



## AMITY SCHOOL OF LIBERAL ARTS

### Bachelor of Arts (Honours) – Political Science 2017-2020

### Credits Summary

B.A. Political Science UG (3 years/ 6 semesters)						
Semester	Core Course CC	Domain Electives DE	Value Added Course VA	Open Electives OE	Non-Teaching Credit Courses (NTCC)	Total
I	16	-	4	3		23
II	15	4	8	3		30
III	15	4	4	3		26
IV	13	4	4	3		24
V	15	4	4	3		26
VI	11	4	4	3	9	31
<b>Total</b>	<b>85</b>	<b>20</b>	<b>28</b>	<b>18</b>	<b>9</b>	<b>160</b>

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE
Non - Teaching Credit Courses (NTCC)	NTCC

**PROGRAMME STRUCTURE  
BA (Hons.) POLITICAL SCIENCE**

**FIRST SEMESTER**

<b>Code</b>	<b>Course</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P/FW</b>	<b>Credit Units</b>
BPS 101	Indian Nationalism	CC	3	1	0	4
BPS 102	British Colonialism in India	CC	3	1	0	4
BPS 103	Political Philosophy-I	CC	3	1	0	4
BPS 104	An Introduction to Political Theory	CC	3	1	0	4
BCS 101	English- I	VA	1	0	0	1
BSS 101	Behavioural Science-I	VA	1	0	0	1
	<b>Foreign Language-I (Select any One)</b>	VA	2	0	0	2
FLN 101	French					
FLG 101	German					
FLS 101	Spanish					
FLC 101	Chinese					
	<b>Open Elective -1</b>					
<b>Total</b>					<b>0</b>	<b>23</b>

SECOND SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 201	Indian State and Politics after Independence	CC	3	0	0	3
BPS 202	Political Philosophy-II	CC	3	1	0	4
BPS 203	Global Themes in Development and Politics	CC	3	1	0	4
BPS 204	Plato's Political Philosophy	CC	3	1	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BPS 205	Current Themes in Indian Politics	DE	3	1	0	4
BPS 206	Environmental Politics in India	DE	3	1	0	
EVS 001	Environment Studies	VA	4	0	0	4
BCS 201	English-II	VA	1	0	0	1
BSS 201	Behavioural Science-II	VA	1	0	0	1
	<b>Foreign Language-II (Select any One)</b>	VA	2	0	0	2
FLN 201	French					
FLG 201	German					
FLS 201	Spanish					
FLC 201	Chinese					
	<b>Open Elective -2</b>					
	<b>OE</b>	3	0	0	3	
	<b>Total</b>					<b>30</b>

THIRD SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 301	Indian Political Thought-I	CC	3	0	0	3
BPS 302	State Politics in India	CC	3	1	0	4
BPS 303	Social Movements in India	CC	3	1	0	4
BPS 304	Feminism: Theory And Practice	CC	3	1	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BPS 305	Human Rights In Comparative Perspective	DE	3	1	0	4
BPS 306	State and Local Administration	DE	3	1	0	
BCS 301	Communication Skill –I	VA	1	0	0	1
BSS 301	Behavioural Science-III	VA	1	0	0	1
	<b>Foreign Language-III (Select any One)</b>	VA	2	0	0	2
FLN 301	French	OE	3	0	0	3
FLG 301	German					
FLS 301	Spanish					
FLC 301	Chinese					
	<b>Open Elective -3</b>					
	<b>Total</b>		<b>11</b>	<b>0</b>	<b>0</b>	<b>26</b>

## FOURTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 401	Indian Political Thought-II	CC	3	0	0	3
BPS 402	Public Administration-I (Elements of Public Administration-I)	CC	3	1	0	4
BPS 403	Post-Cold War World Politics	CC	3	0	0	3
BPS 404	Research Methodology	CC	3	0	0	3
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BPS 405	Religion and Politics in India	DE	3	1	0	4
BPS 406	Cinema and Politics in India	DE	3	1	0	
BCS 401	Communication Skills –II	VA	1	0	0	1
BSS 401	Behavioural Science-IV	VA	1	0	0	1
	Foreign Language-IV (Select any One)	VA	2	0	0	2
FLN 401	French					
FLG 401	German					
FLS 401	Spanish					
FLC 401	Chinese					
	<b>Open Elective -4</b>					
	<b>Total</b>	<b>OE</b>	3	0	0	3
						24

FIFTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 501	International Relations	CC	3	0	0	3
BPS 502	Public Administration-II	CC	3	1	0	4
BPS 503	India's Foreign Policy	CC	3	1	0	4
BPS 504	Traditions in Western Political Philosophy	CC	3	1	0	4
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BPS 505	Reading Karl Marx	DE	3	1	0	4
BPS 506	Civil Society in India	DE	3	1	0	
BCS 501	Communication Skills –III	VA	1	0	0	1
BSS 501	Behavioural Science-V	VA	1	0	0	1
	Foreign Language-V (Select any One)	VA	2	0	0	2
FLN 501	French					
FLG 501	German					
FLS 501	Spanish					
FLC 501	Chinese					
	<b>Open Elective -5</b>					
	<b>Total</b>					<b>26</b>

## SIXTH SEMESTER

Code	Course	Category	L	T	P/FW	Credit Units
BPS 601	Comparative Government and Politics	CC	3	0	0	3
BPS 602	Gandhi and His Political Philosophy	CC	3	1	0	4
BPS 603	Growth of Communalism and Politics	CC	3	1	0	4
<b>BPS 604</b>	<b>Dissertation</b>	CC	0	0	0	9
<b>DE Electives: Student has to select 1 course from the list of following DE electives</b>						
BPS 605	Vivekananda and Vedanta	DE	3	1	0	4
BPS 606	Ambedkar and Dalit Movement	DE	3	1	0	
BPS 607	Political Violence: Concepts and Trends	DE	3	1	0	
<b>VALUE ADDED</b>						
BCS 601	Communication Skills –III	VA	1	0	0	1
BSS 603	Behavioural Science-V	VA	1	0	0	1
<b>Foreign Language-V (Select any One)</b>						
FLN 601	French	VA	2	0	0	2
FLG 601	German					
FLS 601	Spanish					
FLC 601	Chinese					
<b>Open Elective-6</b>		<b>OE</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Total</b>						<b>31</b>

### Minor Track-1

Course Code	Course	L	T	P	Total Credit
BPS 101	Indian Nationalism	3	1	-	4
BPS 201	Indian State and Politics after Independence	3	-	-	3
BPS 301	Indian Political Thought-I	3	-	-	3
BPS 401	Indian Political Thought-II	3	-	-	3
BPS 501	International Relations	3	-	-	3
BPS 601	Comparative Government and Politics	3	-	-	3

## PREAMBLE

Amity University aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable them to excel in their careers.

This booklet contains the Programme Structure, the Detailed Curriculum and the Scheme of Examination. The Programme Structure includes the courses (Core and Elective), arranged semester wise. The importance of each course is defined in terms of credits attached to it. The credit units attached to each course has been further defined in terms of contact hours i.e. Lecture Hours (L), Tutorial Hours (T), Practical Hours (P). Towards earning credits in terms of contact hours, 1 Lecture and 1 Tutorial per week are rated as 1 credit each and 2 Practical hours per week are rated as 1 credit. Thus, for example, an L-T-P structure of 3-0-0 will have 3 credits, 3-1-0 will have 4 credits, and 3-1-2 will have 5 credits.

The Curriculum and Scheme of Examination of each course includes the course objectives, course contents, scheme of examination and the list of text and references. The scheme of examination defines the various components of evaluation and the weightage attached to each component. The different codes used for the components of evaluation and the weightage attached to them are:

<u>Components</u>	<u>Codes</u>	<u>Weightage (%)</u>
Case Discussion/ Presentation/ Analysis	C	05 - 10
Home Assignment	H	05 - 10
Project	P	05 - 10
Seminar	S	05 - 10
Viva	V	05 - 10
Quiz	Q	05 - 10
Class Test	CT	10 - 15
Attendance	A	05
End Semester Examination	EE	70

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at Amity University.

July 2017

# INDIAN NATIONALISM

**BPS 101**

**Credits-04**

**Course Objective:** The course will seek to provide the student with a basic yet meaningful understanding of the political scenario that led to the struggle for India's independence. It would endeavor to cover the entire duration of the growth of nationalism in India till the attainment of independence in 1947.

## **Course Contents:**

### **Module I:**

Origins and meaning of nationalism

### **Module II: Emergence of nationalism in India**

Historiography of Indian Nationalism, Agrarian Society and Peasant Discontent, The New Middle Class and the Emergence of Nationalism, Causes of nationalism in India, Foundation of the Indian National Congress, The moderate Congress: objectives and Methods)

### **Module III: Early Nationalism: Discontent and Dissension**

The Moderates and Economic Nationalism, Hindu Revivalism and Politics, Muslim Politics and the Foundation of the Muslim League, Patriotism in literature)

### **Module IV: Roots of extremism**

The Swadeshi Movement in Bengal- 1905-1908, Extremism in other provinces, Repression, conciliation, and divide and rule, War and Indian politics, Bhagat Singh, Surya Sen and the Revolutionary Terrorists

### **Module V: Movements from below**

Tribal Movements, Moplahs, Deccan Riots, Caste consciousness, Communal consciousness, Labour

### **Module VI: . The Age of Gandhian Politics**

Limited Self Government, 1909-1919, The Arrival of Mahatma Gandhi, Champaran, Kheda, Ahmedabad, Khilafat and Non-Cooperation Movements, Civil Disobedience Movement, The Rowlatt Satyagraha, The Act of 1935 and the Princely States

## **Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **Text & References:**

### **Text:**

- Anderson, Benedict. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism. USA/UK: Verso, New Left Books.
- Bandyopadhyay, Shekhar. 2004. From Plassey to Partition: A History of Modern India. New Delhi: Cambridge University Press.

### **References:**

- Chatterjee, Partha. 1993. The Nation and its Fragments: Colonial and Post-colonial histories. New Delhi: Oxford University Press.
- Nandy, Ashish. 1994. The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of the Self. New Delhi: Oxford University Press

# BRITISH COLONIALISM IN INDIA

**BPS 102**

**Credits-04**

## **Course Objective:**

The purpose of this course is to help the students understand India's colonial past. The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past. The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.

## **Course Contents:**

### **Module I: Imperialism and colonialism**

Brief History of Global and Indian imperialism; Major Perspectives on Colonialism – Liberalism, Marxism, Post-colonialism

### **Module II: Foundations of Colonial Rule in India**

Consolidation of British power in India; Police and Civil Administration; Legal Foundations of the Colonial State; Issues related to the sovereignty and relations with British Parliament and major constitutional developments

### **Module III: Economy and Society**

Impact on Agriculture, land relations and ecology; the 'Deindustrialization' Debate

### **Module IV: Religion and Society**

Colonial Ideology of Indian Improvement/'civilizing mission': Orientalists and the Anglicists (Utilitarians and Missionaries); Shaping Communities: Census and Enumeration; Colonialism and the Gender question

### **Module V: Education**

Teaching the Colonial Subject: Education; The New Middle Class)

### **Module VI: Early Indian Responses**

Peasant and Tribal Uprisings; The 1857 Rebellion

## **Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **Text & References:**

### **Text:**

Bandopadhyay, S. 2004. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman.

Fulcher, J. 2004. Capitalism: A Very Short Introduction. Oxford: Oxford University Press.

Datta, G. Sobhanlal.2007. 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) Science, Technology, Imperialism and War. New Delhi: Centre for Studies in Civilization Publication and DK.

Metcalf, T.1995. 'Liberalism and Empire' in Metcalf, Thomas. Ideologies of the Raj. Cambridge: Cambridge University Press.

Young, R.2003. Postcolonialism: A Very short introduction. Oxford: Oxford University Press.

### **References:**

- Thapar, R. 2000. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage Publications.
- Young, R.2001. 'Concepts in History: Colonialism, Imperialism, Neocolonialism, Postcolonialism', in Young, R. Postcolonialism: An Historical Introduction. Oxford: Blackwell.
- Singha, R.1998. Despotism of Law. New Delhi: Oxford University Press..

# POLITICAL PHILOSOPHY-I

**BPS 103**

**Credits-04**

**Course Objective:** The course aims at (i) introducing the students to concepts and concerns that are of key significance to philosophical thought and practice, (ii) helping the students understand the meaning, need and approaches to political philosophy, (iii) studying and analyzing the political philosophies of stalwarts such as Plato and Aristotle with reference to the early Greek political setting.

## **Course Contents:**

### **Module I: An Introduction to Political Philosophy**

An Introduction to Philosophy; Meaning, Nature and Method of Political Philosophy

### **Module II: Democracy**

Concept; Active Citizens and Democracy; The Problem of Minority; Conclusion

### **Module III: Liberty**

Meaning and Significance of Liberty; Freedom and the Limits of Government; Analysis.

### **Module IV: Justice**

Meaning and Need of Justice; The Significance of Procedure; Are There Any Universal Theories of Justice?; Conclusive Analysis.

### **Module V: Greek Political Thought and Practicum**

Greek Political Legacy; Plato; Aristotle; Machiavelli; A Study of Current Trends in Political Thought and Practicum

## **Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **Text & References:**

### **Text:**

- Bird, Colin. 2006. An Introduction to Political Philosophy. New Delhi: Cambridge University Press.
- Boucher, Dand P Kelly (eds).2003. Political Thinkers: From Socrates to the Present. New York: Oxford University Press.
- Nelson, B.2008. Western Political Thought. New Delhi: Pearson Longman.

