

Detailed Course Scheme
Bachelor of Arts (B.A.)

(History/ Political Science/ Economics)

Semester-VIII
(2024-2028)

DOC202406210012



RNB GLOBAL UNIVERSITY

RNB Global City, Ganganagar Road,
Bikaner, Rajasthan 334601

OVERVIEW

RNB Global University follows Semester System along with Choice Based Credit System as per latest guidelines of University Grants Commission (UGC). Accordingly, each academic year is divided into two semesters, **Odd (July-December)** and **Even (January-June)**. Also, the university follows a system of continuous evaluation along with regular updating in course curricula and teaching pedagogy.

The curriculum for BA program for (January-June) Even Semester, 2028 along with Examination pattern is as follows:

Semester –VIII

| S. No | Course Code | Course Category | Course Name | L | T | P | Credits |
|--------------|--------------------|------------------------|--|-----------|----------|-----------|----------------|
| 1. | BAGC32451 | DSC-H8 | History of Modern World: 1919-1945 | 3 | 1 | 0 | 4 |
| 2. | BAGC33452 | DSC-P8 | Comparative Government and Politics | | | | |
| 3. | BAGC34453 | DSC-C8 | Money and Financial Markets | | | | |
| 4. | | DSE-6 | One from the Pool of DSE (H/P/E) Group B | 3 | 1 | 0 | 4 |
| 5. | | DSE-7/GE9 | One from the Pool of DSE (H/P/E) Group B / GE from Group B | 3 | 1 | 0 | 4 |
| 6. | | DSE-8/GE10 | One from the pool of DSE (H/P/E) Group B / GE from Group B | 3 | 1 | 0 | 4 |
| 7. | DAPE99499 | Research Project | Dissertation or Academic Project/Entrepreneurship | 0 | 0 | 12 | 6 |
| 8. | WHNN99000 | | Workshops/Seminars/Human Values/ Social Service/NCC/NSS | - | - | - | 1 |
| | | | Total | 12 | 4 | 12 | 23 |

EVALUATION SCHEME

The evaluation of the BA program would be based on Internal and External Assessments. Internal Assessment would consist of 50% of the marks (50 marks) and external assessment (in form of End Term Exam) would consist of remaining 50% marks (50 marks). Detailed scheme of Internal and External Assessments as follows:

Internal Assessment

The distribution of Internal Assessment Marks is as follows:

| Type | Details | Marks |
|--|---|-------|
| Mid Term | Two Mid-term Sessional of 15 marks each (15+15) | 30 |
| Marks obtained in various Tests, Assignments, Presentations, Quiz, Tutorials, etc. | Average of marks obtained | 15 |
| Attendance | 75%+ : 5 marks | 5 |
| TOTAL | 50 | |

Ext

ernal Assessment

| Type | Marks |
|--------|-------|
| Theory | 50 |

EVALUATION SCHEME- WORKSHOPS & SEMINARS AND HUMAN VALUES & SOCIAL SERVICE/ NCC/NSS

1. The evaluation of Workshops & Seminar and Human Values & Social Service/NCC/NSS will be completed from Semester I – Semester VI. It will be evaluated internally by the various Forums & Schools Concerned. The credit for this will be given at the end of each Semester.
2. The students have to join club/clubs/Forums with the active participation in different activities of club. The students would be continuously assessed from Semester-I to Semester-IV and credits and marks would be given after the end of each Semester.

1. Vision

Vision of BA Program is to develop comprehensive skill for competitive exams, establish advanced studies and research based Centre for students and scholars.

2. Mission

Mission of Department of Arts is to cultivate a scholarly mindset and analytical abilities in students, as well as train them in social and economic sphere, to reach the dynamic knowledge in the field of social science and to develop social values.

3. Program Educational Objectives (PEO's)

PEO1: To overall develop deep knowledge of the social science through a flexible, research and cultural-oriented curriculum designed to meet the current demand of academia and research industry.

PEO2: To identify gap, formulate, comprehend, analysis, design and solve societal issues and challenges.

PEO3: To acquire techno-economic aptitude and apply the acquired practical skills and to develop broad training for better reach.

4. Programme Outcomes (PO's)

After the completion of this program students will be able to:

P01. Apply knowledge to the complex Socio-Political problems.

P02. Identify and analyse challenging issues in society at national or international level. Inculcate values of rights and duties, and transfer these values to real-life and for promoting community welfare.

P03. Use research-based knowledge and research methodologies to obtain reliable outcomes and develop socio-scientific research skills and apply it during programme & in practice.

P04. Interpret social and political problems and work towards finding solutions for the betterment of the Nation.

P05. Understand the impact of the societal & environmental contexts, and demonstrate the knowledge and need for sustainable development for society.

P06. Apply principles of professional ethics of respective profession.

P07. Develop leadership qualities amongst students.

P08. Communicate effectively with the social, cultural, national and international community. Ability to learn the art of communicating and demonstrating their skills.

P09. Provide a platform of self-employability by developing professional skills in respective social industry.

P010. Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broader context of social and political change.

5. Program Specific Outcome (PSO')

PSO1: To demonstrate knowledge and understanding of various social issues and challenges.

PSO2: To develop the problem solving methods of Analysing social problems and understanding social dynamics.

PSO3: To function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

6. Course outcomes

| Course Code and Course Name | After completion of these courses' students should be able to |
|---|---|
| BAGC32451- History of Modern World (1919- 1945) | <p>C01: Analyse the creation, structure, achievements, and shortcomings of the League of Nations and the establishment and roles of the International Court of Justice (ICJ) and the International Labour Organization (ILO).</p> <p>C02: Investigate the failure of the Weimar Republic and the factors leading to the rise of Nazism in Germany and the growth of Fascism in Italy, including the concept of the corporate state.</p> <p>C03: Assess Anti-Imperialist Movements and the causes, events, and impacts of Arab uprisings against imperial powers. Analyse anti-imperialist movements in Indo-China and Egypt, focusing on their strategies and outcomes.</p> <p>C04: Investigate the rise and influence of trusts in the USA and the resulting economic implications. Study the Progressive Movement and efforts at trust-busting in the USA.</p> <p>C05: Examine France's search for security in the interwar period and Identify and analyse international issues that led to the Second World War.</p> |
| BAGC33452- Comparative Government and Politics | <p>C01: Develop a comprehensive understanding of the field of comparative politics, including its definition, scope, and methodologies, enabling students to critically analyze and compare political systems across different countries and regions.</p> <p>C02: Recognize the significance of studying comparative politics in gaining insights into diverse political phenomena, such as regime types, electoral systems, party dynamics, and political culture, and how they shape governance and political behavior.</p> <p>C03: Apply various theoretical approaches, including political system theory, institutionalism, political economy, political culture, and political development, to analyze and explain the functioning and evolution of political systems and institutions in different contexts.</p> <p>C04: Evaluate different models of democracy and regimes, and critically assess their strengths and weaknesses, with a focus on understanding the complexities of democratic governance, transitions, and challenges, especially in the context of post-Soviet Union, Arab Springs, and democratic waves.</p> <p>C05: Analyze the role of electoral systems and party systems in shaping political representation, participation, and governance, and compare the functioning of electoral and party systems in countries such as India, the USA, and Britain, with a critical examination of issues related to political communication, media, and democratic accountability.</p> |
| BAGC34453- | C01: Gain a comprehensive understanding of the concept of money, its |

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| Money and Financial Markets | <p>functions, and various theories governing money supply determination, while critically evaluating their relevance in the Indian context.</p> <p>C02: Analyze the role and significance of financial institutions, markets, instruments, and innovations in the Indian financial landscape, including the challenges posed by asymmetric information, adverse selection, moral hazard, and financial crises.</p> <p>C03: Apply knowledge of the organization, structure, and reforms in India's money and capital markets, along with the role of financial derivatives and other innovations, to assess their impact on financial stability, efficiency, and market dynamics.</p> <p>C04: Evaluate the determinants of interest rates, theories of term structure of interest rates, and the interest rate environment in India, considering sources of interest rate differentials and their implications for financial decision-making and economic growth.</p> <p>C05: Synthesize understanding of banking system portfolio management, the changing role and structure of the Indian banking sector, and banking sector reforms, to analyze the challenges and opportunities in modern banking practices and their implications for monetary policy formulation and implementation in India.</p> |
| BAGE32007- History of India From Earliest Times to 550 C.E | <p>C01: Understand the diverse range of sources and historiographical approaches used in the study of ancient Indian history up to 550 C.E.</p> <p>C02: Critically examine the debate surrounding the relationship between the Indus-Saraswati civilization and the Vedic civilization, and assess the significant features, continuity, decline, and survival of the Indus-Saraswati civilization.</p> <p>C03: Examine the socio-political landscape of India from the sixth century BCE, including the Mahajanapadas, republics, urban centers, and the rise of Magadhan imperialism.</p> <p>C04: Assess the religious systems of Buddhism and Jainism in the sixth century BCE, along with the emergence and characteristics of the Maurya Empire, Chandragupta Maurya, Mauryan administration, and the impact of Ashoka's Dhamma.</p> <p>C05: Discover the socio-political condition of the Imperial Gupta period, evaluate the administration of the Gupta Empire, and analyse Gupta art, architecture, religion, literature, and advancements in science and technology.</p> |
| BAGE32008- History of the USSR (c. 1917- 1964) | <p>C01: Define and Create the Comprehensive understanding of the key events, ideologies, and leaders that shaped the formation and early development of the Soviet Union from the October Revolution of 1917 to the death of Joseph Stalin in 1953 and the subsequent period of Khrushchev's leadership until 1964.</p> <p>C02: Examine the consolidation of power by the Bolsheviks, the establishment of the one-party state, and the suppression of political</p> |

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| | <p>opposition and dissent.</p> <p>C03: Explore the social and cultural transformations within the USSR, including changes in education, gender roles, and cultural expression under Soviet rule.</p> <p>C04: Investigate the mechanisms of state control and surveillance, including the role of the secret police (NKVD/KGB) and censorship, in maintaining political stability and enforcing ideological conformity.</p> <p>C05: Interpret the effects, challenges and contradictions within the Soviet system, including tensions between centralization and local autonomy, economic planning and market forces, and ideological purity and pragmatic adaptation.</p> |
| BAGE32009- History of Africa (1500-1960) | <p>C01: Remembering changing patterns of trade in Southern Africa and their impact on local economies, societies, and cultures. The trans-Atlantic slave trade and its repercussions on the demographic, social, and economic landscapes of Southern Africa.</p> <p>C02: Discuss the concept of informal empire in the 19th century and its manifestation in Southern Africa. Evaluate European imperialism and the partition of Africa, particularly its effects on the political, social, and economic structures of Southern African societies.</p> <p>C03: Analyse the colonial policies and practices of the French in the Maghreb and West Africa, and their impact on indigenous populations and societies.</p> <p>C04: Discuss the intersections of race and class in colonial South Africa, and the emergence of new social hierarchies and identities.</p> <p>C05: Evaluate the role of language, education, and cultural forms in shaping identities and resistance to colonialism in Southern Africa.</p> |
| BAGE33007- Modern Indian Political Thinkers | <p>C01: Analyze the critiques of religions and calls for philosophical revivalism by Swami Dayanand Saraswati, focusing on his interpretation of Vedanta. Evaluate the nationalist ideologies and philosophical contributions of figures such as Swami Vivekananda and Sri Aurobindo.</p> <p>C02: Investigate the nationalist perspectives and contributions of Bal Gangadhar Tilak and Mahatma Gandhi, including their concepts of nationalism, Swaraj (self-rule), truth, non-violence, and Swadeshi (self-reliance). Analyze how these figures influenced the Indian nationalist movement and shaped the discourse on freedom struggle and self-governance.</p> <p>C03: Assess Vinayak Damodar Savarkar's concept of Hindutva and its implications for social reform and Indian identity. Examine B.R. Ambedkar's advocacy for social democracy and his critique of caste-based discrimination and inequality in Indian society.</p> <p>C04: Investigate the socialist ideologies of Ram Manohar Lohia and Jayaprakash Narayan, including their perspectives on social justice, equality, and democracy. Evaluate their contributions to socialist</p> |

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| | <p>movements and political discourse in India.</p> <p>C05: Synthesize knowledge of Indian philosophical traditions, nationalist ideologies, social reform movements, and socialist thought. Apply critical analysis skills to evaluate the relevance and impact of these ideologies on Indian society, politics, and governance.</p> |
| BAGE33008- Comparative Constitutions | <p>C01: Analyze the historical development and evolution of parliamentary democracy in the British context, including the journey towards constitutionalism. Compare and contrast the development of the British Constitution with those of Switzerland and China.</p> <p>C02: Assess the role and powers of the British Prime Minister within the parliamentary system. Examine the functions and structure of the British Parliament, including its composition, legislative process, and relationship with the executive.</p> <p>C03: Evaluate the salient features and framework of the Swiss Constitution, focusing on its executive, legislative, and judicial branches. Compare the Swiss party system with that of the United Kingdom and China, highlighting differences in political organization and representation.</p> <p>C04: Identify the objectives and salient features of the Chinese Constitution and its role in shaping the country's governance structure. Analyze the functions and powers of the executive, legislative, and judicial branches within the Chinese constitutional system.</p> <p>C05: Examine the role and significance of political parties within the constitutional frameworks of the United Kingdom, Switzerland, and China. Assess the structure and functions of bureaucracies in these countries and their relationship with elected officials and governmental institutions.</p> |
| BAGE33009- India' S Security Environment | <p>C01: Analyze India's military capabilities, economic strength, and soft power assets. Evaluate how these factors contribute to India's status and influence in the international arena.</p> <p>C02: Examine the strategic interests of major powers in South Asia and their implications for India's security. Evaluate the military and strategic threats posed by China, including territorial disputes and geopolitical competition. Analyze security challenges originating from Pakistan and Bangladesh, particularly the threat of radicalization and terrorism.</p> <p>C03: Investigate the causes and dynamics of left-wing extremism (Naxalism) in India and its impact on internal security. Examine the challenges posed by illegal migrants residing in India and their implications for social cohesion and national security.</p> <p>C04: Assess the trilateral dynamics involving India, the United States, and Japan in the Indo-Pacific region, including security cooperation and geopolitical alignments. Examine India's competition with China for influence in South Asia, including strategic initiatives, economic investments, and regional diplomacy.</p> |

