematics and Reasoning-III****CODE: MAR701****CATEGORY: General Education Component**

<b>Credit</b>	<b>Hours</b>	<b>Marks</b>		
2	30	I	E	T
		30	70	100

<b>Unit</b>	<b>Key Learning</b>
I	Graphs of Linear Equations, Triangle and its various kinds of centres, Congruence and similarity of triangles, Circle and its chords, tangents, angles subtended by chords of a circle, common tangents to two or more circles, Triangle, Quadrilaterals, Regular Polygons, Circle, Right Prism, Right Circular Cone, Right Circular Cylinder, Sphere, Hemispheres, Rectangular Parallelepiped, Regular Right Pyramid with triangular or square base and Volume and surface area of sphere, right circular cylinder, right circular Cone and Cube
II	Trigonometric ratio, Degree and Radian Measures, Standard Identities, Complementary angles, Heights and Distances
III	Probability and Statistics- Collection of data, Classification of data, frequency, frequency distribution, tabulation, cumulative frequency. Representation of data - Bar diagram, Pie chart, histogram, frequency polygon, cumulative frequency curves (ogives), Measures of Central tendency: Arithmetic Mean, Median and Mode
IV	Small & Capital letters/ numbers coding, decoding and classification, Embedded Figures
V	Statement and conclusion Critical thinking, Emotional Intelligence, Social Intelligence
VI	Clock and Calendar

**Reference Books:**

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

**SUBJECT: Environment and Ecology**  
**CODE: EVS701**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

The objective of this course is to give comprehensive knowledge of environment and ecology to the students which could help in the preparation for various competitive exams.

Unit	Topic	Key Learning
I	Ecology & Ecosystem	<ul style="list-style-type: none"> <li>Ecology, Levels of Organisation in Ecology,</li> <li>Ecosystem and its components (Abiotic and Biotic), Ecotone, Ecological Niche,</li> <li>Biomes, Energy flow, Food Chain, Food Web, Ecological Pyramids,</li> <li>Biogeochemical Cycles, Ecological Succession</li> <li>Coral Reef and Bleaching</li> </ul>
II	Climate Change	<ul style="list-style-type: none"> <li>Global Warming,</li> <li>Ocean Acidification,</li> <li>Ozone Depletion,</li> <li>Mitigation Strategies – Carbon Sequestration, Carbon Sink, Carbon Credit, Carbon Offsetting, Carbon Tax</li> </ul>
III	Biodiversity and EIA	<ul style="list-style-type: none"> <li>Define Biodiversity, Levels of Biodiversity and its Measurement</li> <li>Causes of Biodiversity loss, Modes of Conservation</li> <li>Man and Biosphere (MAB), Biosphere Reserves</li> <li>IUCN and Red Data Book</li> <li>Environmental Impact Assessment (EIA)</li> <li>Conservation Efforts – Project Tiger, Project Elephant, One Horned Rhinoceros, Project Snow Leopard, Sea Turtle Project, Crocodile Conservation Project, Project Hangul, Dolphin</li> </ul>
IV	Environmental Pollution and Remedies	<ul style="list-style-type: none"> <li>Air Pollution – Major Pollutants, their sources and Control Measures, Water Pollution – Sources, Effects, Control Measures, Eutrophication</li> <li>Soil Pollution - Sources, Effects, Control Measures, E-Waste - Sources, Effects, Control Measures and E-Waste Management Rules, Solid Waste - Sources, Effects, Control Measures</li> <li>Bio-Remediation, Acid Rain</li> </ul>
V	Environmental Organisations and Policies	<ul style="list-style-type: none"> <li>Ramsar Convention – Sites in India, Montreux record,</li> <li>Vienna Convention, Montreal Protocol, Kigali Agreement</li> <li>Earth Summit, Agenda-21, Convention on Biological Diversity, Cartagena Protocol, Nagoya Protocol, UN Framework Convention on Climate Change, Kyoto Protocol, Paris Agreement, UN Convention on Desertification</li> <li>International Solar Alliance</li> <li>Sustainable Development Goals (SDGs)</li> <li>Wildlife Protection Act 1972 and its Schedules, Environmental Protection Act 1986, Biological Diversity Act 2002</li> </ul>