### **References:**

- Kukathas, Ch. and G F Gaus(eds.). 2004. Handbook of Political Theory. New Delhi: Sage Publications.
- Cranston, Maurice. 1964. Western Political Philosophers. London: Foutana.
- Skoble, AJand T R Machan.2007. Political Philosophy: Essential Selections. New Delhi: Pearson Education.
- Strauss, Land J Cropsey(eds.). 1987. History of Political Philosophy. 2nd Edition. Chicago: Chicago University Press..

# AN INTRODUCTION TO POLITICAL THEORY

**BPS 104**

**Credits-04**

**Course Objective :** It introduces the students to the idea of political theory, its history and approaches, and a critical evaluation of the project of political theory. Also helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. And it introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political explanation and judgment.

## **Course Contents:**

### **Module I: Introducing Political Theory**

What is Politics: Theorizing the 'Political'  
Traditions of Political Theory: Liberal, Marxist and Conservative  
Approaches to Political Theory: Normative and Empirical  
Critical Perspectives on Political Theory: Feminist and Postmodern

### **Module II: Importance of Freedom**

Negative Freedom: Liberty  
Positive Freedom: Freedom as Emancipation and Development  
Important Issue: Freedom of belief and expression

### **Module III: Significance of Equality**

Formal Equality: Equality of opportunity; political equality  
Egalitarianism: Background inequalities and differential treatment  
Important Issue: Affirmative action

### **Module IV: Indispensability of Justice**

Procedural Justice  
Distributive Justice  
Global Justice  
Important Issue: Capital punishment

### **Module V: The Universality of Rights**

Natural Rights  
Moral and Legal Rights  
Three Generations of Rights  
Rights and Obligations

## **Examination Scheme:**

Components	P0 (Attendance )	P1	C1	CT	EE1
Weightage (%)	5	5	5	15	70

## **Text & References: Text:**

Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 2-16.

(ii) Bellamy Richard (ed), Theories and Concepts of Politics. Manchester University Press, New York, 1993. Pages 1-14

Marsh David and Gerry Stoker (ed). Theory and Methods in Political Science, Macmillan Press Ltd, 1995, Pages 21-40 & 58-75.

Rajeev Bhargava and Ashok Acharya (eds), Political Theory: An Introduction. Pearson Longman, 2008. Pages 17-36.

## **References:**

Mckinnon, Catriona (ed), Issues in Political Theory, New York, Oxford University Press, 2008, Pages 103-119.

Knowles, Dudley, Political Philosophy, London, Routledge, 2001, Pages 69- 132. Swift, Adam, Political Philosophy: A Beginners Guide for Student's and Politicians ,

## ENGLISH-I

**BCS 101**

**Credits-01**

### **Course Objective:**

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

### **Course Contents:**

#### **Module I: Vocabulary**

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

#### **Module II: Essentials of Grammar - I**

Articles

Parts of Speech

Tenses

#### **Module III: Essentials of Grammar - II**

Sentence Structure

Subject -Verb agreement

Punctuation

#### **Module IV: Communication**

The process and importance

Principles & benefits of Effective Communication

#### **Module V: Spoken English Communication**

Speech Drills

Pronunciation and accent

Stress and Intonation

#### **Module VI: Communication Skills-I**

Developing listening skills

Developing speaking skills

#### **Module VII: Communication Skills-II**

Developing Reading Skills

Developing writing Skills

#### **Module VIII: Written English communication**

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

#### **Module IX: Short Stories**

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

#### **Module X: Poems**

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

### **Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>HA</b>	<b>EE</b>
<b>Weightage (%)</b>	05	15	10	70

### **Text & References:**

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

**\* 30 hrs Programme to be continued for Full year**

# **BEHAVIOURAL SCIENCE - I (UNDERSTANDING SELF FOR EFFECTIVENESS)**

**BSS 101**

**Credit Units: 01**

## **Course Objective:**

This course aims at imparting an understanding of:  
Self and the process of self exploration  
Learning strategies for development of a healthy self esteem  
Importance of attitudes and its effect on personality  
Building emotional competence

## **Course Contents:**

### **Module I: Self: Core Competency**

Understanding of Self  
Components of Self – Self identity  
Self concept  
Self confidence  
Self image

### **Module II: Techniques of Self Awareness**

Exploration through Johari Window  
Mapping the key characteristics of self  
Framing a charter for self  
Stages – self awareness, self acceptance and self realization

### **Module III: Self Esteem & Effectiveness**

Meaning & Importance  
Components of self esteem  
High and low self esteem  
Measuring your self esteem

### **Module IV: Building Positive Attitude**

Meaning and Nature of Attitude  
Components and Types of Attitudes  
Relevance and Importance of Attitudes

### **Module V: Building Emotional Competence**

Emotional Intelligence – Meaning, Components, Importance and Relevance  
Positive and Negative Emotions  
Healthy and Unhealthy expression of Emotions

### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal  
Assessment of Behavioural change as a result of training  
Exit Level Rating by Self and Observer

## **Text & References:**

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

# FRENCH - I

**Course Code: FLN 101**

**Credit Units: 02**

## **Course Objective:**

To familiarize the students with the French language

- with the phonetic system
- with the syntax
- with the manners
- with the cultural aspects

## **Course Contents:**

**Module A: pp. 01 to 37: Unités 1, 2, Unité 3 Object if 1, 2**

Only grammar of Unité 3: object if 3, 4 and 5

### **Contenu lexical: Unité 1: Découvrir la langue française: (oral et écrit)**

1. se présenter, présenter quelqu'un, faire la connaissance des autres, formules de politesse, rencontres
2. dire/interroger si on comprend
3. Nommer les choses

### **Unité 2: Faire connaissance**

1. donner/demander des informations sur une personne, premiers contacts, exprimer ses goûts et ses préférences
2. Parler de soi: parler du travail, de ses activités, de son pays, de sa ville.

### **Unité 3: Organiser son temps**

1. dire la date et l'heure

### **Contenu grammatical:**

1. organisation générale de la grammaire
2. article indéfini, défini, contracté
3. nom, adjectif, masculin, féminin, singulier et pluriel
4. négation avec « de », "moi aussi", "moi non plus"
5. interrogation: Inversion, est-ce que, qui, que, quoi, qu'est-ce que, où, quand, comment, quel(s), quelle(s)  
Interro-négatif: réponses: oui, si, non
6. pronom tonique/disjoint- pour insister après une préposition
7. futur proche

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- le livre à suivre : Campus: Tome 1

# GERMAN-I

**Course Code: FLG 101**

**Credit Units: 02**

## **Course Objective:**

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

## **Course Contents:**

### **Module I: Introduction**

Self introduction: heissen, kommen, wohnen, lernen, arbeiten, trinken, etc.

All personal pronouns in relation to the verbs taught so far.

Greetings: Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht!, Danke sehr!, Danke!, Vielen Dank!, (es tut mir Leid!),

Hallo, wie geht's?: Danke gut!, sehr gut!, prima!, ausgezeichnet!,  
Es geht!, nicht so gut!, so la la!, miserabel!

### **Module II: Interviewspiel**

To assimilate the vocabulary learnt so far and to apply the words and phrases in short dialogues in an interview – game for self introduction.

### **Module III: Phonetics**

Sound system of the language with special stress on Diphthongs

### **Module IV: Countries, nationalities and their languages**

To make the students acquainted with the most widely used country names, their nationalities and the language spoken in that country.

### **Module V: Articles**

The definite and indefinite articles in masculine, feminine and neuter gender. All Vegetables, Fruits, Animals, Furniture, Eatables, modes of Transport

### **Module VI: Professions**

To acquaint the students with professions in both the genders with the help of the verb “sein”.

### **Module VII: Pronouns**

Simple possessive pronouns, the use of my, your, etc.

The family members, family Tree with the help of the verb “to have”

### **Module VIII: Colours**

All the color and color related vocabulary – colored, colorful, colorless, pale, light, dark, etc.

### **Module IX: Numbers and calculations – verb “kosten”**

The counting, plural structures and simple calculation like addition, subtraction, multiplication and division to test the knowledge of numbers.

“Wie viel kostet das?”

### **Module X: Revision list of Question pronouns**

W – Questions like who, what, where, when, which, how, how many, how much, etc.

## **Examination Scheme:**

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer

- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH-I

**Course Code: FLS 101**

**Credit Units: 02**

## **Course Objective:**

To enable students acquire the relevance of the Spanish language in today's global context, how to greet each other. How to present / introduce each other using basic verbs and vocabulary

## **Course Contents:**

### **Module I**

A brief history of Spain, Latin America, the language, the culture...and the relevance of Spanish language in today's global context.

Introduction to alphabets

### **Module II**

Introduction to 'Saludos' (How to greet each other. How to present / introduce each other).

Goodbyes (despedidas)

The verb *llamarse* and practice of it.

### **Module III**

Concept of Gender and Number

Months of the years, days of the week, seasons. Introduction to numbers 1-100, Colors, Revision of numbers and introduction to ordinal numbers.

### **Module IV**

Introduction to *SER* and *ESTAR* (both of which mean To Be).Revision of 'Saludos' and 'Llamarse'. Some adjectives, nationalities, professions, physical/geographical location, the fact that spanish adjectives have to agree with gender and number of their nouns. Exercises highlighting usage of *Ser* and *Estar*.

### **Module V**

Time, demonstrative pronoun (Este/esta, Aquel/aquella etc)

### **Module VI**

Introduction to some key AR /ER/IR ending regular verbs.

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

I – Interaction/Conversation Practice

## **Text & References:**

- Español, En Directo I A
- Español Sin Fronteras

# CHINESE-I

**Course Code: FLC 101**

**Credit Units: 02**

## Course Objective:

There are many dialects spoken in China, but the language which will help you through wherever you go is Mandarin, or Putonghua, as it is called in Chinese. The most widely spoken forms of Chinese are Mandarin, Cantonese, Gan, Hakka, Min, Wu and Xiang. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Show pictures, dialogue and retell.

Getting to know each other.

Practicing chart with Initials and Finals. (CHART – The Chinese Phonetic Alphabet Called “Hanyu Pinyin” in Mandarin Chinese.)

Practicing of Tones as it is a tonal language.

Changes in 3<sup>rd</sup> tone and Neutral Tone.

### Module II

Greetings

Let me Introduce

The modal particle “ne”.

Use of Please ‘qing’ – sit, have tea ..... etc.

A brief self introduction – Ni hao ma? Zaijian!

Use of “bu” negative.

### Module III

Attributives showing possession

How is your Health? Thank you

Where are you from?

A few Professions like – Engineer, Businessman, Doctor, Teacher, Worker.

Are you busy with your work?

May I know your name?

### Module IV

Use of “How many” – People in your family?

Use of “zhe” and “na”.

Use of interrogative particle “shenme”, “shui”, “ma” and “nar”.

How to make interrogative sentences ending with “ma”.

Structural particle “de”.

Use of “Nin” when and where to use and with whom. Use of guixing.

Use of verb “zuo” and how to make sentences with it.

### Module V

Family structure and Relations.

Use of “you” – “mei you”.

Measure words

Days and Weekdays.

Numbers.

Maps, different languages and Countries.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

“Elementary Chinese Reader Part I” Lesson 1-10

## II Semester

### INDIAN STATE AND POLITICS AFTER INDEPENDENCE

**BPS 201  
03**

**Credit-**

**Course Objective:-**The course aims at making the student understand the politics of India Pre and Post-Independence. How the Indian state took shape and what are the contributing factors that affect the Indian Politics then and now. It also gives the student an understanding of composition of Indian State.

**Course Content:-**

#### **UNIT I:-**

India at the eve of Independence, Continuities and Discontinuities between Pre and Post-Independence, Formation of Political Structure – Constitution, Nature of Indian State, Federalism: Nature and Functioning, Centre-State Relationship.

#### **UNIT-2:-**

Executive:- President and its role, Prime Minister and Cabinet, Parliament:- Functioning and Status, Judicial System, State Politics and Governance, Parties and Politics.

#### **UNIT 3:-**

Regionalism, Politics and Pressure Groups, Election and Voting Behaviour, Secularism, Politics of Communalism, Caste and Politics.

#### **Examination Scheme:**

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

#### **Text and References:-**

Narang. A. S.- Indian Government and Politics

Fadia. B.L.- Indian Government and Politics

Chakrabarty Bidyut & Pandey Rajendra- Indian Government and Politics

Johari.J.C.-Indian Government and Politics: Basic Framework and State Structure

Singhvi & Sarkar- India: Government and Politics

Siwach.J.R.-Dynamics of Indian Government and Politics

## POLITICAL PHILOSOPHY-II

**BPS 202**

**Credit Units: 04**

### **Course Objective:**

This course goes back to Greek antiquity and familiarizes students with the manner in which the Political question was first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

### **UNIT: I**

**Plato:** Philosophy, Theory of Forms, Justice, Philosopher king/Queen, Communism, Education.

**Aristotle:** Forms, Virtue, Citizenship, Justice, State and Household, Classification of Government.

### **UNIT: II**

**Machiavelli:** Virtue, Religion, Morality and Statecraft, Vice and Virtue.

### **UNIT: III**

**Hobbes:** Human Nature, State of Nature, Social Contract, State

**Locke:** Laws of nature, Natural Rights, Property, Social Contract

**Rousseau:** Human Nature, State of Nature, Social contract, General Will

### **UNIT: IV**

**Bentham, J.S. Mill**

### **Examination Scheme:**

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

**Text**

### **and References:**

Suda.J. P., History of Political Thought

Gauba.O.P., Western Political Thought

Gauba.O.P., Social and Political Philosophy

Nelson.B, Western Political Thought: From Socrates to the age of Ideologies

Mukherjee.S, From Plato to Marx

# GLOBAL THEMES IN DEVELOPMENT AND POLITICS

**BPS 203**

**Credit Units-04**

## **Course Objective:**

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks.