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| | <p>C05: Synthesize knowledge of India's global positioning, external security environment, internal security threats, and regional engagements. Apply analytical frameworks to understand the complexities of India's foreign policy choices, security strategies, and responses to emerging challenges.</p> |
| BAGE34008- Comparative Economic Development | <p>C01: Develop a comprehensive understanding of the introduction and various perspectives on comparative economic development, including theories, historical context, and contemporary debates, to grasp the complexity of economic development processes across different countries and regions.</p> <p>C02: Analyze the role of agriculture, agrarian relations, and land relations in the process of industrialization and economic development, exploring their historical significance, impact on industrialization patterns, and implications for broader economic transformations.</p> <p>C03: Examine the industrialization process, including the emergence of the factory system and the formation of the industrial working class, to understand the socio-economic dynamics underlying industrial development and the transition from agrarian to industrial economies.</p> <p>C04: Evaluate the role of the state in industrial development, including its interventions, policies, and strategies aimed at promoting industrialization and economic growth, while critically assessing the effectiveness and implications of state-led approaches in different historical and geographical contexts.</p> <p>C05: Synthesize insights from the course material and readings to develop a nuanced understanding of the complex interplay between agriculture, industrialization, and state intervention in the process of economic development, drawing connections between historical experiences and contemporary challenges facing developing economies.</p> |
| BAGE34009- Political Economy II | <p>C01: Develop a comprehensive understanding of the historical development of capitalism, from the pre-World War II period through the "Golden Age" and subsequent periods, while critically evaluating the political and economic factors that shaped capitalist development.</p> <p>C02: Analyze the changing dynamics of capitalist production, organizational forms, and labor processes, focusing on the transition from Fordist to post-Fordist production systems, and evaluate the implications for economic structures and social relations.</p> <p>C03: Evaluate the role of the state in the era of globalization, examining the theoretical foundations and ideological underpinnings of the neoliberal state, as well as its practical manifestations, including social contradictions, instability, and mechanisms for resolving conflicts in a globalized world.</p> <p>C04: Examine the changing role of finance in capitalist economies, analyzing its impact on capital accumulation dynamics, corporate structures, and the phenomenon of financialization, and critically assess the consequences of financialization for economic stability and social</p> |

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| | <p>inequality.</p> <p>C05: Synthesize insights from the course material to develop a coherent understanding of the interplay between historical processes, economic theories, political ideologies, and contemporary socio-economic dynamics, and articulate informed perspectives on the challenges and opportunities facing modern capitalist societies.</p> |
| BAGE34010- Data Analysis | <p>C01: Develop a comprehensive understanding of the importance of data representation and analysis in studying real-world problems, including the utilization of publicly available datasets, to recognize the relevance of data-driven approaches in addressing various societal challenges.</p> <p>C02: Apply available statistical software to effectively store, organize, and clean data, demonstrating proficiency in the practical aspects of data management and preparation for analysis.</p> <p>C03: Utilize alternative forms of data visualization to summarize and present data effectively, employing techniques such as graphs, charts, and tables to communicate key insights and patterns derived from the data.</p> <p>C04: Apply simple estimation techniques and tests of statistical inference to analyze data and draw meaningful conclusions, demonstrating competency in statistical analysis methods and their application to real-world datasets.</p> <p>C05: Evaluate the strengths and limitations of different data representation methods, statistical software, and analytical techniques, and demonstrate critical thinking skills in selecting appropriate approaches for specific research questions and data analysis tasks.</p> |
| GEC066008- Women's studies | <p>C01: Understand the notions and impacts of gender differences.</p> <p>C02: Examine and critique gender assumptions underlying social aspects.</p> <p>C03: Comprehend the impact of gender on individuals historical and contemporary agency.</p> <p>C04: Critique ideological assumptions and different feminist thoughts.</p> |
| GEC066005- Research Problem, Interpretation and Report Writing | <p>C01: Define what constitutes a research problem and identify its significance in the research process.</p> <p>C02: Frame a hypothesis that is testable and aligns with the defined research problem.</p> <p>C03: Recognize the limitations of various hypothesis tests and develop strategies to address them.</p> <p>C04: Understand and be able to create the appropriate layout for a research report.</p> <p>C05: rite and present a thesis, including text setting, footnotes, conclusions, and suggestions.</p> |

7. CO PO Mapping

| BAGC32451 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 0 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |

| BAGC33452 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 2 | 3 | 3 | 1 | | | 1 | 1 | 3 |
| CO2 | | 2 | 1 | 1 | | | | 2 | 1 | 2 |
| CO3 | 1 | | 2 | 2 | 2 | 1 | | | | 2 |
| CO4 | 2 | 2 | | 2 | 2 | | 1 | 2 | | 2 |
| CO5 | | 2 | 2 | 3 | 3 | | | 3 | 2 | 3 |

| BAGC34453 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 2 | 3 | 3 | 3 | 2 | 2 | | 3 | 2 | 3 |
| CO2 | | 3 | 2 | 2 | 3 | 2 | | 3 | | 3 |
| CO3 | 3 | | 3 | 3 | 3 | | 2 | 3 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 3 | 2 | | | 2 | 2 | |
| CO5 | 3 | 2 | 3 | | 3 | 1 | 2 | 3 | 2 | 3 |

| BAGE32007 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 2 | 3 | 2 | 3 | 2 | 2 | | 2 | 2 | 3 |
| CO2 | | 3 | 2 | 2 | 3 | 2 | | 2 | | 2 |
| CO3 | 2 | 3 | 3 | 3 | 3 | | 2 | 3 | 2 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 3 | | | 2 | 2 | |
| CO5 | 2 | | 3 | | 3 | | 2 | 3 | 2 | 3 |

| BAGE32008 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| CO2 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| CO3 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| CO4 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| CO5 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE32009 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE33007 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE33008 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE33009 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE34008 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE34009 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| BAGE34010 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| GEC066008 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

| GEC066005 | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 3 |
| C02 | 3 | 2 | 2 | 2 | | | 2 | | | 3 |
| C03 | 2 | 2 | 3 | | 2 | 2 | | 3 | | 3 |
| C04 | 2 | 2 | 2 | 2 | 3 | | 2 | | 3 | 3 |
| C05 | 3 | 2 | 2 | 2 | 3 | | 2 | 2 | 3 | 3 |

8. Curriculum

Course Name: History of Modern World (1919- 1945) (DSC)

Course code: BAGC32451

Course Objectives

The Course aims to introduce the comprehensive understanding of the political, economic, social, and cultural developments that shaped the world between 1919 and 1945, encompassing the aftermath of World War I, the interwar period, and the lead-up to World War II. Analyze the global dynamics of this era, including the emergence of new nation-states, the rise of totalitarian regimes, economic crises such as the Great Depression, and the development of diplomatic tensions that led to global conflict. Examine the rise of ideological movements such as fascism, communism, and nationalism, and their impact on domestic politics, international relations, and societal values. Evaluate key events and turning points, including the Treaty of Versailles, the League of Nations, the rise of Hitler and the Nazi regime, and the outbreak of World War II, and analyze their significance in shaping the modern world.

Course Outline:

UNIT I 1919 A New World Order

- I. Formation of the League of Nations: Organizations, Achievements & Failures
- II. Formation of ICJ & ILO
- III. New Imperialism: Mandate System
- IV. Democracies between the wars

UNIT II Rise of Totalitarianism

- I. Failure of Weimar Republic & Rise of Nazism in Germany
- II. Factors leading to Growth of Fascism in Italy and concept of corporate state
- III. Rise of Totalitarianism in Russia & Stalin
- IV. Rise of Militarism in Japan

UNIT III Anti Imperialist Movements between the Great Wars

- I. Arab uprisings
- II. Nationalist Movement in China: Role of Dr. Sun Yat-Sen
- III. Anti Imperialist Movement in Indo-China
- IV. Anti Imperialist Movement in Egypt

UNIT IV Crisis on Capitalism

- I. Rise and Role of trusts in USA
- II. The progressive Movement & Trust Busting in USA
- III. Crisis on Capitalism : 1929
- IV. F.D Roosevelt & Policy of New Deal

UNIT V Quest for security and road to Second World War

- I. French search for security
- II. International Issues leading to Second World War
- III. Formation of U.N.O its Organization
- IV. A New Bi-Polar world.

Suggested Readings

1. Churchill, W. (1948). *The Second World War* (Vol. 1-6). Houghton Mifflin Harcourt.
2. Keynes, J. M. (1919). *The Economic Consequences of the Peace*. Macmillan.
3. Mazower, M. (1999). *Dark Continent: Europe's Twentieth Century*. Vintage.
4. Carr, E. H. (1949). *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*. Macmillan.
5. Ferguson, N. (2006). *The War of the World: Twentieth-Century Conflict and the Descent of the West*. Penguin Books.
6. Kennedy, P. (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. Random House.
7. Evans, R. J. (2005). *The Third Reich in Power: 1933-1939*. Penguin Books.
8. Shirer, W. L. (1960). *The Rise and Fall of the Third Reich: A History of Nazi Germany*. Simon and Schuster.
9. Tooze, A. (2008). *The Wages of Destruction: The Making and Breaking of the Nazi Economy*. Penguin Books.
10. Bullock, A. (1952). *Hitler: A Study in Tyranny*. Harper & Brothers.
11. Mazower, M. (2008). *Hitler's Empire: Nazi Rule in Occupied Europe*. Penguin Books.
12. Laqueur, W. (2001). *The Terrible Secret: Suppression of the Truth about Hitler's "Final Solution"*. Little, Brown and Company.
13. Davies, N. (2006). *Europe at War 1939–1945: No Simple Victory*. Pan Books.
14. Overy, R. (1995). *Why the Allies Won*. W. W. Norton & Company.
15. Gilbert, M. (1989). *The Second World War: A Complete History*. Holt Paperbacks.
16. Dower, J. W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. W. W. Norton & Company.
17. Weinberg, G. L. (1995). *A World at Arms: A Global History of World War II*. Cambridge University Press.
18. Mason, T. (2000). *Nazism, Fascism and the Working Class: Essays by Tim Mason*. Cambridge University Press.
19. Beevor, A. (2012). *The Second World War*. Little, Brown Book Group.
20. Lukacs, J. (1997). *The Duel: 10 May-31 July 1940: The Eighty-Day Struggle Between Churchill and Hitler*. Yale University Press.
21. Kershaw, I. (2008). *Hitler: A Biography*. W. W. Norton & Company.
22. Tames, R. (1989). *The Twentieth Century: A World History*. Oxford University Press.
23. May, E. R. (2008). *Strange Victory: Hitler's Conquest of France*. Hill and Wang.
24. Roberts, A. (2007). *The Storm of War: A New History of the Second World War*. Penguin Books.
25. Browning, C. R. (2004). *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942*. University of Nebraska Press.

Course Name: Comparative Government and Politics (DSC)
Course Code: BAGC33452

Course Objective:

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

Course Outline

Unit I: Understanding comparative politics

- a) What is comparative politics?
- b) Why should we study it?

Unit II: How to study comparative politics?

- a) What do we mean by approaches to understand comparative politics?
- b) Approaches: Political System, Institutionalism and New institutionalism, Political Economy, Political Culture, Political Development (Note: Application of these approaches should be focus of discussions).

Unit 3: Comparing Political Regimes:

- a) Typologies of Regimes
- b) Models of democracy
- c) How to compare democracies and democratic states?
- d) Democratic waves after Second World War; Post-Soviet Union, Arab Springs

Unit 4: Electoral Systems:

- a) Theories of representation: What are different types of electoral system? How do they work?
- b) Debates emerging from systems of representation: Does election really reflect participation? Election and electoral costs; comparing democratic systems such as India, USA etc.