### Suggested Readings

- Environmental Geography by Dr. Alka Gautam, Sharda Pustaka Bhawan
- Textbook of Environmental Studies for Undergraduate Courses, Erach Bharucha for UGC
- Environment, 6<sup>th</sup> Revised Edition, Shankar IAS Academy Book Publications
- Oxford Student Atlas for India, 3<sup>rd</sup> Edition
- NIOS Environmental Science - [https://nios.ac.in/online-course-material/sr-secondary-courses/Enviornmental-Science-\(333\)/english-medium.aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/Enviornmental-Science-(333)/english-medium.aspx)

**SUBJECT: Social Stratification and Problems in India**  
**CODE: SOC701**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

Unit	Topic	Key Learning
I	Social Structure	<ul style="list-style-type: none"> <li>• Agrarian Social Structure</li> <li>• Rural Social Structure</li> <li>• Urban Social Structure</li> <li>• Industrial Structure</li> <li>• Middle Class in India</li> <li>• Tribal Communities</li> </ul>
II	Social Stratification	<ul style="list-style-type: none"> <li>• Concepts – Equality, Inequality, Hierarchy, Exclusion, Poverty, Deprivation</li> <li>• Theories of Social Stratification</li> <li>• Dimensions – Class, status, gender, ethnicity, race</li> <li>• Social mobility</li> </ul>
III	Social Change in India	<ul style="list-style-type: none"> <li>• Agents of Social Change</li> <li>• Constitution, Law and Social Change</li> <li>• Education and Social Change</li> </ul>
IV	Population Dynamics	<ul style="list-style-type: none"> <li>• Population size, growth and composition</li> <li>• Population Policy and family planning</li> <li>• Emerging issues</li> </ul>
V	Social Processes	<ul style="list-style-type: none"> <li>• Crises of development</li> <li>• Challenges to social transformation</li> </ul>

**Suggested Readings:**

- NCERT 11th and 12th
- C.W Mills, The Sociological Imagination, Oxford University Press
- Sotirios Sarantakos, Social Research, Palgrave Macmillan
- T. B. Bottomore, Sociology - a Guide to problems and literature, Routledge India Original
- Anthony Giddens, Sociology, Wiley India Pvt Ltd

**SUBJECT: Contemporary Political Economy**  
**CODE: POL701**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

**Objectives:**

This course aims the evolution of the modern capitalist world, the political and economic challenges and issues in the contemporary world and debates on how to address them.

Unit	Topic	Key Learning
I	Globalization	<ul style="list-style-type: none"> <li>Define</li> <li>Globalization and Political Economy</li> <li>Globalization and Technological and Globalization and its impact on Cultural</li> </ul>
II	Contemporary World Actors	<ul style="list-style-type: none"> <li>What Makes the World? What it is?</li> <li>The Global Economy</li> <li>Discussing the Bretton Woods Institutions and WTO</li> <li>Global Economy: Its Significance and Anchors of Global Political Economy: IMF</li> <li>World Bank, WTO, TNCs</li> </ul>
III	Contemporary World Issues	<ul style="list-style-type: none"> <li>Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)</li> <li>Poverty and Inequality</li> </ul>
IV	Terrorism and its Impact on International Economy	<ul style="list-style-type: none"> <li>International Terrorism</li> <li>War on terror</li> <li>Regional Terrorism</li> <li>SCO and terrorism</li> <li>Terrorism and South Asia</li> </ul>
V	Contemporary World Economic Model	<ul style="list-style-type: none"> <li>Washington consensus</li> <li>Beijing Consensus</li> <li>Mumbai consensus</li> </ul>

**Suggested Readings**

- Heywood, (2011) Global Politics, New York: Palgrave McMillan.
- Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press.
- Huang, Yasheng “Debating China's Economic Growth: The Beijing Consensus or The Washington Consensus.” *Academy of Management Perspectives* 24, no. 2 (2010)
- T. Cohn, (2009) Global Political Economy: Theory and Practice, pp. 130-140 (IMF), 208-218 (WTO).
- J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 392-405 (MNC). P. Hirst, G. Thompson and S. Bromley, (2009) Globalization in Question, Cambridge: Polity Press, pp. 68-100 (MNC).

**SUBJECT: International World Order and Organizations**  
**CODE: POL702**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

This course addresses basic concepts on International World Order via the UN.