The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

## **UNIT I: I. Globalization: Conceptions and Perspectives**

- a. Understanding Globalization and its Alternative Perspectives
- b. Political: Debates on Sovereignty and Territoriality
- c. Cultural and Technological Dimension
- d. Political and ecological Dimension
- e. Ideologies of Globalization
- f. Global Crises and future of Globalization

## **UNIT II: Contemporary Global Issues**

- a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
- b. Proliferation of Nuclear Weapons
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

## **UNIT III: Global Economy**

- a. Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
- b. World Bank, WTO, TNCs
- c. Regional Organisations: ASEAN, SAARC, TPP,EU

## **Examination Scheme:**

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

## **Text & References:**

Manfred B. Steger, Globalization A very Short Introduction

Andrew Heywood, Global Politics

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.

J. Baylis, S. Smith and P. Owens, Globalization of World Politics: An Introduction to International Relations,

T. Cohn, (2009) Global Political Economy: Theory and Practice.

# PLATO'S POLITICAL PHILOSOPHY

**BPS 204  
04**

**Credit-**

## **Course Objective:**

The aim of the course is to identify and analyse the central political issues raised by Plato and to attempt to determine his positions regarding these questions. The course will also try to place Plato within the context of the development of Western political thought.

## **Course Content:**

**UNIT I:** Overview of the political thought of Plato and the historical and intellectual context of Athens in the late 5th and early 4th centuries B.C.E.

Political thought before Plato: Sophist

Socrates: Knowledge is Virtue, Knowledge and Goodness

**UNIT II:** Plato: Life of Plato, Practical Nature of Political Thought, Method of Plato, Dialogues of Plato, The Nature and purpose of Republic

**UNIT III:** Construction of ideal state, Elements of Human Soul, Platonic Classes, Justice in the Ideal State, The Philosopher-King, Criticism of Plato's ideal state theory.

**UNIT IV:** Theory of Education, Nature and Aim of Education, Education Method, Education Curriculum, Elementary Education, Higher Education, Evaluation Of Theory of Education, Defects.

**UNIT V:** Theory of Communism In Republic, Guardians and their Life, Separation of economic and Political Power, Difference between modern and Platonic Communism, Communism Of Women, Plato's View on abolition of Family, Evaluation of Theory of Communism.

## **Examination Scheme:**

<b>Components</b>	<b>P/S/V</b>	<b>CT</b>	<b>A</b>	<b>C</b>	<b>EE</b>
<b>Weightage (%)</b>	10	10	5	5	70

## **Text and References:**

Plato, Apology of Socrates.

Plato, Republic.

J.P.Sauda, History of Political Thought ,K.Nath and Company, Meeruth

O.P.Gauba, Western Political Thought, Macmillan, New Delhi

# CURRENT THEMES IN INDIAN POLITICS

**BPS 205**

**Credit 04**

**Course objective:** The central focus of this paper will be on the most relevant contemporary issues of Indian politics. Aim of this paper is to introduce the students with the pattern of contemporary Indian politics through various frame of references. This paper introduces the students with the practical aspects of politics and their applications.

## **Course Contents: -**

**Unit 1** Politics of representation: reservation politics and it's growing demand. Reservation as a way of affirmative action and as an tool of power politics. Women's representation: from grassroot level to parliament. Pressure groups in politics. Political culture of India.

**Unit 2** Nationalism in contemporary Indian politics: use and abuse. History and discourse creation in politics: use and abuse. Secularism: from independence to present time.

**Unit 3** Ideology in Indian politics. Identify based violence. Corruption and criminalization of politics. Identify politics. Contemporary role of religion, caste and religion in Indian politics.

**Unit 4** Indian federalism: constitutional provisions and evolution, strength and loopholes. Present structure of federalism. Regionalism in Indian politics. Democracy, development and environment related politics in India.

## **Essential readings: -**

1. Chatterjee, Partha. 1993. The Nation and its Fragments: Colonial and Post-colonial histories. New Delhi:
2. Kothari, Rajni. 1990. Politics in India.
3. Jefrollet, Christoff. 1990. Caste, relegion and politics in India.
4. Basu, Dorgadas. 1990. Introduction to Indian constitution.
5. Chatterjee, Partha. 1990. Empire and nation.
6. Chandra, Bipan. 1990. India since independence.
7. Nandy, Aasish. 1990. The intimate enemy.
8. Sen, Amartya. 1990. Identity violence.

# ENVIRONMENTAL POLITICS IN INDIA

**BPS 206**

**Credit 04**

Course Rationale: The central focus here is on environmental problems, policies and practices in India and how government institutions have sought to tackle them and with what consequences. Possible solutions and directions to be taken are discussed.

## **Unit I**

- 1) Environment and Development: An Introduction a. Environmental Philosophies, Politics and Ethics b. Historical Legacies: Continuities and Discontinuities in India c. Understanding the Environment in India.
- 2) State, Market, Community & Local Governments a. State: Hardin and the Tragedy of the Commons b. Market: Pricing for Sustainability c. Community & Local Government Management: A Developing Country Perspective

## **Unit II**

- 3) Policy, Politics, Institutions and Resources a. Forests: State, Trade & Community b. Biodiversity, protected areas & people c. Irrigation- Dams & Canals: State, Science & Inequities d. Groundwater Management & Rainwater Harvesting -49 - e. Agriculture, Soil Management & Cash Crops: implications for environment and women's lives f. Displacement and Resettlement: power, culture and resistance g. Industrialization, Urbanization & Pollution: institutional challenges h. Pastoralists & Nomads: taming of mobile livelihoods

## **Unit III**

- 4) Poverty-Environment Inter-linkages a. Enhancing Livelihoods b. Reducing Environmental Health Risks c. Reducing Vulnerability to Environmental Hazards

## **Unit IV**

- 5) Caste, Gender and Environment
- 6) Global Commons and Initiatives
- 7) Environmental and Social Movements

## **Recommended Books**

Arnold, David & Guha, Ramachandra (ed), *Nature, Culture & Imperialism: Essays on the Environmental History of South Asia*, Delhi, Oxford University Press, 1996.

Baviskar, Amita, *In the Belly of the River*, Delhi, Oxford University Press, 1996

Dryzek, John S., *The Politics of the Earth: Environmental Discourses*, Oxford, Oxford University Press, 1997.

Guha, Ramachandra & Alier, Juan Martinez. *Varieties of Environmentalism: Essays North & South*, London, Earthscan, 1997.

Guha, Ramachandra, *Environmentalism*, Delhi, Oxford University Press, 2000.

Guha, Ramachandra, *The Unquiet Woods*, Delhi, Oxford University Press, 1992.

Johnston, R. J. *Nature, State and Economy: A Political Economy of the Environment*. Chichester, John Wiley & Sons, 1996.

McCully, Patrick, *Silenced Rivers: The Ecology and Politics of Large Dams*, New Jersey, Zed Books, 1996

Ostrom, Elinor, *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, Cambridge University Press, 1990.

Redclift, Michael. *Political Economy of Environment: Red & Green Alternatives*. London. Methun, 1987

Shiva, Vandana, *Staying Alive: Women, Ecology & Survival in India*. New Delhi, Kali for Women, 1989.

Taylor, Charles, 'Two Theories of Modernity', in *Public Culture* 11(1):153-74, 1999

# ENVIRONMENT STUDIES

**Course Code: EVS 001**

**L-4/T-0/P-0**

**Credit Units: 04**

## **Course Objective:**

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

## **Course Contents:**

### **Module I: The multidisciplinary nature of environmental studies**

Definition, scope and importance

Need for public awareness

### **Module II: Natural Resources**

#### **Renewable and non-renewable resources:**

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

### **Module III: Ecosystems**

Concept of an ecosystem

Structure and function of an ecosystem

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

### **Module IV: Biodiversity and its conservation**

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values

Biodiversity at global, national and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

### **Module V: Environmental Pollution**

Definition

Causes, effects and control measures of:

Air pollution

Water pollution  
 Soil pollution  
 Marine pollution  
 Noise pollution  
 Thermal pollution  
 Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Disaster management: floods, earthquake, cyclone and landslides.

### Module VI: Social Issues and the Environment

From unsustainable to sustainable development

Urban problems and related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation

Consumerism and waste products

Environmental Protection Act

Air (Prevention and Control of Pollution) Act

Water (Prevention and control of Pollution) Act

Wildlife Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation

Public awareness

### Module VII: Human Population and the Environment

Population growth, variation among nations

Population explosion – Family Welfare Programmes

Environment and human health

Human Rights

Value Education

HIV / AIDS

Women and Child Welfare

Role of Information Technology in Environment and Human Health

Case Studies

### Module VIII: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain.

Visit to a local polluted site – Urban / Rural / Industrial / Agricultural

Study of common plants, insects, birds

Study of simple ecosystems-pond, river, hill slopes, etc (Field work equal to 5 lecture hours)

### Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	15	5	5	5	70

### Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.

- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
  - Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
  - Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
  - Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
  - Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
  - Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
  - Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
  - Survey of the Environment, The Hindu (M)
  - Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
  - Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
  - Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499

# ENGLISH-II

**Course Code: BCS 201**

**L-1/T-0/P-0**

**Credit Units: 01**

## **Course Objective:**

The course is intended to give a foundation of English Language. The literary texts are indented to help students to inculcate creative & aesthetic sensitivity and critical faculty through comprehension, appreciation and analysis of the prescribed literary texts. It will also help them to respond form different perspectives.

## **Course Contents:**

### **Module I: Vocabulary**

Use of Dictionary

Use of Words: Diminutives, Homonyms & Homophones

### **Module II: Essentials of Grammar - I**

Articles

Parts of Speech

Tenses

### **Module III: Essentials of Grammar - II**

Sentence Structure

Subject -Verb agreement

Punctuation

### **Module IV: Communication**

The process and importance

Principles & benefits of Effective Communication

### **Module V: Spoken English Communication**

Speech Drills

Pronunciation and accent

Stress and Intonation

### **Module VI: Communication Skills-I**

Developing listening skills

Developing speaking skills

### **Module VII: Communication Skills-II**

Developing Reading Skills

Developing writing Skills

### **Module VIII: Written English communication**

Progression of Thought/ideas

Structure of Paragraph

Structure of Essays

### **Module IX: Short Stories**

Of Studies, by Francis Bacon

Dream Children, by Charles Lamb

The Necklace, by Guy de Maupassant

A Shadow, by R.K.Narayan

Glory at Twilight, Bhabani Bhattacharya

### **Module X: Poems**

All the Worlds a Stage

To Autumn

O! Captain, My Captain.

Where the Mind is Without Fear

Psalm of Life

Shakespeare

Keats

Walt Whitman

Rabindranath Tagore

H.W. Longfellow

## **Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>HA</b>	<b>EE</b>
<b>Weightage (%)</b>	05	15	10	70

**Text & References:**

- Madhulika Jha, Echoes, Orient Long Man
- Ramon & Prakash, Business Communication, Oxford.
- Sydney Greenbaum Oxford English Grammar, Oxford.
- Successful Communications, Malra Treece (Allyn and Bacon)
- Effective Technical Communication, M. Ashraf Rizvi.

# **BEHAVIOURAL SCIENCE - II**

## **(PROBLEM SOLVING AND CREATIVE THINKING)**

**Course Code: BSS 201**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

To enable the students:

Understand the process of problem solving and creative thinking.

Facilitation and enhancement of skills required for decision-making.

### **Course Contents:**

#### **Module I: Thinking as a tool for Problem Solving**

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

#### **Module II: Hindrances to Problem Solving**

Perception

Expression

Emotion

Intellect

Work environment

#### **Module III: Problem Solving Process**

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

#### **Module IV: Plan of Action**

Construction of POA

Monitoring

Reviewing and analyzing the outcome

#### **Module V: Creative Thinking**

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

# FRENCH - II

Course Code: FLN 201

L-2/T-0/P-0

Credit

Units: 02

## Course Objective:

To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French.

To make them learn the basic rules of French Grammar.

## Course Contents:

**Module A: pp.38 – 47: Unité 3: Object if 3, 4, 5, 6**

**Module B:** pp. 47 to 75 Unité 4, 5

### Contenu lexical: Unité 3: Organiser son temps

1. donner/demander des informations sur un emploi du temps, un horaire SNCF – Imaginer un dialogue
2. rédiger un message/ une lettre pour ...
  - i) prendre un rendez-vous/ accepter et confirmer/ annuler
  - ii) inviter/accepter/refuser
3. Faire un programme d'activités  
imaginer une conversation téléphonique/un dialogue  
Propositions- interroger, répondre

### Unité 4: Découvrir son environnement

1. situer un lieu
2. s'orienter, s'informer sur un itinéraire.
3. Chercher, décrire un logement
4. connaître les rythmes de la vie

### Unité 5: s'informer

1. demander/donner des informations sur un emploi du temps passé.
2. donner une explication, exprimer le doute ou la certitude.
3. découvrir les relations entre les mots
  4. savoir s'informer

### Contenu grammatical:

1. Adjectifs démonstratifs
2. Adjectifs possessifs/exprimer la possession à l'aide de :
  - i. « de » ii. A+nom/pronom disjoint
3. Conjugaison pronominale – négative, interrogative - construction à l'infinitif
4. Impératif/exprimer l'obligation/l'interdiction à l'aide de « il faut... »/ «il ne faut pas... »
5. passé composé
6. Questions directes/indirectes

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN – II

Course Code: BLG 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Grammar to consolidate the language base learnt in Semester I

## Course Contents:

### Module I: Everything about Time and Time periods

Time and times of the day.