Unit 5: Party System:

- a) Meaning and Typologies of the Party System
- b) Comparing functioning of Party system in India, USA and Britain

c) Political Communication and the Role of Media

Suggested Readings:

1. Blondel, J. (1999). Then and now: Comparative politics. *Political Studies*, 47, 152-160.
2. Bobbio, N. (1989). *Democracy and dictatorship: The nature and limits of state power* (P. Kennealy, Trans.). University of Minnesota Press.
3. Bowler, S. (2006). Electoral systems. In R. A. W. Rhodes, S. A. Binder, & B. A. Rockman (Eds.), *The Oxford handbook of political institutions* (pp. 577-594). Oxford University Press.
4. Caramani, D. (2017). Party systems. In D. Caramani (Ed.), *Comparative politics* (4th ed., pp. 318-347). Oxford University Press.
5. Chilcote, R. H. (2000). Comparative inquiry in politics and political economy: Theories and issues (pp. 31-52, 57-81). Westview Press.
6. Chhibber, P. K., & Kollman, K. (2004). *The formation of national party systems: Federalism and party competition in Canada, Great Britain, India, and the United States* (pp. 9-21). Princeton University Press.
7. Chhibber, P. K., & Torcal, M. (1997). Elite strategy, social cleavages, and party systems in a new democracy. *Comparative Political Studies*, 30(1), 27-54.
8. Choudhary, S. K. (2018). *The changing face of parties and party systems: A study of Israel and India* (pp. 3-22). Palgrave Macmillan.
9. Clark, B. (1998). *Political economy: A comparative approach* (2nd ed., pp. 21-37). Praeger.
10. Diamond, L. (2003). Can the whole world become democratic? Democracy, development, and international policies. Center for the Study of Democracy (Paper 03-05), University of California, Irvine, 1-26.
11. Esteva, G. (2010). Development. In W. Sachs (Ed.), *The development dictionary: A guide to knowledge as power* (2nd ed., pp. 1-23). Zed Books.
12. Farrell, D. M. (2011). *Electoral systems: A comparative introduction* (pp. 1-12). Palgrave Macmillan.
13. Hague, R., & Harrop, M. (2004). *Comparative government and politics: An introduction* (6th ed., pp. 69-85, 89-104). Palgrave Macmillan.
14. Hall, P. A., & Taylor, R. C. R. (1996). Political science and the three new institutionalisms. MPIFG Discussion Paper, 96/6.
15. Held, D. (2006). Models of democracy (pp. 125-184). Polity Press.
16. Huntington, S. P. (1991). *The third wave: Democratization in the late 20th century* (pp. 31-108). University of Oklahoma Press.
17. Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative politics: Interests, identities, and institutions in a changing global order* (2nd ed., pp. 1-36). Cambridge University Press.
18. Landman, T. (2003). *Issues and methods in comparative politics: An introduction* (2nd ed., pp. 3-22). Routledge.
19. Lijphart, A. (1971). Comparative politics and the comparative method. *The American Political Science Review*, 65(3), 682-693.
20. Macridis, R. C. (1969). A survey of the field of comparative government. In J. Blondel (Ed.), *Comparative government* (pp. 3-9). Palgrave.

Course Name: Money and Financial Markets (DSC)
Course Code: BAGC34453

Course Objective:

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

UNIT I

Money, Concept, functions, measurement; theories of money supply determination.

Financial Institutions, Markets, Instruments and Financial Innovations

Role of financial markets and institutions; problem of asymmetric information adverse selection and moral hazard; financial crises.

UNIT II

Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

Interest Rates Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

UNIT III

Banking System portfolio management.

Indian banking system: Changing role and structure; banking sector reforms.

UNIT IV

Central Banking and Monetary Policy Functions.

Balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy.

Current monetary policy of India.

Suggested Readings:

1. Baye, M. R., & Jansen, D. W. (1996). Money, banking and financial markets. AITBS.
2. Bhole, L. M., & Mahakud, J. (2011). Financial institutions and markets (5th ed.). Tata McGraw Hill.
3. Fabozzi, F. J., Modigliani, F., Jones, F. J., & Ferri, M. G. (2009). Foundations of financial markets and institutions (3rd ed.). Pearson Education.
4. Jadhav, N. (2006). Monetary policy, financial stability and central banking in India. Macmillan.

5. Khan, M. Y. (2011). Indian financial system (7th ed.). Tata McGraw Hill.
6. Mishkin, F. S., & Eakins, S. G. (2009). Financial markets and institutions (6th ed.). Pearson Education.
7. Mohan, R. (2011). Growth with financial stability: Central banking in an emerging market. Oxford University Press.
8. Reserve Bank of India. (1998). Report of the working group: Money supply analytics and methodology of compilation.
9. Reserve Bank of India. Bulletin, annual report and report on currency and finance (latest).
10. Allen, F., & Gale, D. (2007). Understanding financial crises. Oxford University Press.
11. Black, F., & Scholes, M. (1973). The pricing of options and corporate liabilities. *Journal of Political Economy*, 81(3), 637-654.
12. Brunnermeier, M. K. (2009). Deciphering the liquidity and credit crunch 2007-2008. *Journal of Economic Perspectives*, 23(1), 77-100.
13. Cecchetti, S. G., & Schoenholtz, K. L. (2015). Money, banking, and financial markets (4th ed.). McGraw-Hill Education.
14. Claessens, S., & Kose, M. A. (2013). Financial crises: Explanations, types, and implications. IMF Working Paper.
15. Crouhy, M., Galai, D., & Mark, R. (2006). Risk management (2nd ed.). McGraw-Hill Education.
16. Gorton, G. (2009). Slapped in the face by the invisible hand: Banking and the panic of 2007. *Journal of Financial Economics*, 103(3), 531-538.
17. Green, J., & Hodges, S. (2013). Financial markets and institutions (2nd ed.). Routledge.
18. Merton, R. C., & Bodie, Z. (1995). A conceptual framework for analyzing the financial environment. In R. A. Jarrow, V. L. Ng, & J. B. R. L. (Eds.), *Handbook of the Economics of Finance* (pp. 3-24). Elsevier.
19. Stiglitz, J. E. (1994). The role of the state in financial markets. In C. J. M. (Ed.), *The Handbook of International Economics* (pp. 33-71). Elsevier.
20. Tirole, J. (2006). The theory of corporate finance. Princeton University Press.

Course Name: History of India from Earliest Times to 550 C.E (DSE)
Course Code: BAGE32007

Course Objectives

As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

Course Outline:

UNIT I Sources, Historiography and Prehistoric India

- I. Sources and Historiographical trends of ancient Indian History up to 550 C.E.
- II. A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalcolithic Cultures.
- III. The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
- IV. Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

UNIT II- Aryan Civilization

- I. Original home of Aryans, Myths of Aryan Invasion: Various theories,
- II. Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
- III. Vedic Religion and Philosophy.
- IV. Epic literature and Culture: Problem of Dating and Historicity of Epics.

UNIT III India from Sixth Century BCE to Mauryan Age

- I. Sources
- II. India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- III. Religious systems in 6th century BCE, Buddhism and Jainism.
- IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.

UNIT IV Post Mauryan Age

- I. Sources
- II. Reorganization of Republic in Post Mauryan Age.
- III. Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
- IV. Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

UNIT V Imperial Guptas

- I. Sources
- II. Imperial Guptas and their Contemporaries.
- III. Gupta Administration
- IV. Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

Suggested Readings:

1. Altekar, A. S. (1956). The position of women in Hindu civilization: From prehistoric times to the present. Motilal Banarsidass.
2. Basham, A. L. (1954). The wonder that was India. Macmillan.
3. Bhatnagar, M. (2001). The Gupta Empire: A history. Oxford University Press.
4. Chattopadhyaya, B. D. (1997). The making of early medieval India. Oxford University Press.
5. Cunningham, A. (1871). The ancient geography of India. Allen.
6. Deyell, J. (1992). Living without silver: The monetary history of early India. Oxford University Press.
7. Ghosh, A. (1996). The evolution of the Indian state and society. Rupa & Co.
8. Guha, S. (2003). India after Gandhi: The history of the world's largest democracy. HarperCollins.
9. Habib, I. (2002). Medieval India: The transition to the modern world. National Book Trust.

10. Jain, S. C. (2011). Early India: From the origins to 1200 CE. Routledge.
11. Kumar, R. (2004). Ancient India: From the earliest times to the end of the Gupta period. Prentice-Hall.
12. Majumdar, R. C., & Pusalkar, A. D. (1950). The history and culture of the Indian people: Volume 1 - The Vedic age. Bharatiya Vidya Bhavan.
13. Mookerji, R. K. (1956). Ancient Indian education: Brahmanical and Buddhist. Macmillan.
14. Radhakrishnan, S. (1958). Indian philosophy: Volume 1. Oxford University Press.
15. Raychaudhuri, H. C. (1953). Political history of ancient India. University of Calcutta.
16. Sharma, R. S. (2003). India's ancient past. Oxford University Press.
17. Singh, U. (2008). A history of ancient and early medieval India: From the stone age to the 12th century. Pearson.
18. Smith, V. A. (1906). The early history of India: From 600 B.C. to the Muhammadan conquest. Oxford University Press.
19. Sreenivasan, G. (1995). The historical evolution of the Indian subcontinent. Cambridge University Press.
20. Thapar, R. (2002). Early India: From the origins to AD 1300. Oxford University Press.

Course Name: History of the USSR (c. 1917-1964) (DSE)
Course Code: BAGE32008

Course Objectives

Students will aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries. They will learn about the foreign policy of Russia which affected to the entire World.

Course Outline:

UNIT I The Russia Revolutions of February and October 1917

Dual Power, Provisional government; the establishment of soviet Power; Nationalities question.

UNIT II Civil War and War Communism 1918-1921

The first eight months; Red and White Economic Policies.

UNIT III The New Economic Policy

Political Debates; trade unions; gender relations; Foreign Policy; the Comintern; formation of the USSR.

UNIT IV The Great Debate of Soviet Industrialization.

UNIT V Collectivization of Soviet Agriculture.

Suggested Readings:

1. Aitkin, J. (1990). The Soviet Union: A documentary history. University of California Press.

2. Banac, I. (1988). The national question in Yugoslavia: Origins, history, politics. Cornell University Press.
3. Bramstedt, K. (1967). The Soviet Union: A modern history. Holt, Rinehart and Winston.
4. Conquest, R. (2007). The great terror: A reassessment. Oxford University Press.
5. Davies, R. W., & Wheatcroft, S. G. (2004). The years of hunger: Soviet agriculture, 1931-1933. Palgrave Macmillan.
6. Filtzer, D. (2002). The workers' state: Industrial labor and the Soviet state from the NEP to the great purge. Cambridge University Press.
7. Fitzpatrick, S. (2008). The Russian Revolution. Oxford University Press.
8. Gellately, R. (1990). The politics of the Nazi past in Germany and Austria. Cambridge University Press.
9. Hough, J. F. (1984). The Soviet Union and the West: The limits of influence. Harvard University Press.
10. Kenz, P. (2006). A history of the Soviet Union from the beginning to the end. Cambridge University Press.
11. Kotkin, S. (1997). Magnetic mountain: Stalinism as a civilization. University of California Press.
12. Lih, L. (2006). Lenin (2nd ed.). Reaktion Books.
13. Pipes, R. (1990). The Russian Revolution. Alfred A. Knopf.
14. Plokhy, S. (2017). The last empire: The final days of the Soviet Union. Basic Books.
15. Sakwa, R. (1999). Soviet politics today. Routledge.
16. Service, R. (2005). History of modern Russia: From Nicholas II to Vladimir Putin. Harvard University Press.
17. Shvidkovsky, D. (2010). The Russian Revolution: A new history. Yale University Press.
18. Suny, R. G. (1998). The Soviet experiment: Russia, the USSR, and the success of socialism. Oxford University Press.
19. Tucker, R. C. (1999). Stalin as revolutionary: 1879-1929. W. W. Norton & Company.
20. Yurchak, A. (2006). Everything was forever, until it was no more: The last Soviet generation. Princeton University Press.

Course Name: History of Africa (c1500-1960s) (DSE)
Course Code: BAGE32009

Course Objectives

Students will gain a broad understanding of the political, social, economic and cultural history of Africa, an appreciation of the nature and impact of the key forces shaping the continent's history, and an awareness of how the deeper past has shaped present-day Africa.

Course Outline:

UNIT I Commerce and Migration, c. 1500-1900

- I. Changing patterns of trade.
- II. The trans- Atlantic slave trade and its repercussions.

- III. Migration of capital and labour, with special reference to southern Africa.

UNIT II Patterns of Colonization

- I. Informal empire in the 19th century.
- II. European imperialism and the partition of Africa.

UNIT III Structures of Colonial Control

- I. The French in the Maghreb and West Africa.
- II. The British in East, West and Southern Africa.
- III. The Belgians in Congo.

UNIT IV Economic Transformations

- I. Agriculture and forests.
- II. Mining.

UNIT V. Emergence of New Identities:

- I. Islam, Christianity and indigenous religious.
- II. Race and class in colonial South Africa.
- III. Language, education and cultural forms.

UNIT VI Popular Protests, Rebellions and National Liberation Movements:

- I. Peasants.
- II. Labour.
- III. Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa

Suggested Readings

1. Adam, H., & Moodie, T. D. (Eds.). (1975). The politics of revolutions in Africa. University of California Press.
2. Asante, M. K. (2007). The history of Africa: The quest for eternal harmony. Routledge.
3. Bantu, M. (2001). Colonialism and resistance in Africa. Palgrave Macmillan.
4. Bates, R. H. (2008). When things fell apart: State failure in late-century Africa. Cambridge University Press.
5. Berger, M. T., & Wallerstein, I. (Eds.). (1996). Africa on the move: African development in the 21st century. Routledge.
6. Boahen, A. A. (1987). African perspectives on colonialism. Johns Hopkins University Press.
7. Clapham, C. (1985). Third world politics: An introduction. Routledge.
8. Davidson, B. (1994). The black man's burden: Africa and the curse of the nation-state. Times Books.
9. Droz, Y. (1970). Colonialism in Africa: A history. Oxford University Press.
10. Hopkins, A. G. (2003). African economic history: Internal change and external influence. James Currey.
11. Iliffe, J. (2007). Africa: The politics of independence and development. Cambridge University Press.
12. Law, R. (2002). The slave coast of West Africa, 1550-1750: The impact of the transatlantic slave trade on an African society. Routledge.
13. MacGaffey, J. (1991). The real economy of Zaire: The contribution of the informal sector. University of Pennsylvania Press.
14. Martin, P., & West, H. (Eds.). (1992). A history of Africa. Cambridge University Press.

15. Nzungola-Ntalaja, Georges. (2002). The Congo: From Leopold to Kabila: A people's history. Zed Books.
16. Shillington, K. (2005). History of Africa (3rd ed.). Palgrave Macmillan.
17. Stoler, A. L. (2002). Carnal knowledge and imperial power: Gender, race, and morality in colonial Asia. University of California Press.
18. Thompson, E. P. (1968). The making of the English working class. Vintage Books.
19. White, L. (1990). The birth of African-American culture. Yale University Press.
20. Young, C. (1994). The African colonial state in comparative perspective. Yale University Press.