Unit	Topic	Key Learning
I	Global Shifts: Power and Governance	<ul style="list-style-type: none"> <li>Hegemonic Stability Theory</li> <li>Case study of USA and China</li> </ul>
II	The United Nations	<ul style="list-style-type: none"> <li>An Historical Overview of the United Nations</li> <li>Principles and Objectives</li> <li>Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])</li> <li>Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals</li> </ul>
III	Major Global Conflicts since the Second World War	<ul style="list-style-type: none"> <li>Korean War</li> <li>Vietnam War</li> <li>Afghanistan Wars</li> <li>Balkans: Serbia and Bosnia III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms</li> </ul>
IV	Assessment of the United Nations as an International Organisation	Imperatives of Reforms and the Process of Reforms

### Suggested Readings

- Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th ed. New Delhi: Pearson
- Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum.
- Gareis, S.B. and Warwick, J. (2005) The United Nations: an introduction.
- Basingstoke: Palgrave, Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press.
- Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at fifty. London: Macmillan, pp. 1-14.
- Sullivan, Michael P. "International Organizations and World Order: A Reappraisal." *The Journal of Conflict Resolution* 22, no. 1 (1978): 105-20. Accessed February 27, 2021. [http:// www.jstor.org/stable/173630](http://www.jstor.org/stable/173630).

## SYLLABUS: Semester-VI

**SUBJECT: English-III**

**CODE: ENG 701**

**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
2	30	30	70	100

### Objectives

- To identify student's writing challenges and develop strategies to address those challenges
- To train the students to write essays of advanced level and quality, covering the different types of essays in their differing sources
- To develop an interdisciplinary approach towards language, grammar and composition
- To familiarize students with the function of grammatical items used to spoken /written language
- To train students to use the language with confidence & without committing errors
- To enable the students to comfortably and confidently engage in a conversation

Unit	Topic	Key Learning
I	Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• Developing professional vocabulary</li> <li>• Acquisition of basic sentence structures from texts</li> <li>• Acquisition of concord; analysis of concord in reading texts</li> <li>• Awareness of common usage errors, and current English usage</li> <li>• Redundant words and phrases</li> <li>• Avoiding substandard writing</li> </ul>
II	Soft Skills	<ul style="list-style-type: none"> <li>• Becoming successful in group discussions</li> <li>• Learning the presentation skills</li> <li>• Non-verbal communication: using appropriate body language, positive facial expressions, polite eye contact, etc.</li> <li>• Time and stress management</li> <li>• Life skills: team work, leadership qualities, problem solving skills, critical and creative thinking skills, etc.</li> </ul>
III	Developing Writing Skills	<ul style="list-style-type: none"> <li>• Paragraph Writing</li> <li>• Note making and summarizing: prepare notes from reading texts, take notes from spoken texts, summarize key ideas and information, etc.</li> <li>• Essay writing</li> <li>• Editing and revising techniques</li> <li>• Use charts, tables, other graphics and multimedia, as appropriate for the written texts</li> </ul>
IV	Oral Communication	<ul style="list-style-type: none"> <li>• Use conversation starters: introducing oneself; introducing others; small talk: family, friends, hobbies, profession, studies etc.</li> <li>• Pronunciation practice: Problem sounds</li> <li>• Summarize academic readings and lectures, and make presentations</li> <li>• Use appropriate language to request and respond to requests</li> <li>• Ask questions and respond to questions politely</li> <li>• Negotiate in difficult situations</li> </ul>
V	Interview Preparation	<ul style="list-style-type: none"> <li>• How to be successful in an interview?</li> <li>• Dress Code</li> <li>• Mock Interviews</li> <li>• Dos and Don'ts of Interview: Before, During and After the Interview</li> <li>• Most Common Interview Questions and Answers</li> </ul>

### Suggested Readings

1. McCarthy, Michael. *English Vocabulary in Use*, Cambridge University Press.
2. Mitra, Barun K. *Personality Development and Soft Skills*. New Delhi: Oxford
3. Mukherjee, Hory Sarkar. *Business Communication: Communication at Work*. 2<sup>nd</sup> ed. New Delhi: OUP, 2016. Print.
4. Petes S. J., Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw-Hill Education, 2011.
5. Prasad, P. *The Functional Aspects of Communication Skills*, Delhi.
6. Rajinder Pal and Prem Lata. *English Grammar and Composition*, Sultan Chand Publication.
7. Sarvesh Gulati (2012), *Corporate Grooming and Etiquette*, Rupa Publications India Pvt. Ltd.