Weekdays, months, seasons.

Adverbs of time and time related prepositions

### Module II: Irregular verbs

Introduction to irregular verbs like to be, and others, to learn the conjugations of the same, (fahren, essen, lessen, schlafen, sprechen und ähnliche).

### Module III: Separable verbs

To comprehend the change in meaning that the verbs undergo when used as such

Treatment of such verbs with separable prefixes

### Module IV: Reading and comprehension

Reading and deciphering railway schedules/school time table

Usage of separable verbs in the above context

### Module V: Accusative case

Accusative case with the relevant articles

Introduction to 2 different kinds of sentences – Nominative and Accusative

### Module VI: Accusative personal pronouns

Nominative and accusative in comparison

Emphasizing on the universal applicability of the pronouns to both persons and objects

### Module VII: Accusative prepositions

Accusative prepositions with their use

Both theoretical and figurative use

### Module VIII: Dialogues

Dialogue reading: 'In the market place'

'At the Hotel'

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

## SPANISH – II

Course Code: FLS 201

L-2/T-0/P-0

Credit Units: 02

### Course Objective:

To enable students acquire more vocabulary, grammar, Verbal Phrases to understand simple texts and start describing any person or object in Simple Present Tense.

### Course Contents:

#### Module I

Revision of earlier modules.

#### Module II

Some more AR/ER/IR verbs. Introduction to root changing and irregular AR/ER/IR ending verbs

#### Module III

More verbal phrases (eg, Dios Mio, Que lastima etc), adverbs (*bueno/malo, muy, mucho, bastante, poco*). Simple texts based on grammar and vocabulary done in earlier modules.

#### Module IV

Possessive pronouns

#### Module V

Writing/speaking essays like my friend, my house, my school/institution, myself...descriptions of people, objects etc, computer/internet related vocabulary

### Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

### Text & References:

- Español, En Directo I A
- Español Sin Fronteras

# CHINESE – II

Course Code: FLC 201

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

Chinese is a tonal language where each syllable in isolation has its definite tone (flat, falling, rising and rising/falling), and same syllables with different tones mean different things. When you say, “ma” with a third tone, it mean horse and “ma” with the first tone is Mother. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Drills  
Practice reading aloud  
Observe Picture and answer the question.  
Tone practice.  
Practice using the language both by speaking and by taking notes.  
Introduction of basic sentence patterns.  
Measure words.  
Glad to meet you.

### Module II

Where do you live?  
Learning different colors.  
Tones of “bu”  
Buying things and how muchit costs?  
Dialogue on change of Money.  
More sentence patterns on Days and Weekdays.  
How to tell time. Saying the units of time in Chinese. Learning to say useful phrases like – 8:00, 11:25, 10:30 P.M. everyday, afternoon, evening, night, morning 3:58, one hour, to begin, to end ..... etc.  
Morning, Afternoon, Evening, Night.

### Module III

Use of words of location like-li, wais hang, xia  
Furniture – table, chair, bed, bookshelf,.. etc.  
Description of room, house or hostel room.. eg what is placed where and how many things are there in it?  
Review Lessons – Preview Lessons.  
Expression ‘yao’, ‘xiang’ and ‘yaoshi’ (if).  
Days of week, months in a year etc.  
I am learning Chinese. Is Chinese difficult?

### Module IV

Counting from 1-1000  
Use of “chang-chang”.  
Making an Inquiry – What time is it now? Where is the Post Office?  
Days of the week. Months in a year.  
Use of Preposition – “zai”, “gen”.  
Use of interrogative pronoun – “duoshao” and “ji”.  
“Whose”??? Sweater etc is it?  
Different Games and going out for exercise in the morning.

### Module V

The verb “qu”  

- Going to the library issuing a book from the library
- Going to the cinema hall, buying tickets
- Going to the post office, buying stamps
- Going to the market to buy things.. etc
- Going to the buy clothes .... Etc.

Hobby. I also like swimming.  
Comprehension and answer questions based on it.

**Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

**Text & References:**

“Elementary Chinese Reader Part I” Lesson 11-20

## SEMESTER-III

### INDIAN POLITICAL THOUGHT-I

BPS 301

Credits-03

**Course Rationale:** This paper attempts to introduce students to the entire gamut of political thinking in India from the beginning to the present. It focuses on key thinkers from ancient to modern times to understand their seminal contribution to the evolution of political theorizing in India. It emphasizes on the distinctive contribution of Indian thinkers to political theorizing and the relative autonomy of Indian political thought.

Unit: I Indian Political Thought: A Background

Manu, Kanada, Kautilya

Unit: II Raja Ram Mohan Roy, Swami Vivekananda, Aurobindo Ghosh

Unit: III M.N. Roy, Gandhi, Nehru

Unit: IV B.R. Ambedkar, Dr. Ram Manohar Lohia, Namboodripad

#### Essential Reading List

1. Appadorai, Indian Political Thinking through the Ages, Khanna Publishers, Delhi, 1992.
2. A. Appadorai, Documents on Political Thought in Modern India, 2 vols. Bombay Oxford University Press, 1970.
3. J. Bandopandhyay, Social and Political Thought of Gandhi, Allied Publishers, Bombay, 1969.
4. M.N. Jha, Political Thought in Modern India, Meenakshi Prakashan, Meerut.
5. Ramratan Ruchi Tyagi, Indian Political Thought, Mayur paperbacks, 2008.
6. V.R. Mehta, Indian Political Thought, Manohar, New Delhi, 1996.
7. V. R. Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992.
8. V.P. Verma, Modern Indian Political Thought, Lakshmi Naryan Aggarwal, Agra, 1974.
9. Valerian Rodrigues (eds.), The Essential Writings of B.R. Ambedkar, Oxford University Press, Delhi, 2004.

# STATE POLITICS IN INDIA

**BPS 302**

**Credits-04**

**Course Rationale:** This Part is discuss about the Study of State politics in independent India also continues to be a rather under-cultivated field of inquiry. This state of affairs may be explained in terms of a number of reasons. First, in the Nehru era there was a carryover of the nationalist ambience and fervour of the freedom struggle, and for this reasons all that really mattered was the politics at the national level. Congress dominance at the union as well as state levels submerged politics in the states under the overarching national patterns.

UNIT I Theoretical Framework for the study of state politics, Socio economic determinants of State Politics. State Politics in India: Nature and Patterns. Emerging Trends in State Politics. Demand for State Autonomy

UNIT II Evolution of States in India, State Executive: Governor, Chief Minister, Council of Ministers, State Legislature: Composition, Powers and functions. State Judiciary: Composition, Powers and functions, Changing Pattern of Centre State relations

UNIT III 1 Voting Behaviour , Party System, Politics of Defection, Coalition Politics, Panchayati Raj System and its Impact on State Politics, Politics of Rajasthan. Historical Legacies, Geographic and demographic Profile of Rajasthan. Post Independence Politics: The role of Political Parties. Green revolution: Rise of Agrarian Interests and their impact on Politics.

UNIT IV Pressure Groups in Rajasthan. Regionalism: Trends and Main features. Caste and Religion in Rajasthan Politics. Political leadership and changing pattern of dominance. Coalition governments and problem of governance. Politics of Minorities, Scheduled castes and Other Backward Classes in Rajasthan. Future prospects of State Politics in Rajasthan.

## **Essential Reading Lists:**

Atul Kohli, India's Democracy, Delhi, Orient Longman, 1988

G. Austin, Tin, Indian Constitution: Cornerstone of a Swim, Oxford University Press, 1966.

Working a Democratic Constitution: The Indian Experience. Delhi. Oxford University Press. 2000,

D.D.Basu, An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994

U. Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980

C.P. Bhambri, The Indian State: Fifty Years, New Delhi, Shipra, 1999

A. Chande, Federalism in India: A Study of Union-State Relations. London, George Allen & Unwin, 1965.

S. Kaushik (ed.), Indian Government and Politics, Delhi University, Directorate of Hindi Implementation, 1990

R.Kothari, Politics in India, New Delhi, Orient Longman, 1970.

N.D. Palmer, Elections in India: Its Social Basis, Calcutta, K.P. Baghchi, 1982

# SOCIAL MOVEMENTS IN INDIA

**BPS 303**

**Credits-04**

**Course Rationale:** This course introduces the students to the important conceptual and theoretical issues of social movement and its critical role in social transformation. It familiarises them with various sociological approaches to the study of social movements. It attempts to sensitise the students with regard to the important social movements in India besides exposing the students to the emerging social movements in recent times.

Unit 1 Social movements: Definitions, characteristics and types

Unit 2 Theories on emergence of social movement: Relative deprivation, structural-functional, Weberian and Marxist Post-Marxist and contemporary debates.

Unit 3 Social movements in India: Peasant, Dalit, Tribal, Industrial working class, nationality and sub – nationality movements.

Unit 4 New social movements in India: Women's movement, Environmental movement, Civil rights movement, Middle class movements, LGBT Movements.

## **Essential Reading Lists:**

J.A. Banks, 1972 The Sociology of Social Movements, London, Macmillan Desai, 1972

A. R. Desai, (ed.) 1979 Peasant Struggle in India, Bombay, OUP, 1979

D. N. Dhanagare, Peasant Movements in India 1920 – 50, Delhi, Oxford, 1983

M.S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, N. Delhi, Sage, 1993

T.K. Oomen, Protest and Change: Studies in Social Movements, Delhi, Sage, 1990

M.S.A, Rao, Social Movements in India, N. Delhi, Manohar, 1979

Social Movements and Social Transformation, Delhi, Macmillan, 1979

Ghanshyam Shah, Protest Movements in Two Indian States: N. Delhi, 1977

Social Movements in India: A review of the Literature, Delhi, Sage, 1990

Nandita Gandhi, Nandita Shah, The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India, N. Delhi, Kali for Women, 1992

Vandana Shiva, Ecology and the Politics of Survival, New Delhi, Sage, 1991

K.S. Singh, Tribal Movements in India, N. Delhi, Manohar, 1982

# FEMINISM: THEORY AND PRACTICE

**BPS 304**

**Credits-04**

**Course Rationale:** This course is designed to introduce feminist theories and cultivate the art of critical thinking about gender relations and inequalities.

Unit- I: Approaches to Study Patriarchy 1. Understanding Sex/ Gender Distinction: Biologism versus Social Constructivism 2. Patriarchy; Private, Public and Power relations within the Family

Unit-II: History of Feminism 1. Origins of Feminism in the West: Britain and France 2. Liberal and Radical Feminist Trends

Unit-III: The Status of Women in India 1. The Position of Women in Indian Society 2. Gender relations in the Family 3. Legal Provisions for the protection of Women in India

Unit-IV: Contemporary Position of Women in Indian Society 1. Understanding Woman's Work and Labour 2. Representation of women in the Indian Parliament 3. Debates on the Reservation of Women in Legislature

Reference Books:

1. Geetha, V, Gender, Stree, Calcutta, 2002
2. Geetha, V, Patriarchy, Stree, Calcutta, 2007
3. Lerner Gerda, The creation of Patriarchy, New York, OUP,1986
4. Forbes, G., Women in Modern India, Cambridge, OUP,1998
5. Desai Neera and Thakkar, Usha, Women in Indian Society, New Delhi, National book Trust, 2001.
6. Rowbothan, Shiela, Women in Movements, London, Routledge, 1993.

## **HUMAN RIGHTS IN COMPARATIVE PERSPECTIVE (DE)**

**BPS 305**

**Credits-04**

**Course Rationale:** The course provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues and debates in the field with focus on the problems.

UNIT - I: Human Rights; Theory and Institutionalization 1. Understanding Human Rights: Three Generations of Rights 2. Institutionalization: Universal Declaration of Human Rights 3. Rights in National Constitutions: South Africa and India

UNIT - II: Issues 1. Torture: USA and India 2. Terrorism and Insecurity of Minorities: USA and India

UNIT-III: Structural Violence 1. Caste and Race: Discrimination based on Birth: South Africa and India 2. Adivasis / Aborigines and the Land Question: Australia and India

UNIT-IV: Watchdogs of Human Rights Violation 1. Amnesty International 2. Human Rights Watch

### **Essential Reading Lists:**

1. Byrne, Darren, O., Human Rights, An Introduction, Delhi, Pearson, 2007.
2. R. Wolfrem, 'Discrimination, xenophobia and Racism' in Symonides, J, New Dimensions and challenges For Human Rights: Jaipur Rawat Publications, 1998.
3. Cadzow and Maynard, J (Eds), Aborigine studies; Nelson cengage learning, 2011.
4. Kannabiram, k., Tool of Justice: Non- Discrimination and the Indian Constitution, New Delhi, Routledge, 2012.
5. Ishay, M., The History of Human Rights: From Ancient Times to the Globalization Era, Delhi, Orient Blackswan. Andrew Clapham, Human Rights: A Very Short Introduction, Oxford, OUP, 2007

## STATE AND LOCAL ADMINISTRATION (DE)

**BPS 306**

**Credits-04**

**Course Rationale:** The Course about government operations, political processes, contemporary issues, problems, and recent reforms relating to the state and local levels, with emphasis on Indian political System

Unit I 1) Structure of State Government a.) Governor b.) Chief Minister and Council of Ministers c.) Secretariat and Directorates

Unit II 2) Development and welfare responsibilities of State Government.