Course Name: Modern Indian Political Thinkers (DSE)

Course Code: BAGE33007

Course Objective:

This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly. Their writings and thoughts give insights into their ideas of India and the kind of society and polity that they had dreamed of. As all their thoughts are not possible to cover in a semester, some key thoughts have been underlines for focused study.

Course Outline

Unit I:

Bankim Chandra Chattopadhyay: The Nation and the Community

Unit II:

Swami Dayanand Saraswati: Critique of Religions and Call for turning to Vedanta

Unit III:

Vivekanand as a Nationalist Monk, Aurobindo on Indian Nationalism

Unit IV:

Tilak: Nationalism and Swaraj, Gandhi: Truth and Non-violence, Swadeshi

Unit V:

Savarkar: Hindutva and Social Reforms and Ambedkar: Social Democracy

Unit VI:

Ram Manohar Lohia and Jai Prakash Narayan: Socialist Thoughts

Suggested Readings:

1. Aiyar, M. (1996). M. K. Gandhi: A study in political thought. Oxford University Press.
2. Appadorai, A. (1975). The substance of politics. Oxford University Press.
3. Bhattacharyya, H. (2009). B. R. Ambedkar: A study in social justice. Routledge.
4. Chandra, B. (1997). Nationalism and colonialism in modern India. Orient Longman.

5. Das, B. (2010). Jawaharlal Nehru: A political biography. SAGE Publications.
6. Dey, R. (2002). The thought of Lohia and the Indian political landscape. Atlantic Publishers.
7. Ghosh, P. (2004). The political ideas of Subhas Chandra Bose. Manohar Publishers.
8. Jha, M. (2006). M. N. Roy and the political thought of modern India. Routledge.
9. Kumar, K. (2010). The political ideas of Rajendra Prasad. Academic Foundation.
10. Mahajan, V. (1992). Political theory in modern India. Vikas Publishing House.
11. Mehta, P. B. (2003). The Indian political system: Theories and practices. Oxford University Press.
12. Mukherjee, S. (1997). The rise of modern India: Political thinkers and movements. Cambridge University Press.
13. Nair, M. (2000). K. K. Aziz and Indian historical thought. Popular Prakashan.
14. Narayan, S. (1999). The political philosophy of Sardar Patel. Orient Longman.
15. Pandey, R. (2004). Political thought of Jawaharlal Nehru. Allied Publishers.
16. Rao, V. (2008). Understanding the thoughts of B. R. Ambedkar. Sage Publications.
17. Reddy, A. (2007). The political ideas of M. K. Gandhi and their relevance today. Penguin Books.
18. Roy, S. (2005). The social philosophy of Rabindranath Tagore. Orient Longman.
19. Sharma, K. (2011). The political ideas of C. N. Annadurai. Oxford University Press.
20. Singh, J. (2003). Lohia and the Indian political tradition. National Publishing House.

Course Name: Comparative Constitutions (DSE)
Course Code: BAGE33008

Course Objective:

This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA, UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an example of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antithetical it is to the idea of democracy.

Course Outline

Unit I: Introduction to American Constitution

- a. Framing of American Constitution, Salient Features
- b. President of America: Election, Power and Function
- c. The Congress: Composition, Election to the Congress, Power and Functions
- d. American Judiciary: Composition and function
- e. American Bureaucracy
- f. Party System

Unit II: Introduction to the British Constitution

- a. Journey of Parliamentary Democracy and evolving of Constitution
- b. British Prime Minister
- c. Parliament
- d. Judiciary
- e. Bureaucracy
- f. Party System

Unit III: Introduction to Swiss Constitution

- a. Framing of Constitution, Salient features
- b. Executive
- c. Legislature
- d. Judiciary
- e. Bureaucracy
- f. Party System

Unit IV: Introduction to Chinese Constitution

- a. Salient Features, Objective of the Constitution
- b. Executive
- c. Legislature
- d. Judiciary
- e. Bureaucracy
- f. Communist Party of China

Suggested Readings:

1. Alexander, J. (2009). *Comparative constitutional law: Cases and materials*. Routledge.
2. Bickel, A. M. (1986). *The least dangerous branch: The Supreme Court at the bar of politics*. Yale University Press.
3. Brilmayer, L. (1998). *Constitutional conflicts in the world: Comparative analysis of the United States and Europe*. Cambridge University Press.
4. Choudhury, B. (2013). *Comparative constitutionalism in Asia: The role of judicial review*. Routledge.
5. Dworkin, R. (1985). *A matter of principle*. Harvard University Press.
6. Elster, J. (1995). *Ulysses and the sirens: Studies in rationality and irrationality*. Cambridge University Press.
7. Epps, G. (2011). *Constitutional comparisons: Theories and practices*. Palgrave Macmillan.
8. Harlow, C., & Rawlings, R. (2009). *Process and procedure in EU administration*. Oxford University Press.
9. Klug, H. (2000). *Constitutionalism in the 21st century: Comparative perspectives*. Oxford University Press.
10. Law, D. S., & Versteeg, M. (2012). *The evolution of constitutional rights*. Cambridge University Press.
11. MacCormick, N. (1982). *Legal reasoning and legal theory*. Oxford University Press.
12. Nino, C. (1996). *The constitution of democracy*. Oxford University Press.
13. Osiatynski, W. (1995). *Constitutionalism and the law: Comparative perspectives*. Routledge.
14. Ranney, A. (1995). *Comparative politics: An introduction*. Prentice Hall.
15. Rosenfeld, M. (2012). *Constitutionalism and the rule of law: Historical and contemporary perspectives*. Oxford University Press.
16. Scheppele, K. L. (2009). *Constitutional architecture: The role of international law*. Routledge.

17. Shapiro, I., & Stone Sweet, A. (Eds.). (2002). *On law, politics, and judicialization*. Oxford University Press.
18. Sunstein, C. R. (2001). *Designing democracy: What constitutions do*. Oxford University Press.
19. Tushnet, M. (2006). *The constitution of the United States: A contextual approach*. Harvard University Press.
20. Waldron, J. (2006). *The rule of law and the importance of procedure*. Cambridge University Press.

Course Name: India' S Security Environment (DSE)

Course Code: BAGE33009

Course Objective:

The course will allow the student to understand India's comprehensive national power in the regional and global context. The course discusses about the security threats that India faces from outside as well as inside. That includes not just the strategic and military threats but also the violence that emanates from the ideology of Naxalism and illegal migrants especially from Bangladesh who have settled in different parts of the country and are now able to change the socio-religious and political demography of the states.

Detailed Syllabus

Course Outline

Unit I: Understanding India as a Global Power

- a. India as a Military Power
- b. India as an Economic Power
- c. India's Soft Power

Unit II: India's External Security Environment

- a. Strategic Interests of the Major Powers in South Asia
- b. Military and strategic Threat from China
- c. Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan

Unit III: India's Internal Security Threats

- a. Left Extremism in India
- b. Illegal Migrants settled in India

Unit IV: Beyond the Territory and Territorial Water

- a. India, United States, Japan in Indo-Pacific Region
- b. India and China Competing for influence in South Asia

Suggested Readings:

1. Bhattacharya, S. (2018). *India's national security: Challenges and responses*. Routledge.
2. Chari, P. R., & Kher, P. (Eds.). (2013). *India's security environment: Challenges and opportunities*. Sage Publications.
3. Das, S. R. (2020). *India's strategic environment: A critical review*. Oxford University Press.

- Press.
4. Ghosh, A. (2016). India's security policy: Historical and contemporary perspectives. Cambridge University Press.
 5. Gupta, A. (2014). India's defense policy: Key issues and challenges. Palgrave Macmillan.
 6. Kanti, B. (2021). India's military strategy and defense modernization. Springer.
 7. Kautilya, M. (2017). Strategic security in India: A comprehensive approach. Routledge.
 8. Kumar, A. (2019). India's security challenges: From the cold war to the 21st century. Sage Publications.
 9. Mahapatra, S. (2015). The evolving security dynamics of South Asia. Routledge.
 10. Mehta, P. (2012). India's security and strategic challenges. Oxford University Press.
 11. Muni, S. D. (2008). India's security policy: Conceptual and strategic perspectives. Sage Publications.
 12. Prakash, S. (2022). India's counterterrorism strategies and national security. Palgrave Macmillan.
 13. Rajagopalan, R. (2011). The Indian security environment and its implications. Routledge.
 14. Rao, S. (2014). India's national security strategy: An overview. Sage Publications.
 15. Sharma, R. (2018). The geopolitics of South Asia and India's security. Cambridge University Press.
 16. Singh, A. (2020). India's military capabilities and security environment. Routledge.
 17. Sinha, M. (2019). Strategic defense and security policy in India. Palgrave Macmillan.
 18. Tiwari, A. (2021). India's foreign policy and security challenges. Oxford University Press.
 19. Verma, R. (2017). The future of India's defense and security. Springer.
 20. Yadav, P. (2023). India's security dynamics: Internal and external threats. Sage Publications.

Course Name: (Comparative Economic Development DSE)
Course Code: BAGE34008

Course Objective

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule.

Course Outline

Unit I

Introduction and Perspectives on Comparative Economic Development

Unit II

Agriculture, agrarian and land relations and agrarian surplus in industrialisation and economic development

Unit III

The industrialization process, the factory system and making of the industrial working class

Unit IV

The role of the state in industrial and Some readings may be updated from year to year. Material for the course will be drawn from the following sources.

Suggested Readings:

1. Davies, R. (1998). *Soviet economic development from Lenin to Khrushchev*. Chapters 1, 2, 3, 4, 5, 6, 7, 8. Cambridge University Press.
2. Dobb, M. (1966). *Soviet economic development since 1917*. Chapter 17. Routledge.
3. Hughes, J., Cain, L. (1994). *American economic history, 4th ed*. Chapters 2, 3, 7, 21. Harper Collins College Publishers.
4. Hayami, Y. (1975). *A century of agricultural growth in pre-war Japan: Its relevance to Asian development*. Chapters 1, 3. University of Minnesota Press.
5. Hobsbawm, E. (1968). *Industry and empire: An economic history of Britain since 1750*. Chapters 1, 2, 3, 5, 6, 12. Weidenfeld & Nicholson.
6. Hobsbawm, E. (1984). *Worlds of labour: Further studies in the history of labour*. Chapter 11. Weidenfeld & Nicholson.
7. Johnson, C. (1982). *MITI and the Japanese miracle: The growth of industrial policy 195-1975*. Chapter 1. Stanford University Press.
8. Macpherson, W. (1995). *The economic development of Japan 1868-1941*. Chapters 1, 2, 3, 4, 6. Cambridge University Press.
9. Norman, E. (2007). *Japan's emergence as a modern state: Political and economic problems of the Meiji period*. Chapters 3, 4. University of British Columbia Press.
10. Okochi, K., Karsh, B., Levine, S. (1974). *Workers and employees in Japan: The Japanese employment relations system*. Chapter 13. Princeton University Press.
11. Paul, G., Robert, C. (1990). *Soviet economic structure and performance, 3rd ed*. Chapters 4, 7. Harper and Row.
12. Tauger, M. (2004). Soviet peasants and collectivization 1930-39: resistance and adaptation. *Journal of Peasant Studies*, 31: 3-4. 427-456.

Course Name: Political Economy II (DSE)

Course Code: BAGE34009

Course Objective

This course explores some of the fundamental structural changes and dynamics of the advanced capitalist system since the development of Fordism to the contemporary period. Particularly, the course analyses the changes in the organization of production, labour market institutions as well as shifts in corporate, managerial, financial and inter-firm governance structures. It further analyses the role of the state in the era of globalization, by studying both its changed ideological foundation and varied practices. It goes on to examine the social and geopolitical consequences of such fundamental shifts. It also integrates contemporary issues of gender and environment in a political economy framework.

Course Outline

Unit I

Introduction and Historical Overview: Perspective on political economy with a historical overview: Capitalist development in the pre Second World War period, the 'Golden Age' and later

Unit II

Changing Dynamics of Capitalist Production, Organisational Form and Labour Process: Fordist and Post-Fordist production.

Unit III

The State in the Era of Globalisation: Ideology, Theory and Practice: Theoretical foundations and ideological underpinnings of the neoliberal state; The neoliberal state in practice: social contradictions, instability, and the nature of resolutions in a globalized world

Unit IV

The Changing Role of Finance: The changing role of finance in the dynamics of capital accumulation and the shifts in corporate structure; Financialisation: its nature and consequences

Suggested Readings:

1. Arnold, D., Bongiovi, J. (2013). Precarious, informalising, and flexible work: Transforming concepts and understandings. *American Behavioral Scientist*, 57, 289-308.
2. Beaud, M. (2001). *A history of capitalism, 1500-2000*. Chapters 2, 4, Monthly Review Press.
3. Boyce, J. (2002). *The political economy of the environment*. Chapter Edward Elgar.
4. Chang, D. (2009). Informalising labour in Asia's global factory. *Journal of Contemporary Asia*, 39, 161-179.
5. Dore, R. (2008). Financialisation of the global economy. *Industrial and Corporate Change*, 17, 1097-1112.
6. Dumenil, G., Levy, D. (2011). *The crisis of neoliberalism*. Chapter 1. Harvard University Press.
7. Elam, M. (1994). Puzzling out the post-Fordist debate: Technology, markets and institutions. In A. Amin (ed.): *Post-Fordism: A reader*. Blackwell.
8. Foster, J. (2009). *The ecological revolution*. Introduction. Cornerstone Publications.
9. Gereffi, G., Humphrey, J., Sturgeon, T. (2005). The governance of global value chains. *Review of International Political Economy*, 12, 78-104.
10. Gottfried, H. (2013). *Gender, work and economy: Unpacking the global economy*. Chapter 10. Polity Press.
11. Harvey, D. (2005). *A brief history of neoliberalism*. Introduction, Chapters 1-13. Oxford University Press.
12. Hymer, S. (1975). The multinational corporation and the law of uneven development. In H. Radice (ed.): *International firms and modern imperialism*. Penguin Books.
13. Reddy, N. (2003). Economic globalisation, past and present: The challenges to labour. In K. Jomo, K. Jin (eds.): *Globalization and its discontents, revisited*. Tulika Books.
14. Sen, A. (1990). Gender and cooperative conflicts. In I. Tinker (ed.): *Persistent inequalities: Women and world development*. Oxford University Press.
15. Tonkiss, F. (2008). *Contemporary economic sociology: Globalisation, production, inequality*. Chapter 4. Routledge.