**SUBJECT: Ethics, Integrity and Aptitude**  
**CODE: ETH 701**  
**CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

### Objectives

This paper would introduce the students to the concepts of Morality, Ethics and the process of decision making required from a public servant. The student would learn about the attitude and various approaches regarding issues relating to integrity and probity in public life. It would develop their problem-solving approach to various issues and conflicts faced by them while dealing with society during their service.

Unit	Topic	Key Learning
I	Ethics and Human Interface	<ul style="list-style-type: none"> <li>• Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics in private and public relationships. Human Values: lessons from the lives and teachings of great leaders, reformers and administrators; role of family society and educational institutions in inculcating values.</li> </ul>
II	Attitude and Aptitude in Human behavior	<ul style="list-style-type: none"> <li>• Attitude: content, structure, function; its influence and relation with thought and behaviour; moral and political attitudes; social influence and persuasion.</li> <li>• Aptitude and foundational values for Civil Service, integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker-sections.</li> <li>• Emotional intelligence-concepts, and their utilities and application in administration and governance.</li> </ul>
III	Thinkers and Philosophies	<ul style="list-style-type: none"> <li>• Contributions of moral thinkers and philosophers in the field of Ethics and Morality from India and the world.</li> </ul>
IV	Ethics in Public Services and Governance	<ul style="list-style-type: none"> <li>• Public/Civil service values and Ethics in Public administration: Status and problems; ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; accountability and ethical governance; strengthening of ethical and moral values in governance; ethical issues in international relations and funding; corporate governance.</li> <li>• Probity in Governance: Concept of public service; Philosophical basis of governance and probity; Information sharing and transparency in government, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption.</li> </ul>
V	Case Studies	<ul style="list-style-type: none"> <li>• This unit would comprise of several issues that comes before the Civil Servant which demands a decision making.</li> <li>• Case Studies related to the above units would be discussed in this to develop a better decision making in public services.</li> </ul>

### Suggested Readings

- Second ARC Report: Ethics in Governance
- Lexicon for Ethics, Integrity and Aptitude by Chronicle Publication

**SUBJECT: Science and Technology****CODE: SAT701****CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	T
4	60	30	70	100

**Objectives**

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

Unit	Topic	Key Learning
I	Physics	<ul style="list-style-type: none"> <li>Units – Fundamental and Derived, Newton’s Laws of Motion</li> <li>Newton’s Laws of Gravitation, Kepler’s Laws of Planetary Motion, Escape Velocity</li> <li>Doppler’s Effect, Mach Number</li> <li>Define Heat, Measurement of Temperature, Scales of Temperature measurement</li> <li>Light and its speed, Refractive Index, Laws of Reflection, Reflection from Plane mirror and Spherical mirrors, Uses of Concave and Convex Mirrors</li> <li>Refraction, Total Internal Refraction (TIR), Refraction of Light through lens</li> <li>Primary and Secondary Colours, Human Eye, its defects and their remedies.</li> <li>Nuclear Fission and Fusion</li> </ul>
II	Chemistry	<ul style="list-style-type: none"> <li>Matter, its Physical and Chemical Classifications</li> <li>Atomic Structure, Atomic Mass, Molecular Mass, Atomic Number, Mass Number, Isotopes, Isobars, Isotones</li> <li>Electromagnetic Spectrum</li> <li>Chemical Reactions and Equations</li> <li>Carbon and its compounds</li> <li>Acids, Bases and Salts, pH Value, Indicators of Acids and Bases like Litmus paper, Methyl orange etc.</li> </ul>
III	Biology	<ul style="list-style-type: none"> <li>Cell – Its Structure, Types and Functions; Difference between Plant and Animal Cell</li> <li>Human Blood, RBCs, WBCs, Blood Platelets, Blood Groups of Human</li> <li>Genetics - DNA and RNA, Sex Determination, Genetic Disorder</li> <li>System of Human Body – Ingestion, Digestion, Absorption, Assimilation, Defecation</li> <li>Central Nervous System - Brain and its parts, Spinal Cord; Peripheral Nervous System; Autonomic Nervous System</li> <li>Transportation of substances in Plants, Gymnosperm and Angiosperm</li> <li>Nutrients – Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water; Diseases caused due to deficiency of Vitamins and sources of vitamins</li> <li>Human diseases due to Protozoa, Bacteria, Viruses, Protozoa and Fungus</li> </ul>
IV	Space Technology	<ul style="list-style-type: none"> <li>Indian Space Research Organisation (ISRO), Different types of Orbits and Launching Station</li> <li>Different types of Satellites and Launch Vehicle Technologies of India</li> <li>Recent National and International Level of Development in Space Research</li> </ul>
V	Latest in News	<ul style="list-style-type: none"> <li>Robotics and its Components, their application; Information Technology – Network, Server, Internet Protocol, TCP, ICANN, WWW, URL, HTTPs</li> <li>Optical Fibre, Bluetooth, Wifi, Wimax, Lifi</li> <li>Digital Communication, DTH, Internet Telephony, Internet of Things (IoT)</li> <li>Super Computers, Cloud Computing</li> </ul>