Unit III 3) Local Government a.) Constitutional provisions before 1992 b.) 73 and 74 amendments Panchayat Raj system

Unit IV 4) Urban Government. a.) Municipalities b.) Municipal Corporation c.) Contonment Board 5)) Accountability a.) Legislative and Executive Control b.) Lokpal and Lokayukt c.) Right to Information

### **Essential Reading Lists**

1. Arora Ramesh K 1996, Indian Public Administration: Institutions and Issues, New Delhi, Vishwa Prakashan
2. A. Chandra, Indian Administration, London, Allen and Unwin, 1968
3. Debroy Bibek (ed.), 2004, Agenda for Improving Governance, New Delhi, Academic Foundation
4. Jain L.C. (ed.), 2005, Decentralisation and Local Governance, New Delhi, Orient Longman
5. Kapur Devesh and Pratap Bhanu Mehta (eds.) 2005, Public Institutions in India, New Delhi, OUP
6. Maheshwari S.R., 2001, Indian Administration, New Delhi, Kitab Mahal.
7. Prasad Kamala, 2006, Indian Administration: Politics, Policies and Prospects, Delhi, Dorling Kindersley India Pvt Ltd.
8. Singh Hoshiar, 2001, Indian Administration, New Delhi, Kitab Mahal

# COMMUNICATION SKILLS – I

**BCS 301**

**Credit Units: 01**

## **Course Objective:**

To form written communication strategies necessary in the workplace

## **Course Contents:**

### **UNIT I: Introduction to Writing Skills**

Effective Writing Skills  
Avoiding Common Errors  
Paragraph Writing  
Note Taking  
Writing Assignments

### **UNIT II: Letter Writing**

Types  
Formats

### **UNIT III**

Memo  
Agenda and Minutes  
Notice and Circulars

### **UNIT IV: Report Writing**

Purpose and Scope of a Report  
Fundamental Principles of Report Writing  
Project Report Writing  
Summer Internship Reports

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>CAF</b>	<b>V</b>	<b>GD</b>	<b>GP</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## **Text & References:**

- Business Communication, Raman – Prakash, Oxford
- Creative English for Communication, Krishnaswamy N, Macmillan
- Textbook of Business Communication, Ramaswami S, Macmillan
- Working in English, Jones, Cambridge
- A Writer's Workbook Fourth edition, Smoke, Cambridge
- Effective Writing, Withrow, Cambridge
- Writing Skills, Coe/Rycroft/Ernest, Cambridge
- Welcome!, Jones, Cambridge

# **BEHAVIOURAL SCIENCE – III**

## **(Interpersonal Communication and Relationship Management)**

**BSS 301**

**Credit Units: 01**

### **Course Objective:**

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

### **Course Contents:**

#### **UNIT I: Interpersonal Communication**

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

#### **UNIT II: Interpersonal Styles**

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interact ional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

#### **UNIT III: Conflict Management and Negotiation**

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

#### **UNIT IV: Interp ersonal Relationship Development**

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

#### **UNIT V: Impression Management**

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

#### **UNIT VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

# FRENCH - III

FLN 301

Credit Units: 02

## Course Objective:

To provide the students with the know-how

- To master the current social communication skills in oral and in written.
- To enrich the formulations, the linguistic tools and vary the sentence construction without repetition.

## Course Contents:

UNIT B: pp. 76 – 88 Unité 6

UNIT C: pp. 89 to 103 Unité 7

### Contenu lexical:

#### Unité 6: se faire plaisir

1. acheter : exprimer ses choix, décrire un objet (forme, dimension, poids et matières) payer
2. parler de la nourriture, deux façons d'exprimer la quantité, commander un repas au restaurant
3. parler des différentes occasions de faire la fête

#### Unité 7: Cultiver ses relations

1. maîtriser les actes de la communication sociale courante (Salutations, présentations, invitations, remerciements)
2. annoncer un événement, exprimer un souhait, remercier, s'excuser par écrit.
3. caractériser une personne (aspect physique et caractère)

### Contenu grammatical:

1. accord des adjectifs qualificatifs
2. articles partitifs
3. Négations avec de, ne...rien/personne/plus
4. Questions avec combien, quel...
5. expressions de la quantité
6. ne...plus/toujours - encore
7. pronoms compléments directs et indirects
8. accord du participe passé (auxiliaire « avoir ») avec l'objet direct
9. Impératif avec un pronom complément direct ou indirect
10. construction avec « que » - Je crois que/ Je pense que/ Je sais que

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN – III

FLG 301

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

## Course Contents:

### UNIT I: Modal verbs

Modal verbs with conjugations and usage

Imparting the finer nuances of the language

### UNIT II: Information about Germany (ongoing)

Information about Germany in the form of presentations or “Referat”– neighbors, states and capitals, important cities and towns and characteristic features of the same, and also a few other topics related to Germany.

### UNIT III: Dative case

Dative case, comparison with accusative case

Dative case with the relevant articles

Introduction to 3 different kinds of sentences – nominative, accusative and dative

### UNIT IV: Dative personal pronouns

Nominative, accusative and dative pronouns in comparison

### UNIT V: Dative prepositions

Dative preposition with their usage both theoretical and figurative use

### UNIT VI: Dialogues

In the Restaurant,

At the Tourist Information Office,

A telephone conversation

### UNIT VII: Directions

Names of the directions

Asking and telling the directions with the help of a roadmap

### UNIT VIII: Conjunctions

To assimilate the knowledge of the conjunctions learnt indirectly so far

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH – III

**FLS 301**

**Credit Units: 02**

## **Course Objective:**

To enable students acquire knowledge of the Set/definite expressions (idiomatic expressions) in Spanish language and to handle some Spanish situations with ease.

## **Course Contents:**

### **UNIT I**

Revision of earlier semester UNITS

Set expressions (idiomatic expressions) with the verb *Tener, Poner, Ir....*

Weather

### **UNIT II**

Introduction to *Gustar...* and all its forms. Revision of *Gustar* and usage of it

### **UNIT III**

Translation of Spanish-English; English-Spanish. Practice sentences.

How to ask for directions (using *estar*)

Introduction to IR + A + INFINITIVE FORM OF A VERB

### **UNIT IV**

Simple conversation with help of texts and vocabulary

En el restaurante

En el instituto

En el aeropuerto

### **UNIT V**

Reflexives

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Español, En Directo I A
- Español Sin Fronteras -Nivel Elemental

# CHINESE – III

FLC 301

Credit Units: 02

## Course Objective:

Foreign words are usually imported by translating the concept into Chinese, the emphasis is on the meaning rather than the sound. But the system runs into a problem because the underlying name of personal name is often obscure so they are almost always transcribed according to their pronunciation alone. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### UNIT I

Drills

Dialogue practice

Observe picture and answer the question.

Introduction of written characters.

Practice reading aloud

Practice using the language both by speaking and by taking notes.

Character writing and stroke order

### UNIT II

Measure words

Position words e.g. inside, outside, middle, in front, behind, top, bottom, side, left, right, straight.

Directional words – beibian, xibian, nanbian, dongbian, zhongjian.

Our school and its different building locations.

What game do you like?

Difference between “hii” and “neng”, “keyi”.

### UNIT III

Changing affirmative sentences to negative ones and vice versa

Human body parts.

Not feeling well words e.g. ; fever, cold, stomach ache, head ache.

Use of the modal particle “le”

Making a telephone call

Use of “jiu” and “cai” (Grammar portion)

Automobiles e.g. Bus, train, boat, car, bike etc.

Traveling, by train, by airplane, by bus, on the bike, by boat.. etc.

### UNIT IV

The ordinal number “di”

“Mei” the demonstrative pronoun e.g. mei tian, mei nian etc.

use of to enter to exit

Structural particle “de” (Compliment of degree).

Going to the Park.

Description about class schedule during a week in school.

Grammar use of “li” and “cong”.

Comprehension reading followed by questions.

### UNIT V

Persuasion-Please don't smoke.

Please speak slowly

Praise – This pictorial is very beautiful

Opposites e.g. Clean-Dirty, Little-More, Old-New, Young-Old, Easy-Difficult, Boy-Girl, Black-White, Big-Small, Slow-Fast ... etc.

Talking about studies and classmates

Use of “it doesn't matter”

Enquiring about a student, description about study method.

Grammar: Negation of a sentence with a verbal predicate.

**Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

**Text & References:**

“Elementary Chinese Reader Part I, Part-2” Lesson 21-3

## SEMESTER-IV

### INDIAN POLITICAL THOUGHT II

**BPS 401**

**Credits-03**

Course Rationale: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought.

**Unit I** J.P. Narayan , Pandita Ramabai, Kazi Nazrul Islam

**Unit II** Rabindranath Tagore, Sardar Patel, Periyar E. V. Ramasamy,

**Unit III** Jawaharlal Nehru, Lal Bahadur Sastri, Mohammad Iqbal

**Unit IV** Bhagat Singh, Subhash Chandra Bose, V.D. Savarkar

#### **Books Recommended**

Roy, R. (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', Hay, S. (ed.) Sources of Roy, R. (1991) 'The Precepts of Jesus, The Guide to Peace and Happiness', Hay, S. (ed.) Sources of Indian Tradition. Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

Ramabai, P. (2000) 'Woman's Place in Religion and Society', Kosambi, M. (ed.) Pandita Ramabai Through her Own Words: Selected Works. N. Delhi: OUP, pp. 150-155.

Tagore, R. (1994) 'The Nation', Das, S. K. (ed.) The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

Iqbal, M. (1991) 'Speeches and Statements', Hay, S. (ed.) Sources of Indian Tradition. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 218-222.

Savarkar, V. D. 'Hindutva is different from Hinduism'. Available from: <http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism> (accessed on 22 May 2011.)

Nehru, J. L. (1991) 'Selected Works', Hay, S. (ed.) Sources of Indian Tradition. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 317-319

# ELEMENTS OF PUBLIC ADMINISTRATION

**BPS 402**

**Credits-04**

**Unit-I** Public Administration: Evolution, Meaning, Nature, Scope, Significance and its relations with Political Science, Economics and Law; Public and Private Administration; New Public Administration; and New Public Management.

**Unit-II** Organization: Meaning and Basis. Principles of Organization: Hierarchy, Span of Control, Coordination, Supervision and Control, Communication, Decentralization and Delegation.

**Unit-III** Forms of Organizations: Formal and Informal, Department, Board, Corporation and Commission and Independent Regulatory Commission.

**Unit-IV** Chief Executive: Meaning, Types and Role. Line, Staff and Auxiliary Agencies. Public Relations: Meaning, Means and Significance.

## **Books Recommended**

Avasthi, A & Maheshwari, S. R. 2006. Public Administration. ( Hindi & English) Lakshmi Narain Aggarwal: Agra.

Bhattacharya, Mohit. 1987. Public Administration- Structure, Process and Behaviour. The World Press Private Ltd.: Calcutta

Bhattacharya, Mohit. 2007. Public Administration. The World Press Private Ltd.: Calcutta

Marini, Frank. (Ed) 1971. Toward a New Public Administration. Chandler

Nicholas, Henry. 2006. Public Administration and Public affairs. Prentice Hall: New Jersey.

Nigro, Felix A. and Nigro, Lloyd G. 1980. Modern Public Administration. Harper and Row: New York

Prasad, D. Ravindra, V.S. Prasad and P. Satyanarayan. 2004. Administrative Thinkers (Eds.). Sterling Publishers: New Delhi

Pugh, D.S. (Ed). 1985. Organisation Theory Selected Readings. Penguin Books: Middlesex, England

Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar

Taylor F.W. 1947. Scientific Management. Harper and Row: New York

Weber, Max. 1969. The Methodology of the Social Sciences. Translated and Edited by Edward A. Shils and Henry A Finch. The Free Press: New York

White, L.D. 1968. Introduction to the Study of Public Administration, Eurasia Publishing House: New Delhi

# POST-COLD WAR WORLD POLITICS

**BPS 403**

**Credits-03**

Course Rationale: This course is about the international political affairs and the various ways define global politics, which is a subject to enhance the world system

Unit: I Contending Theories and Approaches to the study of International Relations; Idealist, Realist, Systems, Game, Communication and Decision-making, Power, Interest and Ideology in International Relations; Elements of Power: Acquisition, use and limitations of power, Perception, Formulation and Promotion of National Interest,

Unit: II Meaning, Role and Relevance of Ideology in International Relations. Arms and Wars: Nature, cause and types of wars/conflicts including ethnic disputes; conventional, Nuclear/bio-chemical wars; deterrence, Arms race, Arms, control and Disarmament. Peaceful settlement of disputes, conflict resolution, Diplomacy, World-order and peace studies. Cold war, Alliances, Non-alignment, End of Cold war,

Unit: III Globalisation. Rights and Duties of states in international law, intervention, Treaty law, prevention and abolition of war. Political Economy of International Relations; new International Economic Order, North-South Dialogue, South-South Cooperation, WTO, Neo-colonialism and Dependency. Regional and sub-regional organisations especially SAARC, ASEAN, OPEC, OAS.