Course Name: Data Analysis (DSE)
Course Code: BAGE34010

Course Objective

This is a skill enhancement course for data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. The course is to be delivered through 2 classroom lectures and 4 computer lab classes per week.

Detailed Syllabus

Unit I

Introduction to the course: How can the representation and analysis of data help us study real-world problems. Publicly available data sets

Unit II

Using Data: Available statistical software, steps in data storage, organization and cleaning

Unit III

Visualization and Representation: Alternative forms of presenting summarizing and presenting data

Unit IV

Simple estimation techniques and tests of statistical inference

Suggested Readings:

1. Levine, D., Stephan, D., Szabat, K. (2017). *Statistics for managers using Microsoft Excel, 8th ed.* Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). *A course in statistics with*
3. R. Wiley.

Course Name: Women's studies (GE)
Course Code: GEC066008

Course Objective:

The objective of the Women's Studies course is to explore and analyze the multifaceted roles and experiences of women throughout history and across cultures. This course aims to examine gender dynamics, feminist theories, and social structures influencing women's lives. Students will critically assess the intersectionality of gender with race, class, and sexuality, and explore key issues such as women's rights, representation, and activism. The course seeks to foster a deeper understanding of women's contributions to society and empower students to engage in informed discussions and advocacy for gender equality and social justice.

Course Outline:

Unit I Women's Studies:

Meaning and Concept, Women's Studies as an academic discipline,

Emergence of Women's Studies in India

Interdisciplinary Nature of Women's Studies, Need and Scope of Women's Studies,
Challenges of Women's studies.

Unit II Concept of Gender-

Difference between Sex and Gender, Social Construction of Gender Different Gender
Norms for Women and Men, Notions of Masculinity and Femininity,

Roles and Responsibilities, Gender Division of Labour, Need for Gender
Sensitization

Unit III Concept and History of Patriarchy and Matriarchy

Characteristics of Patriarchal and Matriarchal Societies,

Matrilineal and Matrilocal Systems in India

Unit IV Definition and Concept of Feminism

Origin and Growth of Feminist Movement Seneca Falls Convention, 1948

Kinds of Feminism- Liberal Feminism, Mary Wollstonecraft: The Vindication of the
Rights of Women, 1792, Marxist Feminism

Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist
Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949.

Suggested Readings:

1. Bhasin, K. (2000). Understanding Gender. Kali for Women. New Delhi.
2. Chopra, R. (Ed.). (2006). Reframing Masculinities Narrating the Supportive of Man. Delhi.
3. Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.
4. Glover, D. & C. Kaplan. (2009). Genders. Routledge. New York.
5. Bhasin, K. (2004). Exploring Masculinity. Kali for Women. New Delhi.
6. John. M. E. (Ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.
7. Chakravarti, U. (2006). Gendering Caste: Through Feminist Lens. Bhatkal & Sen. New Delhi.
8. Mohanty, M. (Ed.). (2004). Class, Caste, Gender. Sage Publications. New Delhi.
9. Bhasin, K. (2006). What is Patriarchy?. Kali for Women. New Delhi.
10. Wharton, A. S. (2005). The Sociology of Gender: An Introduction to Theory and Research. Wiley-Blackwell. Australia.
11. Chaudhuri, M. (2006). Feminism in India. Zed Books Ltd. New Delhi.
12. Kumar, R. (1997). The History of Doing. Zubaan, New Delhi.

Course Name: Research Problem, Interpretation and Report Writing

Course Code: GEC066005

Course Objective:

The objective of the Research Problem, Interpretation, and Report Writing course is to equip students with the skills necessary to formulate research problems, conduct systematic investigations, and present findings effectively. Students will learn to identify and refine research questions, design and implement appropriate methodologies, and interpret data with precision. The course emphasizes critical analysis and the ability to draw meaningful conclusions from research results. Students will also develop proficiency in writing comprehensive research reports, including clear presentation of methodologies, results, and interpretations, while adhering to academic standards. The goal is to prepare students for successful research and scholarly communication.

Course Outline

Unit I- Defining the Research Problem

What is a Research Problem? Selecting the Problem, Necessity of Defining the Problem
Technique Involved in Defining a Problem, Framing of Hypothesis

Unit II- Testing of Hypotheses

What is a Hypothesis? Basic Concepts Concerning Testing of Hypotheses, Procedure for Hypothesis Testing, Flow Diagram for Hypothesis Testing, Measuring the Power of a Hypothesis Test, Tests of Hypotheses, Important Parametric Tests, Limitations of the Tests of Hypotheses, Quantitative methods

Unit III- Interpretation

Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation

Unit IV- Report Writing

Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Types of Reports, Oral Presentation, Mechanics of Writing a Research Report, Precautions for Writing Research Reports, Presentation of Thesis; Preliminaries, The text; Setting of the text, Style of text, The Footnote, Conclusions and Suggestions, Summary, The end matter

Unit V- Computer applications

Introduction, Computer Applications, Computers and Researcher, Digital materials for research, Collection of data from inter net, Concept of Public domain, Use of material available on internet

Unit VI- Style sheet

Style of the Text, Words, spellings, usages, Non-English words, phrases, including Indian words, Punctuation, A full stop (.), A colon (:), A semicolon (;), A comma (,), Quotation marks (``..’’), Round brackets (), Square brackets [], Dash (—), Hyphen (-), Conclusion

9. Lesson Plans

BAGC32451-History of Modern World (1919- 1945)

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|--|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Formation of the League of Nations: Organizations, Achievements & Failures | C-2 | Lecture |
| Unit-I | Formation of the League of Nations: Organizations, Achievements & Failures | C-3 | Lecture |
| Unit-I | Formation of ICJ & ILO | C-4 | Lecture |
| Unit-I | Formation of ICJ & ILO | C-5 | Lecture |
| Unit-I | New Imperialism: Mandate System | C-6 | Lecture |
| Unit-I | New Imperialism: Mandate System | C-7 | Lecture |
| Unit-I | Democracies between the wars | C-8 | Lecture |
| Unit-I | Democracies between the wars | C-9 | Lecture |
| Unit-I | Democracies between the wars | C-10 | |
| Unit-I | Clarification Class | C-11 | Clarification Class |
| Unit-II | Failure of Weimar Republic & Rise of Nazism in Germany | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Failure of Weimar Republic & Rise of Nazism in Germany | C-13 | Lecture |
| Unit-II | Factors leading to Growth of Fascism in Italy and concept of corporate state | C-14 | Lecture |
| Unit-II | Factors leading to Growth of Fascism in Italy and concept of corporate state | C-15 | Lecture |
| Unit-II | Factors leading to Growth of Fascism in Italy and concept of corporate state | C-16 | Lecture |
| Unit-II | Factors leading to Growth of Fascism in Italy and concept of corporate state | C-17 | Lecture |
| Unit-II | Rise of Totalitarianism in Russia & Stalin | C-18 | Lecture |
| Unit-II | Rise of Totalitarianism in Russia & Stalin | C-19 | Lecture |
| Unit-II | Rise of Militarism in Japan | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Rise of Militarism in Japan | C-22 | Lecture |
| Unit-II | Clarification Class | C-23 | Clarification Class |
| Unit-III | Arab uprisings | C-24 | Lecture |
| Unit-III | Arab uprisings | C-25 | Lecture |
| Unit-III | Nationalist Movement in China: Role of Dr. Sun Yat-Sen | C-26 | Activity |
| Unit-III | Nationalist Movement in China: Role of Dr. Sun Yat-Sen | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | Anti Imperialist Movement in Indo-China | C-28 | Lecture |
| Unit-III | Anti Imperialist Movement in Egypt | C-29 | Lecture |
| Unit-III | Anti Imperialist Movement in Egypt | C-30 | Lecture |
| Unit-III | Anti Imperialist Movement in Egypt | C-31 | Lecture |

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|----------|--|------|-----------------------|
| Unit-III | Clarification Class-- | C-32 | Clarification Class- |
| Unit-III | Activity | C-33 | Activity |
| Unit-IV | Rise and Role of trusts in USA | C-34 | Lecture |
| Unit-IV | Quiz | C-35 | Quiz |
| Unit-IV | Rise and Role of trusts in USA | C-36 | Lecture |
| Unit-IV | The progressive Movement & Trust Busting in USA | C-37 | Lecture |
| Unit-IV | The progressive Movement & Trust Busting in USA | C-38 | Lecture |
| Unit-IV | The progressive Movement & Trust Busting in USA | C-39 | Lecture |
| Unit-IV | The progressive Movement & Trust Busting in USA | C-40 | Lecture |
| Unit-IV | Crisis on Capitalism : 1929 | C-41 | Lecture |
| Unit-IV | Crisis on Capitalism : 1929 | C-42 | Lecture |
| Unit-IV | Crisis on Capitalism : 1929 | C-43 | - |
| Unit-IV | F.D Roosevelt & Policy of New Deal | C-44 | Lecture |
| Unit-IV | F.D Roosevelt & Policy of New Deal | C-45 | |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-V | French search for security | C-47 | Lecture |
| Unit-V | French search for security | C-48 | Lecture |
| Unit-V | International Issues leading to Second World War | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-V | International Issues leading to Second World War | C-50 | Lecture |
| Unit-V | | C-51 | Presentation |
| Unit-V | International Issues leading to Second World War | C-52 | Lecture |
| Unit-V | Formation of U.N.O its Organization | C-53 | Lecture |
| Unit-V | Formation of U.N.O its Organization | C-54 | Lecture |
| Unit-V | Formation of U.N.O its Organization | C-55 | Lecture |
| Unit-V | A New Bi-Polar world. | C-56 | Lecture |
| Unit-V | Clarification Class- | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-V | Seminar | C-59 | Seminar |
| Unit-V | Activity | C-60 | Activity |

BAGC33452-Comparative Government and Politics

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|--|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Understanding comparative politics | C-2 | Lecture |
| Unit-I | Understanding comparative politics | C-3 | Lecture |
| Unit-I | What is comparative politics? | C-4 | Lecture |
| Unit-I | What is comparative politics? | C-5 | Lecture |
| Unit-I | What is comparative politics? | C-6 | Lecture |
| Unit-I | Why should we study it? | C-7 | Lecture |
| Unit-I | Why should we study it? | C-8 | Lecture |
| Unit-I | Why should we study it? | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| Unit-I | Why should we study it? | C-11 | Lecture |
| Unit-II | How to study comparative politics? | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | What do we mean by approaches to understand comparative politics? | C-13 | Lecture |
| Unit-II | What do we mean by approaches to understand comparative politics? | C-14 | Lecture |
| Unit-II | What do we mean by approaches to understand comparative politics? | C-15 | Lecture |
| Unit-II | Approaches: Political System, | C-16 | Lecture |
| Unit-II | Approaches: Political System, | C-17 | Lecture |
| Unit-II | Approaches: Institutionalism and New institutionalism, | C-18 | Lecture |
| Unit-II | Approaches: Institutionalism and New institutionalism, | C-19 | Lecture |
| Unit-II | Approaches: Institutionalism and New institutionalism, | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Clarification Class | C-22 | Clarification Class- |
| Unit-III | Political Economy, Political Culture, Political Development | C-23 | Lecture |
| Unit-III | Political Economy, Political Culture, Political Development | C-24 | Lecture |
| Unit-III | Political Economy, Political Culture, Political Development | C-25 | Lecture |
| Unit-III | Activity | C-26 | Activity |
| Unit-III | Typologies of Regimes | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | Models of democracy | C-28 | Lecture |
| Unit-III | How to compare democracies and democratic states? | C-29 | Lecture |
| Unit-III | Democratic waves after Second World War; Post-Soviet Union, Arab Springs | C-30 | Lecture |
| Unit-III | Democratic waves after Second World War; Post-Soviet Union, Arab Springs | C-31 | Lecture |
| Unit-III | Clarification Class | C-32 | Clarification Class |

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|---------|---|------|-----------------------|
| Unit-IV | Activity | C-33 | Activity |
| Unit-IV | Electoral Systems | C-34 | Lecture |
| Unit-IV | Quiz | C-35 | Quiz |
| Unit-IV | Theories of representation: What are different types of electoral System? How do they work? | C-36 | Lecture |
| Unit-IV | Theories of representation: What are different types of electoral System? How do they work? | C-37 | Lecture |
| Unit-IV | Debates emerging from systems of representation: Does election really reflects participation? | C-38 | Lecture |
| Unit-IV | Debates emerging from systems of representation: Does election really reflects participation? | C-39 | Lecture |
| Unit-IV | Debates emerging from systems of representation: Does election really reflects participation? | C-40 | Lecture |
| Unit-IV | Election and electoral costs; comparing democratic systems such as India, USA etc. | C-41 | Lecture |
| Unit-IV | Election and electoral costs; comparing democratic systems such as India, USA etc. | C-42 | Lecture |
| Unit-IV | Clarification Class- | C-43 | Clarification Class- |
| Unit-IV | Election and electoral costs; comparing democratic systems such as India, USA etc. | C-44 | Lecture |
| Unit-IV | Election and electoral costs; comparing democratic systems such as India, USA etc. | C-45 | Lecture |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-IV | Party System | C-47 | Lecture |
| Unit-IV | Meaning and Typologies of the Party System | C-48 | Lecture |
| Unit-IV | Meaning and Typologies of the Party System | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-IV | Comparing functioning of Party system in India, USA and Britain | C-50 | Lecture |
| Unit-IV | Presentation | C-51 | Presentation |
| Unit-IV | Comparing functioning of Party system in India, USA and Britain | C-52 | Lecture |
| Unit-IV | Comparing functioning of Party system in India, USA and Britain | C-53 | Lecture |
| Unit-IV | Political Communication and the Role of Media | C-54 | Lecture |
| Unit-IV | Political Communication and the Role of Media | C-55 | Lecture |
| Unit-IV | Political Communication and the Role of Media | C-56 | Lecture |
| Unit-IV | Clarification Class | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-IV | Seminar | C-59 | Seminar |
| Unit-IV | Activity | C-60 | Activity |