**Suggested Readings**

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



**SUBJECT: Ethics and Politics in India**  
**CODE: POL703**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

Unit	Topic	Key Learning
I	The Nature of Ethical Reasoning, and Caste Discrimination	<ul style="list-style-type: none"> <li>• The Domain of Ethics</li> <li>• Rationality and objectivity in Ethics</li> <li>• Ethical Reasoning in politics</li> <li>• What is wrong with discrimination?</li> <li>• Affirmative action: Right or Wrong?</li> </ul>
II	Environment, Hunger and Poverty	<ul style="list-style-type: none"> <li>• The moral limits on the use of nature</li> <li>• Environment and Equality</li> <li>• Environment, Displacement and Culture Hunger, Homelessness and Freedom</li> <li>• Hunger and Capabilities, International obligation to remove poverty</li> </ul>
III	Good Governance	<ul style="list-style-type: none"> <li>• Public ethics and Private Morality</li> <li>• Good Governance as the Intrusion of Inappropriate Principles</li> <li>• Corruption in Public Life</li> <li>• Corruption in Private Life</li> </ul>
IV	Free Speech, Secularism, Tolerance and Minority Rights	<ul style="list-style-type: none"> <li>• Values of Free Speech</li> <li>• Free Speech and Democracy</li> <li>• The moral limits of Free Speech</li> <li>• Hate Speech: Gender and Religious community</li> <li>• Traditions of Tolerance in India</li> </ul>

### Suggested Readings

- NCERT Books
- IGNOU Political Science Books

**SUBJECT: Indian Foreign Policy**  
**CODE: POL704**  
**CATEGORY: Skill Education Component**

Credit	Hours	Marks		
4	60	I	E	T
		30	70	100

Unit	Topic	Key Learning
I	Foreign Policy of India	<ul style="list-style-type: none"> <li>• International Relations and Foreign Policy of India</li> <li>• From post-colonial state to aspiring global power</li> <li>• Determinants of Foreign Policy of India</li> <li>• Securitizations of Foreign Policy of India               <ul style="list-style-type: none"> <li>○ Security Regimes –Theoretical understanding</li> <li>○ Traditional Security (Military and Nuclear)</li> <li>○ Non-traditional Security (Terrorism, Environment)</li> </ul> </li> </ul>
II	Neighborhood Diplomacy	<ul style="list-style-type: none"> <li>• India Neighborhood Diplomacy</li> <li>• India and Afghanistan</li> <li>• India and Pakistan</li> <li>• India and Bangladesh</li> <li>• India and Himalayan states - Nepal and Bhutan</li> <li>• India and Central Asia</li> </ul>
III	India and Major Powers	<ul style="list-style-type: none"> <li>• India and USA</li> <li>• India and Russia</li> <li>• India and China</li> <li>• India-EU</li> <li>• India and Latin America</li> </ul>
IV	Multilateral Fora	<ul style="list-style-type: none"> <li>• India and UN</li> <li>• India-ASEAN</li> <li>• India and WTO, World Bank and IMF</li> <li>• India-SAARC</li> <li>• India and sub-regional fora</li> </ul>
V	Debates	<ul style="list-style-type: none"> <li>• Is NAM relevant for India?</li> <li>• Why does India demand reform in UNSC? How is it relevant to India’s National Interest?</li> <li>• Debates on “No first use of Nuclear policy”?</li> <li>• India in South Asia- Debating regional strategies</li> </ul>

### Suggested Readings

- Essential Readings: S. Ganguly and M. Pardesi, (2009) ‘Explaining Sixty Years of India’s Foreign Policy’, in India Review, Vol. 8 (1).
- W. Anderson, (2011) ‘Domestic Roots of Indian Foreign Policy’, in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.
- J. Bandhopadhyaya, (1970) The Making of India's Foreign Policy, New Delhi: Allied Publishers.