Unit: IV United Nations : Aims, Objective, Structure and Evaluation of the working of UN; Peace and Development perspective; Charter Revision; Power-struggle and Diplomacy within UN; Financing and Peace-keeping operations. India's Role in International affairs relations with its neighbours, wars, security concerns and pacts, Mediator Role, distinguishing features of Indian Foreign Policy and Diplomacy

## **Essential Reading Lists**

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 3058; 92126.

Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues. 5th Edition. New York: Longman, pp. 714; 2949; 119126.

Jackson, R. and Sorenson, G. (2008) Introduction to International Relations: Theories and Approaches. New York: Oxford University Press, pp. 5996.

Goldstein, J. and Pevehouse, J.C. (2009) International Relations. New Delhi: Pearson, pp. 81111.

# RESEARCH METHODOLOGY

**BPS 404**

**Credits-03**

**Course Rationale:** The courses intend to familiarize the students with the research methods in Political Science.

1. To enable for the practical use of students in their Project/Dissertation in the Sixth Semester.
2. To identify the different methods and techniques applicable to Political Science research.

**Unit I** Introduction: Social Science Research and its social significance. Types of Research: Fundamental and applied research, action research. Important Concepts: What is Hypothesis, Sampling – Relevance and types of Sampling.

**Unit II** Selection of a Topic and Formulation of Research Problem – Review of Literature – Data Collection – Data Processing and Analysis.

**Unit III** Sources of Data (Primary and Secondary) - Observation, Interview, Questionnaire, and Document. (Suggestion for Assignment: Students can prepare Group Project guided by teachers)

**Unit IV** Data Processing and Analysis: Editing, Coding, Tabulation. Elementary knowledge of statistical methods. Report Writing: Structure of the Report- The Preliminary Part, the Main Text and the End Matter. Citation or referencing styles

## **Books Recommended:**

1. Thakur, Devendra, Research Methodology in Social Science, (Deep and Deep Publishing, New Delhi 1998)
2. Young Pauline V and Calvin F Schmidt, Scientific Social Surveys and Research, (Prentice Hall of India Pvt Ltd, New Delhi, 2001, 4th Edn)
3. Dwivedi R S, Research Methods in Behavioural Science, (Mac Millan India Ltd. New Delhi, 1997)
4. Johnson, JB and Richard A Joslyn, Political Science Research Methods, (Prentice-Hall of India Pvt Ltd, New Delhi, 1989)
5. Kumar Ranjit, Research Methodology: A Step by Step Guide for Beginners, ( Sage, New Delhi, 1999)
6. Agnihotri V, Techniques of Social Research, (M N Publishers, New Delhi, 1980)
7. Jayapalan N, Research Methods in Political Science, ( Atlantic Publishers and Distributers, New Delhi,2000)
8. Pennings Paul (et al), Doing Research in PoliticalScience, (Sage Publications, New Delhi 1999)
9. Ghosh B N, Scientific Method and Social Research, (Sterling Punlishers Pvt Ltd New Delhi, 1987, 4th Edn)
10. Johnson, JB and Richard A Joslyn, Political Science Research Methods, (Prentice-Hall of India Pvt Ltd, New Delhi, 1989)
11. Kumar Ranjit, Research Methodology: A Step by Step Guide for Beginners, ( Sage, New Delhi, 1999)

# RELIGION AND POLITICS IN INDIA

**BPS 405**

**Credits-04**

**Course Rationale:** An understanding of the political process thus calls for a different mode of analysis that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.

Unit I a) Theory of Hindutva b) Understanding and Critique of British Rule in India c) Views on Eradication of Caste Discrimination d) Savarkar's views on Religion and Science

Unit II Role of Caste and Religion in Indian Politics a) Caste and Politics of Identity b) Rise of OBCs c) Religion and Politics of Communalism

Unit III Theory of Nationalism b) Interpretation of Islam c) Views on Communal Harmony d) Pan –Islamism

Unit IV Religion and Politics: Debates on secularism; majority and minority communalism, Caste in politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies

## **Books Recommended:**

Arora, B. (2000) 'Negotiating Differences: Federal Coalitions and National Cohesion', in Frankel, F. Hasan, Z. Bhargava, R. and Arora, B. (eds.) Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, pp. 176-206.

Jaffrelot, C. (2001) 'The Sangh Parivar Between Sanskritization and Social Engineering', in Hansen, T.B. and Jaffrelot, C. (eds.) The BJP and the Compulsions of Politics in India. New Delhi: Oxford University Press, pp. 22-71.

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

Manor, J. (1995) 'Regional Parties in Federal Systems', in Arora, B. and Verney, D.V. (eds.) Multiple Identities in a Single State: Indian Federalism in Comparative Perspective. Delhi: Konark, pp. 105-135.

Rodrigues, V. (2006) 'The Communist Parties in India', in deSouza, P.R. and Sridharan, E. (eds.) India's Political Parties. New Delhi: Sage, pp. 199-252.

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

# CINEMA AND POLITICS IN INDIA

**BPS 406**

**Credits-04**

This course shall examine the role of cinema in Indian politics in colonial and post-colonial period. It also views culture as a site of politics and seeks to scrutinize politics implicit in cultural practices in Indian history and contemporary times.

**Unit I** Early film history: Silent era to the birth of the Talkies, major styles, forms and trends in world cinema/Interpreting films: perspectives from structuralism, psychoanalysis, semiotics

**Unit II** Cinema and Politics: Theories and Debates, Politics of Language and Literature, Visual Cinema, Auditory Cinema and Politics.

**Unit III** Asian Cinema: Popular Hindi Cinema: Introduction to Popular Hindi Cinema, Post-Independence Hindi Cinema, Cultural Backgrounds of Hindi Cinema, The National Epic, The Genius of Guru Dutt, The Courtesan Film.

**Unit IV** Cinema of Protests/ Dissent and Violence: Romance, Consumerism, and Diaspora, Gender and The Social The Masala Film, Remembering Partition, The Angry Young Superstar, Bombay Noir, Globalized Youth, the Historical.

## **Books Recommended**

Bakhle, Janaki (2006) *Two Men And Music: Nationalism in the Making of an Indian Classical Tradition*, Delhi: Permanent Black.

Bakhtin, M. M. (1981), *The Dialogic Imagination: Four Essays*, Michael Holquist (ed.)  
Translated by Caryl Emerson and Michael Holquist, Austin: University of Texas Press.

Bhattacharya, Bhaswati (2017) *Much Ado Over Coffee: Indian Coffee House Then and Now*, Orient Blackswan.

Bourdieu, Pierre (1991), *Language and Symbolic Power*, John B. Thompson (ed. and intro.),  
Translated by Gino Raymond and Matthew Adamson, Cambridge: Polity Press.

Breckenridge, Carol Appadurai (1998) *Consuming Modernity: Public Culture in a South Asian World*, Minneapolis: University of Minnesota Press.

Chatterjee, Partha, Tapati Guha-Thakurta and Bodhisattva Kar (2013) *New Cultural Histories of India: Materiality and Practices*, Delhi: OUP

Cohn, Bernard S. (1985) *The Command of Language and the Language of Command* Ranajit Guha, ed., *Subaltern Studies IV*, Delhi: OUP. Dalmia, Vasudha (1997) *The Nationalization of Hindu Traditions: Bharatendu Harischandra and Nineteenth-century Banaras*, Delhi: OUP.

Damodaran, Sumangala (2017) *The Radical Impulse: Music in the Tradition of the Indian People's Theatre Association*, Tulika

*Understanding Digital Cinema, A Professional Handbook*, Swartz

*Contemporary Cinematography on Their Art*, Rogers

*Practical Cinematography*, Wheeler

# COMMUNICATION SKILLS – II

Course Code: BCS 401

L-1/T-0/P-0

Credit Units: 01

## Course Objective:

To teach the participants strategies for improving academic reading and writing.

Emphasis is placed on increasing fluency, deepening vocabulary, and refining academic language proficiency.

## Course Contents:

### Module I: Social Communication Skills

Small Talk  
Conversational English  
Appropriateness  
Building rapport

### Module II: Context Based Speaking

In general situations  
In specific professional situations  
Discussion and associated vocabulary  
Simulations/Role Play

### Module III: Professional Skills

Presentations  
Negotiations  
Meetings  
Telephony Skills

## Examination Scheme:

Components	CT1	CT2	CAF	V	GD	GP	A
Weightage (%)	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## Text & References:

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Business Communication, Raman – Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Business Communication, Raman –Prakash, Oxford

# **BEHAVIOURAL SCIENCE - IV**

## **(GROUP DYNAMICS AND TEAM BUILDING)**

**Course Code: BSS 401**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

To inculcate an elementary level of understanding of group/team functions  
To develop team-spirit and to know the importance of working in teams

### **Course Contents:**

#### **Module I: Group formation**

Definition and Characteristics  
Importance of groups  
Classification of groups  
Stages of group formation  
Benefits of group formation

#### **Module II: Group Functions**

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.  
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.  
Group Cohesiveness and Group Conflict  
Adjustment in Groups

#### **Module III: Teams**

Meaning and nature of teams  
External and Internal factors effecting team  
Building Effective Teams  
Consensus Building  
Collaboration

#### **Module IV: Leadership**

Meaning, Nature and Functions  
Self leadership  
Leadership styles in organization  
Leadership in Teams

#### **Module V: Power to empower: Individual and Teams**

Meaning and Nature  
Types of power  
Relevance in organization and Society

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal  
Assessment of Behavioural change as a result of training  
Exit Level Rating by Self and Observer

### **Text & References:**

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

# FRENCH – IV

Course Code: FLN 401

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable students:

- To develop strategies of comprehension of texts of different origin
- To present facts, projects, plans with precision

## Course Contents:

Module C: pp. 104 – 139: Unités 8, 9

### Contenu lexical: Unité 8: Découvrir le passé

1. parler du passé, des habitudes et des changements.
2. parler de la famille, raconter une suite  
d'événements/préciser leur date et leur durée.
3. connaître quelques moments de l'histoire

### Unité 9: Entreprendre

1. faire un projet de la réalisation: (exprimer un besoin,  
préciser les étapes d'une réalisation)
2. parler d'une entreprise
3. parler du futur

### Contenu grammatical:

1. Imparfait
2. Pronom « en »
3. Futur
4. Discours rapporté au présent
5. Passé récent
6. Présent progressif

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre : Campus: Tome 1

# GERMAN - IV

Course Code: FLG 401

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany.

Introduction to Advanced Grammar Language and Professional Jargon

## Course Contents:

### Module I: Present perfect tense

Present perfect tense, usage and applicability

Usage of this tense to indicate near past

Universal applicability of this tense in German

### Module II: Letter writing

To acquaint the students with the form of writing informal letters.

### Module III: Interchanging prepositions

Usage of prepositions with both accusative and dative cases

Usage of verbs fixed with prepositions

Emphasizing on the action and position factor

### Module IV: Past tense

Introduction to simple past tense

Learning the verb forms in past tense

Making a list of all verbs in the past tense and the participle forms

### Module V: Reading a Fairy Tale

Comprehension and narration

- Rotkäppchen
- Froschprinzessin
- Die Fremdsprache

### Module VI: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

### Module VII: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

### Module VIII: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant - 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1,2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH – IV

**Course Code: FLS 401**

**L-2/T-0/P-0 Credit Units: 02**

## **Course Objective:**

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

## **Course Contents:**

### **Module I**

Revision of earlier semester modules  
Introduction to Present Continuous Tense (Gerunds)

### **Module II**

Translation with Present Continuous Tense  
Introduction to Gustar, Parecer, Apetecer, doler

### **Module III**

Imperatives (positive and negative commands of regular verbs)

### **Module IV**

Commercial/ business vocabulary

### **Module V**

Simple conversation with help of texts and vocabulary  
En la recepcion del hotel  
En el restaurante  
En la agencia de viajes  
En la tienda/supermercado

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Español Sin Fronteras (Nivel – Elemental)

# CHINESE – IV

Course Code: FLC 401

L-2/T-0/P-0

Credits : 02

## Course Objective:

How many characters are there? The early Qing dynasty dictionary included nearly 50,000 characters the vast majority of which were rare accumulated characters over the centuries. An educate person in China can probably recognize around 6000 characters. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Dialogue Practice  
Observe picture and answer the question  
Pronunciation and intonation  
Character writing and stroke order.  
Electronic items

### Module II

Traveling – The Scenery is very beautiful  
Weather and climate  
Grammar question with – “bu shi .... Ma?”  
The construction “yao ... le” (Used to indicate that an action is going to take place)  
Time words “yiqian”, “yiwai” (Before and after).  
The adverb “geng”.

### Module III

Going to a friend house for a visit meeting his family and talking about their customs.  
Fallen sick and going to the Doctor, the doctor examines, takes temperature and writes prescription.  
Aspect particle “guo” shows that an action has happened some time in the past.  
Progressive aspect of an actin “zhengzai” Also the use if “zhe” with it.  
To welcome someone and to see off someone .... I cant go the airport to see you off... etc.

### Module IV

Shipment. Is this the place to checking luggage?  
Basic dialogue on – Where do u work?  
Basic dialogue on – This is my address  
Basic dialogue on – I understand Chinese  
Basic dialogue on – What job do u do?  
Basic dialogue on – What time is it now?