BAGC34453- Money and Financial Markets

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|--|-----------|-----------------------|
| Unit-I | Money, Concept, | C-1 | Lecture |
| Unit-I | Functions of Money | C-2 | Lecture |
| Unit-I | Money Measurement; theories of money supply determination. | C-3 | Lecture |
| Unit-I | Money Measurement; theories of money supply determination. | C-4 | Lecture |
| Unit-I | Financial Institutions | C-5 | Lecture |
| Unit-I | Financial Markets | C-6 | Lecture |
| Unit-I | Financial Market Instruments | C-7 | Lecture |
| Unit-I | Financial Market Instruments | C-8 | Lecture |
| Unit-I | Financial Innovations | C-9 | Lecture |
| Unit-I | Role of financial markets and institutions | C-10 | Clarification Class |
| Unit-I | Role of financial markets and institutions | C-11 | Lecture |
| Unit-I | Role of financial markets and institutions | C-12 | Lecture |
| | Assignment | | Take Home Assignments |
| Unit-I | Problem of asymmetric information adverse selection and moral hazard; | C-13 | Lecture |
| Unit-I | Problem of asymmetric information adverse selection and moral hazard; | C-14 | Lecture |
| Unit-I | Problem of asymmetric information adverse selection and moral hazard; | C-15 | Lecture |
| Unit-I | Financial crises | C-16 | Lecture |
| Unit-I | Financial crises | C-17 | Lecture |
| Unit-I | Clarification Class | C-18 | Clarification Class |
| Unit-II | Money and capital markets: organization, structure and reforms in India; | C-19 | Lecture |
| Unit-II | Role of financial derivatives and other innovations. | C-20 | Lecture |
| Unit-II | Interest Rates Determination | C-21 | Lecture |
| Unit-II | Interest Rates Determination | C-22 | Lecture |
| Unit-II | sources of interest rate differentials; | C-23 | Lecture |
| Unit-II | sources of interest rate differentials | C-24 | Lecture |
| Unit-II | theories of term structure of interest rates; | C-25 | Lecture |
| Unit-II | theories of term structure of interest rates; | C-26 | Lecture |
| Unit-II | Interest rates in India | C-27 | Lecture |
| Unit-II | Clarification Class | C-28 | Clarification Class |
| | Home Assignment | | Take Home Assignments |
| Unit-III | Banking System portfolio management. | C-29 | Lecture |
| Unit-III | Banking System portfolio management | C-30 | Lecture |
| Unit-III | Banking System portfolio management | C-31 | Lecture |
| Unit-III | Banking System portfolio management | C-32 | Lecture |
| Unit-III | Indian banking system: | C-33 | Clarification Class |
| Unit-III | Activity | C-34 | Activity |
| Unit-III | Indian banking system: | C-35 | Lecture |
| Unit-III | Class Assignment – Indian Banking System | C-36 | Classroom Assignment |
| Unit-III | Indian banking system: | C-37 | Lecture |

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|----------|---|------|----------------------|
| Unit-III | Changing role and structure; | C-38 | Lecture |
| Unit-III | Changing role and structure | C-39 | Lecture |
| Unit-III | Changing role and structure | C-40 | Lecture |
| Unit-III | banking sector reforms. | C-41 | Lecture |
| Unit-III | banking sector reforms | C-42 | Lecture |
| Unit-III | banking sector reforms | C-43 | Lecture |
| Unit-III | Clarification Class III | C-44 | Clarification Class |
| Unit-IV | Central Banking and Monetary Policy Functions | C-45 | Lecture |
| Unit-IV | Central Banking and Monetary Policy Functions | C-46 | Lecture |
| | Classroom Assignment | C-47 | Classroom Assignment |
| Unit-IV | Central Banking and Monetary Policy Functions | C-48 | Lecture |
| Unit-IV | Central Banking and Monetary Policy Functions | C-49 | Lecture |
| Unit-IV | Balance sheet; goals, targets, | | Lecture |
| | Take Home Assignment | C-50 | Take Home Assignment |
| Unit-IV | Indicators and instruments of monetary control; | C-51 | Lecture |
| Unit-IV | Presentation | C-52 | Presentation |
| Unit-IV | Monetary management in an open economy. | C-53 | Lecture |
| Unit-IV | Monetary management in an open economy | C-54 | Lecture |
| Unit-IV | Monetary management in an open economy | C-55 | Lecture |
| Unit-IV | Current monetary policy of India. | C-56 | Lecture |
| Unit-IV | Current monetary policy of India. | C-57 | Lecture |
| Unit-IV | Current monetary policy of India. | C-58 | Lecture |
| | Class Assignment | C-59 | Classroom Assignment |
| Unit-IV | Clarification Class | C-60 | Clarification Class |

BAGE32007-History of India from Earliest Times to 550 C.E

| Unit | Particulars | Class No. | Pedagogy of Class |
|-------------|---|------------------|--------------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Sources and Historiographical trends of ancient Indian History up to 550 C.E. | C-2 | Lecture |
| Unit-I | Sources and Historiographical trends of ancient Indian History up to 550 C.E. | C-3 | Lecture |
| Unit-I | A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures. | C-4 | Lecture |
| Unit-I | A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures. | C-5 | Lecture |
| Unit-I | The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. | C-6 | Lecture |
| Unit-I | The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. | C-7 | Lecture |
| Unit-I | The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. | C-8 | Lecture |
| Unit-I | The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. | C-9 | Lecture |
| Unit-I | The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. | C-10 | Lecture |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-11 | Lecture |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-13 | Lecture |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-14 | Lecture |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-15 | Lecture |
| Unit-I | Significant features of Indus- Saraswati Civilization, its continuity, fall and survival. | C-16 | Lecture |
| Unit-I | Clarification Class | C-17 | Clarification Class |
| Unit-II | Original home of Aryans, Myths of Aryan Invasion: Various theories, | C-18 | Lecture |
| Unit-II | Original home of Aryans, Myths of Aryan Invasion: Various theories, | C-19 | Lecture |
| Unit-II | Activity | C-20 | Activity |
| | Classroom Assignment | C-21 | Classroom Assignment |
| Unit-II | Original home of Aryans, Myths of Aryan Invasion: Various theories, | C-22 | Lecture |
| Unit-II | Vedic Cultures: early Vedic and post Vedic Literature | C-23 | Lecture |

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| | and Vedic Polity, society and Economy | | |
| Unit-II | Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy | C-24 | Lecture |
| Unit-II | Vedic Religion and Philosophy. | C-25 | Lecture |
| Unit-II | Epic literature and Culture: Problem of Dating and Historicity of Epics. | C-26 | Lecture |
| Unit-II | Clarification Class | C-27 | Clarification Class |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | India from Sixth Century BCE to Mauryan Age | C-28 | Lecture |
| Unit-III | Sources | C-29 | Lecture |
| Unit-III | India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism. | C-30 | Lecture |
| Unit-III | India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism. | C-31 | Lecture |
| Unit-III | India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism. | C-32 | Lecture |
| Unit-III | Activity | C-33 | Activity |
| Unit-III | Religious systems in 6th century BCE, Buddhism and Jainism. | C-34 | Lecture |
| | Classroom Assignment | C-35 | Classroom Assignment |
| Unit-III | Religious systems in 6th century BCE, Buddhism and Jainism. | C-36 | Lecture |
| Unit-III | Religious systems in 6th century BCE, Buddhism and Jainism. | C-37 | Lecture |
| Unit-III | The Maurya Empire, Chandragupta Maurya, Mauryan administration, | C-38 | Lecture |
| Unit-III | The Maurya Empire, Chandragupta Maurya, Mauryan administration, | C-39 | Lecture |
| Unit-III | Ashok and Ashoka's Dhamma. | C-40 | Lecture |
| Unit-III | Mauryan Society, Fall of Mauryan Empire. | C-41 | Lecture |
| Unit-III | Greek Invasion and its Impact; Indica. | C-42 | Lecture |
| Unit-III | Clarification Class | C-43 | Clarification Class |
| Unit-IV | Post Mauryan Age | C-44 | Lecture |
| Unit-IV | Sources | C-45 | Lecture |
| | Classroom Assignment | C-46 | Classroom Assignment |
| Unit-IV | Reorganization of Republic in Post Mauryan Age. | C-47 | Lecture |
| Unit-IV | Reorganization of Republic in Post Mauryan Age. | C-48 | Lecture |
| Unit-IV | Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage. | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-IV | Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age. | C-50 | Lecture |
| Unit-IV | Presentation | C-51 | Presentation |

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| Unit-IV | Imperial Guptas | C-52 | Lecture |
| Unit-IV | Sources | C-53 | Lecture |
| Unit-IV | Imperial Guptas and their Contemporaries. | C-54 | Lecture |
| Unit-IV | Imperial Guptas and their Contemporaries. | C-55 | Lecture |
| Unit-IV | Gupta Administration | C-56 | Lecture |
| Unit-IV | Gupta Art, Architecture, Religion. Literature and development of Science and Technology. | C-57 | Lecture |
| | Classroom Assignment | C-58 | Classroom Assignment |
| Unit-IV | Gupta Art, Architecture, Religion. Literature and development of Science and Technology. | C-59 | Lecture |
| Unit-IV | Clarification Class | C-60 | Clarification Class |

BAGE32008-History of the USSR (c. 1917-1964)

| Unit | Particulars | Class No. | Pedagogy of Class |
|-------------|--|------------------|--------------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | The Russia Revolutions of February and October 1917: | C-2 | Lecture |
| Unit-I | The Russia Revolutions of February and October 1917: | C-3 | Lecture |
| Unit-I | The Russia Revolutions of February and October 1917: | C-4 | Lecture |
| Unit-I | The Russia Revolutions of February and October 1917: | C-5 | Lecture |
| Unit-I | Dual Power, | C-6 | Lecture |
| Unit-I | Dual Power, | C-7 | Lecture |
| Unit-I | Provisional government | C-8 | Lecture |
| Unit-I | Provisional government | C-9 | Lecture |
| Unit-I | The establishment of soviet Power | C-10 | |
| Unit-I | The establishment of soviet Power | C-11 | Lecture |
| Unit-I | The establishment of soviet Power | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-I | Nationalities question | C-13 | Lecture |
| Unit-I | Nationalities question | C-14 | Lecture |
| Unit-I | Nationalities question | C-15 | Lecture |
| Unit-I | Clarification Class- | C-16 | Clarification Class- |
| Unit-II | Civil War and War Communism 1918-1921: | C-17 | Lecture |
| Unit-II | Civil War and War Communism 1918-1921: | C-18 | Lecture |
| Unit-II | Civil War and War Communism 1918-1921: | C-19 | Lecture |
| Unit-II | The first eight months | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | The first eight months | C-22 | |
| Unit-II | The first eight months | C-23 | Lecture |
| Unit-II | Redand White Economic Policies | C-24 | Lecture |
| Unit-II | Redand White Economic Policies | C-25 | Lecture |
| Unit-II | Activity | C-26 | Activity |
| Unit-II | Redand White Economic Policies | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Clarification Class- | C-28 | Clarification Class- |
| Unit-III | The New Economic Policy: | C-29 | Lecture |
| Unit-III | The New Economic Policy: | C-30 | Lecture |
| Unit-III | The New Economic Policy: | C-31 | Lecture |
| Unit-III | Political Debates; trade unions | C-32 | Lecture |
| Unit-III | Activity- II | C-33 | Activity- II |
| Unit-III | Political Debates; trade unions | C-34 | Lecture |
| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | Political Debates; trade unions | C-36 | Lecture |
| Unit-III | Political Debates; trade unions | C-37 | Lecture |
| Unit-III | Political Debates; trade unions; gender relations | C-38 | Lecture |
| Unit-III | Political Debates; trade unions; gender relations | C-39 | Lecture |

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| Unit-III | Foreign Policy; the Comintern; formation of the USSR. | C-40 | Lecture |
| Unit-III | Foreign Policy; the Comintern; formation of the USSR. | C-41 | Lecture |
| Unit-III | Foreign Policy; the Comintern; formation of the USSR. | C-42 | Lecture |
| Unit-III | Foreign Policy; the Comintern; formation of the USSR. | C-43 | Lecture |
| Unit-III | Clarification Class | C-44 | Lecture |
| Unit-IV | The Great Debate of Soviet Industrialization. | C-45 | |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-IV | The Great Debate of Soviet Industrialization. | C-47 | Lecture |
| Unit-IV | The Great Debate of Soviet Industrialization. | C-48 | Lecture |
| Unit-IV | The Great Debate of Soviet Industrialization. | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-IV | The Great Debate of Soviet Industrialization. | C-50 | Lecture |
| | Presentation | C-51 | Presentation |
| Unit-IV | Collectivization of Soviet Agriculture. | C-52 | Lecture |
| Unit-IV | Collectivization of Soviet Agriculture. | C-53 | Lecture |
| Unit-IV | Collectivization of Soviet Agriculture. | C-54 | Lecture |
| Unit-IV | Collectivization of Soviet Agriculture. | C-55 | Lecture |
| Unit-IV | Collectivization of Soviet Agriculture. | C-56 | Lecture |
| Unit-IV | Clarification Class | C-57 | Clarification Class- |
| Unit-IV | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-IV | Seminar | C-59 | Seminar |
| Unit-IV | Activity | C-60 | Activity |

BAGE32009-History of Africa (c1500-1960s)

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|---|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Introduction of Commerce and Migration, c. 1500-1900: | C-2 | Lecture |
| Unit-I | Changing patterns of trade | C-3 | Lecture |
| Unit-I | The trans- Atlantic slave trade and its repercussions. | C-4 | Lecture |
| Unit-I | Migration of capital and labour, with special reference to southern Africa. | C-5 | Lecture |
| Unit-I | Clarification class | C-6 | Clarification class |
| Unit-II | Patterns of Colonization | C-7 | Lecture |
| Unit-II | Informal empire in the 19th century. | C-8 | Lecture |
| Unit-II | Informal empire in the 19th century. | C-9 | Lecture |
| Unit-II | European imperialism and the partition of Africa. | C-10 | Lecture |
| Unit-II | European imperialism and the partition of Africa. | C-11 | Lecture |
| Unit-II | European imperialism and the partition of Africa. | C-12 | Lecture |
| | Take Home Assignments | | Home assignments |
| Unit-II | European imperialism and the partition of Africa. | C-13 | Lecture |
| Unit-II | Clarification Class | C-14 | Clarification Class |
| Unit-III | Structures of Colonial Control: | C-15 | Lecture |
| Unit-III | The French in the Maghreb and West Africa. | C-16 | Lecture |
| Unit-III | The French in the Maghreb and West Africa. | C-17 | Lecture |
| Unit-III | The British in East, West and Southern Africa. | C-18 | Lecture |
| Unit-III | The British in East, West and Southern Africa. | C-19 | Lecture |
| Unit-III | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-III | The Belgians in Congo. | C-22 | Lecture |
| Unit-III | Clarification Class- | C-23 | Clarification Class |
| Unit-IV | Introduction of Economic Transformations | C-24 | Lecture |
| Unit-IV | Introduction of Economic Transformations | C-25 | Lecture |
| Unit-IV | Activity | C-26 | Activity |
| Unit-IV | Agriculture and forests. | C-27 | Lecture |
| Unit-IV | Take Home Assignments | | Home assignments |
| Unit IV | Agriculture and forests | C-28 | Lecture |
| Unit-IV | Mining | C-29 | Lecture |
| Unit-IV | Mining Rules at the time of African history | C-30 | Lecture |
| Unit-IV | Mining Rules at the time of African history | C-31 | Lecture |
| Unit-IV | Clarification Class- | C-32 | Clarification Class |
| Unit-IV | Activity- II | C-33 | Activity |
| Unit-V | Intro of Emergence of New Identities: | C-34 | Lecture |
| Unit-V | Quiz | C-35 | Quiz |
| Unit-V | Intro of Emergence of New Identities: | C-36 | Lecture |
| Unit-V | Islam, Christianity and indigenous religious. | C-37 | Lecture |
| Unit-V | Islam, Christianity and indigenous religious. | C-38 | Lecture |

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| Unit-V | Islam, Christianity and indigenous religious | C-39 | Lecture |
| Unit-V | Race and class in colonial South Africa. | C-40 | Lecture |
| Unit-V | Race and class in colonial South Africa. | C-41 | Lecture |
| Unit-V | Problems of Race and class in colonial South Africa. | C-42 | Lecture |
| Unit-V | South African Form of language | C-43 | Lecture |
| Unit-V | South African Form of Education | C-44 | Lecture |
| Unit-V | South African cultural forms | C-45 | Lecture |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-V | Clarification Class | C-47 | Clarification Class |
| Unit-VI | What are the Popular Protests, Rebellions and National Liberation Movements in history of Africa | C-48 | Lecture |
| Unit- VI | Peasants Protests, Rebellions and National Liberation Movements: | C-49 | Lecture |
| | Take Home Assignment | | Home Assignment |
| Unit-VI | Labour Protests, Rebellions and National Liberation Movements: | C-50 | Lecture |
| | Presentation | C-51 | Presentation |
| Unit-VI | Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa | C-52 | Lecture |
| Unit-VI | Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa | C-53 | Lecture |
| Unit-VI | Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa | C-54 | Lecture |
| Unit-VI | Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa | C-55 | Lecture |
| Unit-VI | Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa | C-56 | Lecture |
| Unit-VI | Clarification Class | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-VI | Seminar | C-59 | Seminar |
| Unit-VI | Activity | C-60 | Activity |

BAGE33007-Modern Indian Political Thinkers

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|---|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Introduction to Bankim Chandra Chattopadhyay | C-2 | Lecture |
| Unit-I | Introduction to Bankim Chandra Chattopadhyay | C-3 | Lecture |
| Unit-I | Brief biography, major works, and historical context. | C-4 | Lecture |
| Unit-I | Brief biography, major works, and historical context. | C-5 | Lecture |
| Unit-I | Brief biography, major works, and historical context. | C-6 | Lecture |
| Unit-I | Excerpts from "Anandamath" and "Rajmohan's Wife". | C-7 | Lecture |
| Unit-I | Excerpts from "Anandamath" and "Rajmohan's Wife". | C-8 | Lecture |
| Unit-I | Excerpts from "Anandamath" and "Rajmohan's Wife". | C-9 | Lecture |
| Unit-I | Excerpts from "Anandamath" and "Rajmohan's Wife". | C-10 | Lecture |
| Unit-I | Excerpts from "Anandamath" and "Rajmohan's Wife". | C-11 | Lecture |
| Unit-I | Clarification Class- | C-12 | Clarification Class- |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Introduction to Swami Dayanand Saraswati: Critique of Religions and Call for turning to Vedanta | C-13 | Lecture |
| Unit-II | Biography of Swami Dayanand Saraswati, major events in his life | C-14 | Lecture |
| Unit-II | Biography of Swami Dayanand Saraswati, major events in his life | C-15 | Lecture |
| Unit-II | Overview of 19th-century Indian society, British colonial rule, and social reforms | C-16 | Lecture |
| Unit-II | Overview of 19th-century Indian society, British colonial rule, and social reforms | C-17 | Lecture |
| Unit-II | Overview of 19th-century Indian society, British colonial rule, and social reforms | C-18 | Lecture |
| Unit-II | Overview of 19th-century Indian society, British colonial rule, and social reforms | C-19 | Lecture |
| Unit-II | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Basic principles of Vedanta and its significance in Hindu philosophy | C-22 | Lecture |
| Unit-II | Basic principles of Vedanta and its significance in Hindu philosophy | C-23 | Lecture |
| Unit-II | Basic principles of Vedanta and its significance in Hindu philosophy | C-24 | Lecture |
| Unit-II | The core tenets of Vedanta and its appeal. | C-25 | Lecture |
| Unit-II | The core tenets of Vedanta and its appeal. | C-26 | Activity |
| Unit-II | Clarification Class | C-27 | Clarification Class- |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | Introduction to Vivekanand as a Nationalist Monk, Aurobindo on Indian Nationalism | C-28 | Lecture |
| Unit-III | Introduction to Vivekanand as a Nationalist Monk, Aurobindo on Indian Nationalism | C-29 | Lecture |
| Unit-III | Excerpts from "Satyarth Prakash | C-30 | Lecture |

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| Unit-III | Excerpts from "Satyarth Prakash | C-31 | Lecture |
| Unit-III | Excerpts from "Satyarth Prakash | C-32 | Lecture |
| Unit-III | Activity | C-33 | Activity |
| Unit-III | Overview of Vedanta philosophy. | C-34 | Lecture |
| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | Overview of Vedanta philosophy. | C-36 | Lecture |
| Unit-IV | Introduction to Tilak: Nationalism and Swaraj, Gandhi: Truth and Non-violence, Swadeshi | C-37 | Lecture |
| Unit-IV | Introduction to Tilak: Nationalism and Swaraj, Gandhi: Truth and Non-violence, Swadeshi | C-38 | Lecture |
| Unit-IV | Understand Tilak's vision of nationalism | C-39 | Lecture |
| Unit-IV | Understand Tilak's vision of nationalism | C-40 | Lecture |
| Unit-IV | Differences between Tilak's nationalism and other contemporary ideas. | C-41 | Lecture |
| Unit-IV | Differences between Tilak's nationalism and other contemporary ideas. | C-42 | Lecture |
| Unit-IV | Clarification Class | C-43 | Clarification Class- |
| Unit-IV | Activity | C-44 | Activity |
| Unit-V | Introduction Savarkar: Hindutva and Social Reforms and Ambedkar: Social Democracy | C-45 | Lecture |
| Unit-V | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-V | Introduction Savarkar: Hindutva and Social Reforms and Ambedkar: Social Democracy | C-47 | Lecture |
| Unit-V | Savarkar's ideas on nationalism, identity, and unity. | C-48 | Lecture |
| Unit-V | Savarkar's ideas on nationalism, identity, and unity. | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| | Presentation | C-50 | Presentation |
| Unit-V | Clarification Class | C-51 | Clarification Class- |
| Unit-VI | Introduction to Ram Manohar Lohia and Jai Prakash Narayan: Socialist | C-52 | Lecture |
| Unit-VI | Lohia's early life, influences, and initial involvement in politics. | C-53 | Lecture |
| Unit-VI | Lohia's early life, influences, and initial involvement in politics. | C-54 | Lecture |
| Unit-VI | Key elements of Lohia's socialist philosophy. | C-55 | Lecture |
| Unit-VI | Key elements of Lohia's socialist philosophy. | C-56 | Lecture |
| Unit-VI | Activity | C-57 | Activity |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-VI | Seminar | C-59 | Seminar |
| Unit-VI | Clarification Class | C-60 | Clarification Class |

BAGE33008-Comparative Constitutions

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|--|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Framing of American Constitution, Salient Features | C-2 | Lecture |
| Unit-I | Framing of American Constitution, Salient Features | C-3 | Lecture |
| Unit-I | Framing of American Constitution, Salient Features | C-4 | Lecture |
| Unit-I | Framing of American Constitution, Salient Features | C-5 | Lecture |
| Unit-I | President of America: Election, Power and Function | C-6 | Lecture |
| Unit-I | President of America: Election, Power and Function | C-7 | Lecture |
| Unit-I | The Congress: Composition, Election to the Congress, Power and Functions | C-8 | Lecture |
| Unit-I | The Congress: Composition, Election to the Congress, Power and Functions | C-9 | Lecture |
| Unit-I | Clarification Class- | C-10 | Clarification Class |
| Unit-I | American Judiciary: Composition and function | C-11 | Lecture |
| Unit-I | American Judiciary: Composition and function | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-I | American Bureaucracy | C-13 | Lecture |
| Unit-I | Party System | C-14 | Lecture |
| Unit-I | Journey of Parliamentary Democracy and evolving of Constitution | C-15 | Lecture |
| Unit I | Journey of Parliamentary Democracy and evolving of Constitution | C-16 | Lecture |
| Unit-I | British Prime Minister | C-17 | Lecture |
| Unit-I | British Prime Minister | C-18 | Lecture |
| Unit-I | Parliament | C-19 | Lecture |
| Unit-I | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-I | Clarification Class | C-22 | Clarification Class |
| Unit-II | Parliament | C-23 | Lecture |
| Unit-II | Parliament | C-24 | Lecture |
| Unit-II | Judiciary | C-25 | Lecture |
| Unit-II | Judiciary | C-26 | Activity |
| Unit-II | Bureaucracy | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Bureaucracy | C-28 | Lecture |
| Unit-II | Party System | C-29 | Lecture |
| Unit-II | Framing of Constitution, Salient features | C-30 | Lecture |
| Unit-II | Framing of Constitution, Salient features | C-31 | Lecture |
| Unit-II | Clarification Class | C-32 | Clarification Class |
| Unit-III | Activity | C-33 | Activity |
| Unit-III | Executive | C-34 | Lecture |
| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | Executive | C-36 | Lecture |
| Unit-III | Legislature | C-37 | Lecture |
| Unit-III | Legislature | C-38 | Lecture |

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| Unit-III | Judiciary | C-39 | Lecture |
| Unit-III | Judiciary | C-40 | Lecture |
| Unit-III | Bureaucracy | C-41 | Lecture |
| Unit-III | Bureaucracy | C-42 | Lecture |
| Unit-IV | Clarification Class | C-43 | Clarification Class |
| Unit-IV | Activity | C-44 | Lecture |
| Unit-IV | Salient Features, Objective of the Constitution | C-45 | |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-IV | Salient Features, Objective of the Constitution | C-47 | Lecture |
| Unit-IV | Salient Features, Objective of the Constitution | C-48 | Lecture |
| Unit-IV | Executive | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-IV | Executive | C-50 | Lecture |
| Unit-IV | Presentation | C-51 | Presentation |
| Unit-IV | Executive | C-52 | Lecture |
| Unit-IV | Legislature | C-53 | Lecture |
| Unit-IV | Judiciary | C-54 | Lecture |
| Unit-IV | Bureaucracy | C-55 | Lecture |
| Unit-IV | Communist Party of China | C-56 | Lecture |
| Unit-IV | Clarification Class- | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-IV | Seminar | C-59 | Seminar |
| Unit-IV | Activity | C-60 | Activity |