### Module V

Basic dialogue on – What day (date) is it today?  
Basic dialogue on – What is the weather like here.  
Basic dialogue on – Do u like Chinese food?  
Basic dialogue on – I am planning to go to China.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation  
I – Interaction/Conversation Practice

## Text & References:

“Elementary Chinese Reader, Part-2” Lesson 31-38

## SEMESTER -V

### *INTERNATIONAL RELATIONS*

**BPS 501**

**Credit: 03**

**Course Rationale:** This course serves as a beginning to the study of important issues in modern international relations. The goal of the course is to teach students basic concepts and theories that are useful for making sense of contemporary debates and challenges in international politics.

Unit- I: Basic Concepts of International Relations

1. Meaning, Nature and Scope of International Relations
2. (a). Balance of power (b). National interests  
(c). Collective Security (d). Diplomacy

Unit-II: Approaches to the study of International Relations

1. Idealism – Woodrow Wilson
2. Classical Realism – Hans Morgenthau
3. Neo – realism – Kenneth Waltz

Unit-III: Phases of International Relations (1914-1945)

1. Causes for the First World War
2. Causes for the Second World War

Unit-IV: Phases of International Relations (1945 onwards)

1. Origins of First Cold War
2. Rise and Fall of Détente
3. Origins and the End of Second Cold War

Unit-V: International Organisation

1. The role of UNO in the protection of International Peace
2. Problems of the Third World : Struggle for New International Economic Order

#### **Reading Lists:**

1. Jackson, R and Sorensan Y, Introduction to International Relations; Theories and approaches, New York, OUP, 2008.
2. Baylis, J and Smith, S (Eds), The Globalization of World Politics; An Introduction to International Relations, Oxford, OUP,2011
3. Aneek Chatterjee, International Relations Today; Concepts and Applications, New Delhi, Pearson Education, 2008.
4. E.H. Carr, International relations between the two world Wars, London, Palgrave Macmillan, 2004.

# BASICS OF PUBLIC ADMINISTRATION

**BPS 502**

**Credits-**

**04**

**Unit-I** Theories of Organization: Scientific Management Theory (F.W.Taylor), Classical (Henry Fayol, Luther Gulick, M.P. Follet, Mooney and Reiley.) and Bureaucratic (Max Weber)

**Unit-II** Personnel Administration: Meaning; Nature and Significance. Elements of Personnel Administration: Recruitment, Training/ Capacity Building, Promotion, Motivation and Morale

**Unit-III** Budget: Principles, Preparation and Enactment of Budget. Public Funds: Accounting and Auditing. Financial Control: Parliamentary (Parliament and its committees) and Executive Control

**Unit-IV** Meaning and Significance of followings: I. Administrative Law. II. Delegated Legislation. III. Administrative Tribunal. IV. Public Policy

## **Books Recommended**

Avasthi, A. & Maheshwari, S.R. 2006. Public Administration, Lakshmi Narain Aggarwal: Agra

Babu, M Sathya(2005) Motivating Bureaucracy, McMillan : Delhi

Babu, M Sathya(2008) Prashashan avm Afasarshahi (Hindi), McMillan : Delhi

Dey, Bata K. 1978. Bureaucracy Development and Public Management in India. Uppal Publishing House: New Delhi.

Dimock, Marshal Edward and Dimock, Gladys Ogden. 1975. Public Administration. Oxford and IBH : New Delhi.

Goel, S.L. 1984. Public Personnel Administration: Theory and Practice. Deep & Deep: New Delhi.

Koeing, Louis W. 1986. An Introduction to Public Policy. Prentice Hall: New Jersey.

Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar

Ramayyar A.S. 1967, Indian Audit and Account Department. Indian Institute of Public Administration: New Delhi

Sahni, Pradeep. 1987. Public Policy: Conceptual Dimensions. Kitab Mahal: Allahabad.

Sharma, M.P. 1960, Public Administration Theory and Practice. Kitab Mahal: Allahabad

Thawraj M.J.K. 1978. Financial Administration of India. Sultan Chand and Sons: New Delhi.

Wattal, P.K. 1963. Parliamentary Financial Control of India. Minerva Book Shop: Bombay

Weber, Max, 1969. The Theory of Social and Economic Organization. Talcott Parsons (Ed). Free Press: New York

# INDIA'S FOREIGN POLICY

**BPS 503**

**Credit: 04**

Course Rationale: The course aims to provide a theoretical and analytical understanding of India's Foreign Policy. It significantly influences the international relation & politics and therefore, this paper is quite relevant for providing a perspicacious understanding of international relations/politics.

**Unit- I:** Evolution of Indian Foreign of Policy

1. Determinants of Indian Foreign of Policy
2. Continuity and change in Indian Foreign Policy

**Unit-II:** Non-Alignment and UNO

1. The role of India in the Non-Alignment Movement
2. Relevance of Non-Aligned Movement in the Contemporary World
3. Role of India in the UNO in protection of International Peace

**Unit-III:** India's Relation with USA and China

1. Indo- US Relations: Pre- Cold War Era, Post- Cold War Era
2. India – China Relations: Pre- Cold War Era, Post- Cold War Era

**Unit-IV:** India and her Neighbours

1. Indo- Pakistan Relations
2. India's role in South Asian Association of Regions Cooperation (SAARC)

**Reading Lists:**

1. David Scott (Ed), Handbook of India's International Relations, London, Routledge,2011
2. Ganguly, S (Ed), India as an Emerging Power,Portland, Franck class, 2003
3. Pant, H, Contemporary Debates in Indian Foreign and Security Policy, London, Palgrave Macmillian,2008
4. Tellis, A and Mirski, S (Eds), Crux of Asia; China, India, and the Emerging global Order, Washington, Carnegie endowment for international peace,2013
5. Muni, S.D, India's Foreign Policy Delhi CUP, 2009
6. Alyssa Ayres and Raja Mohan, C (Eds), Power Realignment in Asia: China, India and the United States, New Delhi, Sage, 2002.
7. Dutt, V.P, India's Foreign Policy in a Changing World, New Delhi,NBT,2011

## TRADITIONS OF WESTERN POLITICAL PHILOSOPHY

**BPS 504**

**04**

**Credit:**

**Course Rationales**

The aim of this course is to enable students to explore the key ideas of some of the greatest minds in the history of political philosophy by studying representative fragments of their works.

#### Unit-1: Classical Western Political Thought

1. Plato: Theory of Forms, Critique of Democracy, Justice
2. Aristotle: Citizenship, State, Justice, Virtue

#### Unit-2: Early Medieval to the Beginning of Modern Thought

1. St. Augustine: Earthly City and Heavenly City, Evil, Freewill, Moral Action
2. Machiavelli, Statecraft, Virtue, Fortuna

#### Unit-3: Liberal Thought

1. Thomas Hobbes: Human nature, Social Contract, liberty, State
2. John Locke: Natural Rights, Consent, Social Contract, State
3. Rousseau: Social institutions and Moral Man, Equality, liberty and General Will

#### Unit-4: Liberal Democratic Thought

1. Jeremy Bentham: Utilitarianism
2. John Stuart Mill: Individual liberty, Representative Government

#### Unit-5: Philosophical Idealism and its critique

1. Hegel: Individual Freedom, Civil Society, State
2. Karl Marx: Alienation, Surplus Value, Materialist Conception of History, State

#### **Reading Lists**

1. Shefali Jha (2010) Western Political Thought from Plato to Karl Marx, Pearson, NewDelhi
2. Boucher D and Kelly P (Eds) (2009) Political Thinkers from Socrates to the Present, Oxford University press, oxford
3. Coleman J (2000) A History of Modern Political Thought: From Ancient Greece to early Christianity, Blackwell publishers, oxford
4. Macpherson C B (1962) The Political Theory of Possessiveness Individualism, Oxford University press, oxford
5. Hampsher-Monk I (2001) A History of Modern Political Thought: Major Political Thinkers From Hobbers to Marx, Blackwell publishers, Oxford

## Domain Elective

### READINGS OF KARL MARX

#### **BPS 505**

#### **Credit :04**

Course Rationale: This course is broadly intended to discuss about Marxian ideas and their relevance in contemporary world.

Unit I Karl Marx-critique of capitalism, exploitation of labor, Dialectical materialism, class war, future of capitalist system, surplus value theory

Unit II Foundations of Political Economy. Theories of the State, politics and economics

Unit III. Marxist Approach: Marxist economics and Value Theory

Unit IV. Welfare economics and State. Post Structural theories of capitalism., Institutionalism

#### **Reading Lists:**

- 1) Berlin, Isaiah. "Two Concepts of Liberty." In Four Essays on Liberty. New York, Oxford University Press, 1990.
- 2) Friedman, Milton. Capitalism and Freedom. Chicago, IL: University of Chicago Press, 1982, pp. 1-55, 108-37, and 161-90.
- 3) Hayek, Frederich. Chapters 1, 2, 4, and 5 in Individualism and Economic Order. Chicago, IL: University of Chicago Press, 1996.
- 4) Howard, M. C., and J. E. King. The Political Economy of Marx. New York, NY: New York University Press, 1988, pp. 1-180.
- 5) J.K. Gibson-Graham, Stephen Resnick, and Richard Wolff, "Toward a Poststructuralist Political Economy," pps 1-22 of GGRW North Douglas.
- 6) Keynes, J. M. "The Great Slump of 1930," "Economy," and "The End of LaissezLaissez-Faire." In Essays in Persuasion. pp. 126-50, 126-50, and 272-95 Locke, John. Chapters 1-5, and 7-9 in Second Treatise on Civil Government. The Editorium, 2010. Marx, Karl and Friedrich Engels. "The Communist Manifesto." In The Marx-Engels Reader (Second Edition).1978, pp. 469-500.
- 7) Marx, Karl. The Eighteenth Brumaire of Louis Napoleon. Translated by D. D. L. Create Space, 2011.
- 8) Polanyi, Karl. Chapters 3-14 in The Great Transformation: The Political and Economic Origins of Our Time. Boston, MA: Beacon Press, 2001.
- 9) Weber, Max. Introduction and chapters 1-3, and 5 in The Protestant Ethic and the Spirit of Capitalism, 2010.

### CIVIL SOCIETY IN INDIA

#### **BPS 506**

#### **Credit :4**

Course Objective: This course focuses on themes which have emerged as significant for understanding the relationship between state and civil society

Unit I Democracy,

Election Commission of India Association for Democratic Reforms (ADR)

Unit II Information and Internal Accountability

Central Information Commission (CIC), Comptroller and Auditor General of India (C&G), Central Vigilance Commission (CVC) Mazdoor Kisan Shakti Sangathan (MKSS), National Campaign for People's Right to Information (NCPRI)

Unit III Human Rights

National Human Rights Commission (NHRC) People's Union for Civil Liberties (PUCL), People's Union for Democratic Rights (PUDR), Human Rights Forum (HRF)

Unit IV Social Justice and Gender

National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Minorities National Campaign on Dalit Human Rights (NCDHR), National Commission for Women

**Reading Lists**

- 1) Kapur , D. and Mehta,P.B.(2007) 'Introduction' in Kapur, D. and Mehta, P.B. (eds.), Public Institutions in India: Performance and Design, Delhi, OUP. pp.1-27
- 2) McMillan,A.(2010) 'The Election Commission'. In Jayal, N.G. and Mehta. P.B. (eds.), The Oxford Companion to Politics in India, Delhi: OUP. pp.98-116
- 3) Kurian,J.(2006) The Right to Information Act, 2005, Legal Education Series No. 74, Indian Social Institute, New Delhi
- 4) Kannabiran, K.G. (2004) 'Why a Human Rights Commission?' in Kannabiran,K.G. The Wages of Impunity, Orient Longman. pp.123-130
- 5) Arya,S. (2009) The National Commission for Women: Assessing Performance, CWDS, New Delhi, available on [www.cwds.org](http://www.cwds.org)

# COMMUNICATION SKILLS - III

**Course Code: BCS 501**

**L-1/T-0/P-0**

**Credit Units: 01**

## **Course Objective:**

To equip the participant with linguistic skills required in the field of science and technology while guiding them to excel in their academic field.

## **Course Contents:**

### **Module I**

Reading Comprehension  
Summarising  
Paraphrasing

### **Module II**

Essay Writing  
Dialogue Report

### **Module III**

Writing Emails  
Brochure  
Leaflets

### **Module IV: Introduction to Phonetics**

Vowels  
Consonants  
Accent and Rhythm  
Accent Neutralization  
Spoken English and Listening Practice

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>CAF</b>	<b>V</b>	<b>GD</b>	<b>GP</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	25	10	10	10	5

CAF – Communication Assessment File

GD – Group Discussion

GP – Group Presentation

## **Text & References:**

- Effective English for Engineering Students, B Cauveri, Macmillan India
- Creative English for Communication, Krishnaswamy N, Macmillan
- A Textbook of English Phonetics, Balasubramanian T, Macmillan

# **BEHAVIOURAL SCIENCE - V**

## **(INDIVIDUAL, SOCIETY AND NATION)**

**Course Code: BSS 501**

**L-1/T-0/P-0**

**Credit Units: 01**

### **Course Objective:**

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

### **Course Contents:**

#### **Module I: Individual differences & Personality**

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

#### **Module II: Socialization**

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

#### **Module III: Patriotism and National Pride**

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

#### **Module IV: Human Rights, Values and Ethics**

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

#### **Module V: Personal and Professional Excellence**

- Personal excellence:
  - Identifying Long-term choices and goals
  - Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

#### **Module VI: End-of-Semester Appraisal**

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

### **Text & References:**

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B.Stephen;. Organizational Behaviour

# FRENCH - V

Course Code: FLN 501

L-2/T-0/P-0

Credit

Units: 02

## Course Objective:

To furnish some basic knowledge of French culture and civilization for understanding an authentic document and information relating to political and administrative life

## Course Contents:

Module D: pp. 131 – 156 Unités 10, 11

### Contenu lexical:

#### Unité 10: Prendre des décisions

1. Faire des comparaisons
2. décrire un lieu, le temps, les gens, l'ambiance
3. rédiger une carte postale

#### Unité 11: faire face aux problèmes

1. Exposer un problème.
2. parler de la santé, de la maladie
3. interdire/demander/donner une autorisation
4. connaître la vie politique française

### Contenu grammatical:

1. comparatif - comparer des qualités/ quantités/actions
2. supposition : Si + présent, futur
3. adverbe - caractériser une action
4. pronom "Y"

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- le livre à suivre: Campus: Tome 1

# GERMAN - V

Course Code: FLG 501

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

To enable the students to converse, read and write in the language with the help of the basic rules of grammar, which will later help them to strengthen their language.

To give the students an insight into the culture, geography, political situation and economic opportunities available in Germany

Introduction to Advanced Grammar and Business Language and Professional Jargon

## Course Contents:

### Module I: Genitive case

Genitive case – Explain the concept of possession in genitive

Mentioning the structure of weak nouns

### Module II: Genitive prepositions

Discuss the genitive prepositions and their usage: (während, wegen, statt, trotz)

### Module III: Reflexive verbs

Verbs with accusative case

Verbs with dative case

Difference in usage in the two cases

### Module IV: Verbs with fixed prepositions

Verbs with accusative case

Verbs with dative case

Difference in the usage of the two cases

### Module V: Texts

A poem 'Maxi'

A text Rocko

### Module VI: Picture Description

Firstly recognize the persons or things in the picture and identify the situation depicted in the picture;

Secondly answer questions of general meaning in context to the picture and also talk about the personal experiences which come to your mind upon seeing the picture.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## Text & References:

- Wolfgang Hieber, Lernziel Deutsch
- Hans-Heinrich Wangler, Sprachkurs Deutsch
- Schulz Griesbach, Deutsche Sprachlehre für Ausländer
- P.L Aneja, Deutsch Interessant- 1, 2 & 3
- Rosa-Maria Dallapiazza et al, Tangram Aktuell A1/1, 2
- Braun, Nieder, Schmöe, Deutsch als Fremdsprache 1A, Grundkurs

# SPANISH - V

**Course Code: FLS 501**

**L-2/T-0/P-0**

**Credit Units: 02**

## **Course Objective:**

To enable students acquire working knowledge of the language; to give them vocabulary, grammar, voice modulations/intonations to handle everyday Spanish situations with ease.

## **Course Contents:**

### **Module I**

Revision of earlier semester modules

### **Module II**

Future Tense

### **Module III**

Presentations in English on  
Spanish speaking countries'

Culture

Sports

Food

People

Politics

Society

Geography

### **Module IV**

Situations:

En el hospital

En la comisaria

En la estacion de autobus/tren

En el banco/cambio

### **Module V**

General revision of Spanish language learnt so far.

## **Examination Scheme:**

<b>Components</b>	<b>CT1</b>	<b>CT2</b>	<b>C</b>	<b>I</b>	<b>V</b>	<b>A</b>
<b>Weightage (%)</b>	20	20	20	20	15	5

C – Project + Presentation

I – Interaction/Conversation Practice

## **Text & References:**

- Español Sin Fronteras, Greenfield

# CHINESE – V

Course Code:FLC 501

L-2/T-0/P-0

Credit Units: 02

## Course Objective:

What English words come from Chinese? Some of the more common English words with Chinese roots are ginseng, silk, dim sum, fengshui, typhoon, yin and yang, T'ai chi, kung-fu. The course aims at familiarizing the student with the basic aspects of speaking ability of Mandarin, the language of Mainland China. The course aims at training students in practical skills and nurturing them to interact with a Chinese person.

## Course Contents:

### Module I

Drills

Dialogue practice

Observe picture and answer the question.

Pronunciation and intonation.

Character writing and stroke order

### Module II

Intonation

Chinese foods and tastes – tofu, chowmian, noodle, Beijing duck, rice, sweet, sour...etc. Learning to say phrases like – Chinese food, Western food, delicious, hot and spicy, sour, salty, tasteless, tender, nutritious, good for health, fish, shrimps, vegetables, cholesterol is not high, pizza, milk, vitamins, to be able to cook, to be used to, cook well, once a week, once a month, once a year, twice a week.....

Repetition of the grammar and verbs taught in the previous module and making dialogues using it.

Compliment of degree “de”.

### Module III

Grammar the complex sentence “suiran ... danshi...”

Comparison – It is colder today than it was yesterday.....etc.

The Expression “chule...yiwai”. (Besides)

Names of different animals.

Talking about Great Wall of China

Short stories

### Module IV

Use of “huozhe” and “haishi”

Is he/she married?

Going for a film with a friend.

Having a meal at the restaurant and ordering a meal.

### Module V

Shopping – Talking about a thing you have bought, how much money you spent on it? How many kinds were there? What did you think of others?

Talking about a day in your life using compliment of degree “de”. When you get up? When do you go for class? Do you sleep early or late? How is Chinese? Do you enjoy your life in the hostel?

Making up a dialogue by asking question on the year, month, day and the days of the week and answer them.

## Examination Scheme:

Components	CT1	CT2	C	I	V	A
Weightage (%)	20	20	20	20	15	5

C – Project + Presentation  
I – Interaction/Conversation Practice

**Text & References:**

“Elementary Chinese Reader ” Part-II Lesson 39-46

## **Semester: VI**

### **COMPARATIVE GOVERNMENT AND POLITICS**

**BPS 601**

**Credit:03**

Course Rationale: This course is broadly intended to introduce comparative Government and their relevance in contemporary India, by looking on its politics.

UNIT I. Understanding Comparative Politics ,. Meaning, Nature and scope

UNIT II. Historical context of modern government. Capitalism: meaning and development: globalization , Socialism: meaning, growth and development

UNIT- III- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

UNIT IV. Themes for comparative analysis . A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, and China.

#### **Reading Lists:**

1. J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 1636; 253-290.
2. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics, Nos. 1 and 2, pp. 22-38, Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications, pp. 151-188; 235-268.
3. G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization'
4. A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e- book), pp. 1-25; 587-601.
5. P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

## GANDHI AND HIS POLITICAL PHILOSOPHY

**BPS 602**

**Credit 04**

Course Rationale: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Unit I. Gandhi on Modern Civilization and Ethics of Development a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development

Unit II. Gandhian Thought: Theory and Action a. Theory of Satyagraha b. Satyagraha in Action  
i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste  
iii. Social Harmony: 1947 and Communal Unity

Unit III. Gandhi's Legacy a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women's Movements d) Gandhigiri: Perceptions in Popular Culture

Unit IV. Gandhi and the Idea of Political a) Swaraj b) Swadeshi

### Reading Lists

- 1) My Experiments with Truth (Autobiography) - Gandhiji.
- 2) Gandhi-His Life and Thought - J.B Kripalani.
- 3) Philosophy of Gandhi - M U Dutt.
- 4) Mahatma Gandhi – Early Phase - Pyarelal.
- 5) Hindu Dharma (Gandhiji) – M.K. Gandhi.
- 6) Ashram observance in Action - M.K. Gandhi.
- 7) Hind Swaraj - M.K. Gandhi. 8. Ethical Religion - M.K. Gandhi.

## **GROWTH OF COMMUNALISM AND POLITICS**

**BPS 603**

**Credit 04**

Course Rationale: This course is generally intended to introduce growth of communal ideas and their relevance in contemporary India, by looking on communal politics.

Unit I : Nature of Conflict during the Post- Independence period, Communalism, Caste and State Reservations

Unit II : Post –Independence Period and Communal Conflict, Social Identities between Caste Conflicts and Communalism: The Case of Gujarat

Unit III : Caste Conflict : Atrocities on Dalits and Tribal Conflict Ethnic Conflict : Problems in North Eastern Region, Communalism, Caste, and Violence Against Christians

Unit IV: Regional Conflict: Interstate Conflict, Conflict over natural Resources, Conflicts within the regions, Identity Politics as a Race to the Bottom.

### **Reading Lists**

1. Brown, L. Susan, The Politics of Individualism, Black Rose Books, 2002
2. Bipin Chandra : Communalism in India
3. Shahid Amin, Events, Metaphor and Memory Oxford University, 1996
4. Veena Das(edited)Mirrors of violence: Communities, Riots and Survivors in South Asia, Oxford University Press, 1990
5. Pater Hardy The Hindu-Muslim Questions
6. Mushirul Hasan Nationalism and Communal Politics in India (1961-1928)

## VIVEKANANDA AND VEDANTA

**BPS 605**

**Credit 04**

Course Rationale: This course describes the Teachings and philosophy of Swami Vivekananda

Unit I A concise, and delightful introduction to Vedanta, the philosophical backbone of Hinduism. Vivekananda: Yogas and Other Works, Arma and Bhakti Yoga, Jnana Yoga, Raja Yoga, Inspired Talks, and other lectures, poems, and letters.

Unit II Swami Vivekananda (a) Practical Vedānta, (b) Universal Religion, (c) Srimad Bhagavatam: The Wisdom of God

Unit III Lectures on Practical Vedanta, Divinity of Man and Science and Religion

Unit IV Vivekananda and Ramakrishna Paramahansa conversation, Ramkrishna Mission, Philosophy of Education, Bhagini Nivedita

### **Reading Lists:**

1. Bharathi, K. S. (1998). Encyclopaedia of Eminent Thinkers: The political thought of Vivekananda. Concept Publishing Company.
2. Chaube, Sarayu Prasad (2005). Recent Philosophies On Education On India. Concept Publishing Company.
3. Vivekananda, Swami (2006). The Indispensable Vivekananda: An Anthology for Our Times. Orient Blackswan.
4. Mohapatra, Amulya Ranjan (2009). Swaraj - Thoughts of Gandhi, Tilak, Aurobindo, Raja Rammohun Roy, Tagore & Vivekananda. Readworthy. pp. 14.
5. Piazza, Paul (1978). Christopher Isherwood: Myth and Anti-Myth. Columbia University Press.
6. Chattopadhyaya, Rajagopal (1999). Swami Vivekananda in India: A Corrective Biography. Motilal Banarsidass Publ.
7. Dutt, Kartik Chandra (1999). Who's who of Indian Writers, 1999: A-M. Sahitya Akademi.

## AMBEDKAR AND DALIT MOVEMENT

**BPS 606**

**Credit 04**

Course Rationale: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.

Unit I. Introducing Ambedkar a. Approach to Study Polity, History, Economy, Religion and Society

Unit II. Caste and Religion a. Caste, Untouchability and Critique of Hindu Social Order b. Religion and Conversion

Unit III. Women's Question a. Rise and Fall of Hindu Women b. Hindu Code Bill Political Vision (2 weeks) a. Nation and Nationalism b. Democracy and Citizenship

Unit IV. Constitutionalism a. Rights and Representations, b. Constitution as an Instrument of Social Transformation, Economy and Class Question a. Planning and Development b. Land and Labor

### Reading Lists:

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

M. Gore, (1993) The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225.

B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in The Leadership of Babasaheb Ambedkar, Delhi: Manohar, pp. 53-78.

B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.

## **POLITICAL VIOLENCE: CONCEPTS AND TRENDS**

**BPS 607**

**Credit 04**

Course Rationale: This course is broadly intended to introduce political violence and their relevance in contemporary India, by looking on identity politics.

Unit I Anatomy and Sources of Conflict, Positive Peace: Structural & Cultural Violence, Trends in the Party System; From the Congress System to Multi-Party Coalitions

Unit II. Conflict Handling Mechanisms: Conflict Suppression, Conflict Management, Conflict Resolution, Reconciliation

Unit III Gandhian Approach & its offshoots: *Satyagrah*, *Jai Jagat*, Debates on Secularism; Minority and Majority Communalism

Unit IV. Confidence Building Measures: India –Pakistan as a Showcase, Hindu and other minority groups, Developmental, Welfare and Coercive Dimensions

### **Reading Lists**

Mark Juergensmeyer : Gandhi's Way : A handbook of Conflict Resolution, Oxford, 2004

Upadhyaya, P. et al (ed) Jai Jagat Sandesh (Peace Ideas of Gandhi, JP & Vinoba), Institute of Tibetan Higher Learning, Sarnath, 2001

Weber, Thomas, "Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation", Journal of Peace Research, Vol. 38, no.4, Sage, 2001 pp 493-513,

Jeong, Ho Won, Peace and Conflict Studies: An Introduction, Ashgate, 2000, Sydney.

Steger, Manfred B. & Nancy S. Lind, Violence and Its Alternatives: An Interdisciplinary Reader, St. Martin's Press, New York 2001

Wehr, Paul, Conflict Regulation, Westview Special Studies in Peace, Conflict and Conflict Resolution, Westview Press /Boulder, Colorado, 1989

Miall Hugh, et.al., Contemporary Conflict Resolution: The Prevention Management and Transformation of Deadly Conflicts, Polity Press, UK, 1999