BAGE33009-India's Security Environment

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|---|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | India as a Military Power | C-2 | Lecture |
| Unit-I | India as a Military Power | C-3 | Lecture |
| Unit-I | India as a Military Power | C-4 | Lecture |
| Unit-I | India as a Military Power | C-5 | Lecture |
| Unit-I | India as an Economic Power | C-6 | Lecture |
| Unit-I | India as an Economic Power | C-7 | Lecture |
| Unit-I | India as an Economic Power | C-8 | Lecture |
| Unit-I | India's Soft Power | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| Unit-I | India's Soft Power | C-11 | Lecture |
| Unit-I | India's Soft Power | C-12 | Lecture |
| | Home Assignments | | Home Assignment |
| Unit-I | India's Soft Power | C-13 | Lecture |
| Unit-I | Strategic Interests of the Major Powers in South Asia | C-14 | Lecture |
| Unit-I | Strategic Interests of the Major Powers in South Asia | C-15 | Lecture |
| Unit-I | Strategic Interests of the Major Powers in South Asia | C-16 | Lecture |
| Unit-I | Military and strategic Threat from China | C-17 | Lecture |
| Unit-I | Military and strategic Threat from China | C-18 | Lecture |
| Unit-I | Military and strategic Threat from China | C-19 | Lecture |
| Unit-I | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-I | Clarification Class- | C-22 | Clarification Class |
| Unit-II | Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan | C-23 | Lecture |
| Unit-II | Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan | C-24 | Lecture |
| Unit-II | Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan | C-25 | Lecture |
| Unit-II | Activity | C-26 | Activity |
| Unit-II | Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan | C-27 | Lecture |
| | Take Home Assignments | | Home assignment |
| Unit-II | Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan | C-28 | Lecture |
| Unit-II | Clarification Class- | C-29 | Clarification Class |
| Unit-III | Left Extremism in India | C-30 | Lecture |
| Unit-III | Left Extremism in India | C-31 | Lecture |
| Unit-III | Left Extremism in India | C-32 | Lecture |

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| Unit-III | Activity | C-33 | Activity |
| Unit-III | Left Extremism in India | C-34 | Lecture |
| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | Left Extremism in India | C-36 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-37 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-38 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-39 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-40 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-41 | Lecture |
| Unit-III | Illegal Migrants settled in India | C-42 | Lecture |
| Unit-III | Clarification Class | C-43 | Clarification Class |
| Unit-IV | Activity | C-44 | Lecture |
| Unit-IV | India, United States, Japan in Indo-Pacific Region | C-45 | |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-IV | India, United States, Japan in Indo-Pacific Region | C-47 | Lecture |
| Unit-IV | India, United States, Japan in Indo-Pacific Region | C-48 | Lecture |
| Unit-IV | India, United States, Japan in Indo-Pacific Region | C-49 | Lecture |
| | Take Home Assignment | | Home Assignment |
| Unit-IV | India, United States, Japan in Indo-Pacific Region | C-50 | Lecture |
| Unit-IV | Presentation | C-51 | Presentation |
| Unit-IV | India and China Competing for influence in South Asia | C-52 | Lecture |
| Unit-IV | India and China Competing for influence in South Asia | C-53 | Lecture |
| Unit-IV | India and China Competing for influence in South Asia | C-54 | Lecture |
| Unit-IV | India and China Competing for influence in South Asia | C-55 | Lecture |
| Unit-IV | India and China Competing for influence in South Asia | C-56 | Lecture |
| Unit-IV | Clarification Class | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-IV | Seminar | C-59 | Seminar |
| Unit-IV | Activity | C-60 | Activity |

BAGE34008-Comparative Economic Development

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|--|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Introduction to Comparative Economic Development | C-2 | Lecture |
| Unit-I | Introduction to Comparative Economic Development | C-3 | Lecture |
| Unit-I | Introduction to Comparative Economic Development | C-4 | Lecture |
| Unit-I | Introduction to Comparative Economic Development | C-5 | Lecture |
| Unit-I | Perspectives on Comparative Economic Development | C-6 | Lecture |
| Unit-I | Perspectives on Comparative Economic Development | C-7 | Lecture |
| Unit-I | Perspectives on Comparative Economic Development | C-8 | Lecture |
| Unit-I | Perspectives on Comparative Economic Development | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| Unit-II | Agriculture sector in India | C-11 | Lecture |
| Unit-II | Agriculture sector in India | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Agriculture sector in India | C-13 | Lecture |
| Unit-II | Agriculture sector in India | C-14 | Lecture |
| Unit-II | Agrarian and land relations and agrarian surplus in industrialisation and economic development | C-15 | Lecture |
| Unit-II | Agrarian and land relations and agrarian surplus in industrialisation and economic development | C-16 | Lecture |
| Unit-II | Agrarian and land relations and agrarian surplus in industrialisation and economic development | C-17 | Lecture |
| Unit-II | Agrarian and land relations and agrarian surplus in industrialisation and economic development | C-18 | Lecture |
| Unit-II | Agrarian and land relations and agrarian surplus in industrialisation and economic development | C-19 | Lecture |
| Unit-II | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Clarification Class | C-22 | Clarification Class- |
| Unit-III | The industrialisation process, | C-23 | Lecture |
| Unit-III | The industrialisation process, | C-24 | Lecture |
| Unit-III | The industrialisation process, | C-25 | Lecture |
| Unit-III | Activity | C-26 | Activity |
| Unit-III | The factory system | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | The factory system | C-28 | Lecture |
| Unit-III | The factory system | C-29 | Lecture |
| Unit-III | The factory system | C-30 | Lecture |
| Unit-III | The factory system | C-31 | Lecture |
| Unit-III | Clarification Class- | C-32 | Clarification Class- |
| Unit-III | Activity | C-33 | Activity |
| Unit-III | Presentation | C-34 | Presentation |

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| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | Making of the industrial working class | C-36 | Lecture |
| Unit-III | Making of the industrial working class | C-37 | Lecture |
| Unit-III | Making of the industrial working class | C-38 | Lecture |
| Unit-III | Making of the industrial working class | C-39 | Lecture |
| Unit-III | Making of the industrial working class | C-40 | Lecture |
| Unit-III | Making of the industrial working class | C-41 | Lecture |
| Unit-III | Making of the industrial working class | C-42 | Lecture |
| Unit-III | Clarification Class | C-43 | Clarification Class |
| Unit-III | Activity | C-44 | Activity |
| | Class Room Assignment | C-45 | Class Room Assignment |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-46 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-47 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-48 | Lecture |
| | Take Home Assignment | C-49 | Take Home Assignment |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | | Lecture |
| Unit-IV | Presentation | C-50 | Presentation |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-51 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-52 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-53 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-54 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-55 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-56 | Lecture |
| Unit-IV | The Role of the State in Industrial and Developmental Transition. | C-57 | Lecture |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-IV | Seminar | C-59 | Seminar |
| Unit-IV | Clarification Class | C-60 | Clarification Class |

BAGE34009-Political Economy II

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|---|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Introduction | C-2 | Lecture |
| Unit-I | Historical Overview: | C-3 | Lecture |
| Unit-I | Perspective on political economy with a historical overview | C-4 | Lecture |
| Unit-I | Perspective on political economy with a historical overview | C-5 | Lecture |
| Unit-I | Perspective on political economy with a historical overview | C-6 | Lecture |
| Unit-I | Capitalist development in the pre Second World War period, the 'Golden Age' and later | C-7 | Lecture |
| Unit-I | Capitalist development in the pre Second World War period, the 'Golden Age' and later | C-8 | Lecture |
| Unit-I | Capitalist development in the pre Second World War period, the 'Golden Age' and later | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| Unit-II | Changing Dynamics of Capitalist Production, | C-11 | Lecture |
| Unit-II | Changing Dynamics of Capitalist Production | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Changing Dynamics of Capitalist Production | C-13 | Lecture |
| Unit-II | Changing Dynamics of Capitalist Production | C-14 | Lecture |
| Unit-II | Organisational Form and Labour Process: Fordist and Post-Fordist production. | C-15 | Lecture |
| Unit-II | Organisational Form and Labour Process: Fordist and Post-Fordist production. | C-16 | Lecture |
| Unit-II | Organisational Form and Labour Process: Fordist and Post-Fordist production. | C-17 | Lecture |
| Unit-II | Organisational Form and Labour Process: Fordist and Post-Fordist production. | C-18 | Lecture |
| Unit-II | Organisational Form and Labour Process: Fordist and Post-Fordist production. | C-19 | Lecture |
| Unit-II | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Clarification Class- | C-22 | Clarification Class |
| Unit-III | The State in the Era of Globalisation Introduction | C-23 | Lecture |
| Unit-III | Globalisation Era - Ideology, Theory and Practice: | C-24 | Lecture |
| Unit-III | Globalisation Era - Ideology, Theory and Practice: | C-25 | Lecture |
| Unit-III | Theoretical foundations and ideological underpinnings of the neoliberal state; | C-26 | Activity |
| Unit-III | Theoretical foundations and ideological underpinnings of the neoliberal state; | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | The neoliberal statein practice: social contradictions, instability | C-28 | Lecture |
| Unit-III | The neoliberal statein practice: social contradictions, instability | C-29 | Lecture |
| Unit-III | The nature of resolutions in a globalized world | C-30 | Lecture |

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| Unit-III | The nature of resolutions in a globalized world | C-31 | Lecture |
| Unit-III | Activity | C-32 | Activity |
| Unit-III | Clarification Class | C-33 | Clarification Class- |
| Unit-IV | The Changing Role of Finance | C-34 | Lecture |
| Unit-IV | Quiz I | C-35 | Quiz |
| Unit-IV | The Changing Role of Finance | C-36 | Lecture |
| Unit-IV | The Changing Role of Finance | C-37 | Lecture |
| Unit-IV | The changing role of finance in the dynamics of capital accumulation | C-38 | Lecture |
| Unit-IV | The changing role of finance in the dynamics of capital accumulation | C-39 | Lecture |
| Unit-IV | The changing role of finance in the dynamics of capital accumulation | C-40 | Lecture |
| Unit-IV | The changing role of finance in the dynamics of capital accumulation | C-41 | Lecture |
| Unit-IV | The changing role of finance in the dynamics of capital accumulation | C-42 | Lecture |
| Unit-IV | Clarification Class- | C-43 | Clarification Class- |
| Unit-IV | Activity | C-44 | Lecture |
| Unit-V | The changing role of finance in the dynamics of capital accumulation | C-45 | |
| | Class Room Assignment | C-46 | Class Room Assignment |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-47 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-48 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-49 | Lecture |
| Unit-V | Take Home Assignment | | Take Home Assignment |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-50 | Lecture |
| Unit-V | Presentation | C-51 | Presentation |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-52 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-53 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-54 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-55 | Lecture |
| Unit-V | The shifts in corporate structure; Financialisation: its nature and consequences | C-56 | Lecture |
| Unit-V | Clarification Class- | C-57 | Clarification Class- |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit -V | Seminar | C-59 | Seminar |
| Unit -V | Activity | C-60 | Activity- IV |

BAGE34010- Data Analysis

| Unit | Particulars | Class No. | Pedagogy of Class |
|----------|---|-----------|-----------------------|
| Unit-I | Introduction About the Subject and COS, POS | C-1 | Lecture |
| Unit-I | Introduction to the course: | C-2 | Lecture |
| Unit-I | Introduction to the course | C-3 | Lecture |
| Unit-I | Introduction to the course | C-4 | Lecture |
| Unit-I | How can the representation and analysis of data help us study real-world problems. | C-5 | Lecture |
| Unit-I | How can the representation and analysis of data help us study real-world problems | C-6 | Lecture |
| Unit-I | How can the representation and analysis of data help us study real-world problems | C-7 | Lecture |
| Unit-I | Publicly available data sets | C-8 | Lecture |
| Unit-I | Publicly available data sets | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| | Take Home Assignments | | Take Home Assignments |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-11 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-12 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-13 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-14 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-15 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-16 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-17 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-18 | Lecture |
| Unit-II | Using Data: Available statistical software, steps in data storage, organization and cleaning | C-19 | Lecture |
| Unit-II | Activity | C-20 | Activity |
| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Clarification Class- | C-22 | Clarification Class |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-23 | Lecture |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-24 | Lecture |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-25 | Lecture |
| Unit-III | Activity | C-26 | Activity |
| Unit-III | Visualization and Representation: Alternative | C-27 | Lecture |

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| | forms of presenting summarizing and presenting data | | |
| | Take Home Assignment | | Take Home Assignments |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-28 | Lecture |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-29 | Lecture |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-30 | Lecture |
| Unit-III | Visualization and Representation: Alternative forms of presenting summarizing and presenting data | C-31 | Lecture |
| Unit-III | Activity | C-32 | Activity |
| Unit-III | Clarification Class | C-33 | Clarification Class |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-34 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-35 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-36 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-37 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-38 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-39 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-40 | Lecture |
| Unit-IV | Simple estimation techniques and tests of statistical inference | C-41 | Lecture |
| Unit-IV | Quiz | C-42 | Quiz |
| Unit-IV | Clarification Class | C-43 | Clarification Class |
| Unit-IV | Activity | C-44 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-45 | Lecture |
| | Classroom Assignment | C-46 | Class Room Assignment |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-47 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-48 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-49 | Lecture |
| | Take Home Assignment | | Take Home Assignment |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-50 | Lecture |
| Unit-V | Presentation | C-51 | Presentation |
| Unit-V | Simple estimation techniques and tests of statistical | C-52 | Lecture |

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| | inference | | |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-53 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-54 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-55 | Lecture |
| Unit-V | Simple estimation techniques and tests of statistical inference | C-56 | Lecture |
| Unit-V | Clarification Class- | C-57 | Clarification Class |
| | Class Room Assignment | C-58 | Class Room Assignment |
| Unit-V | Seminar | C-59 | Seminar |
| Unit-V | Activity | C-60 | Activity |

GEC066008-Women's studies (GE)

| Unit | Particulars | Class No. | Pedagogy of Class |
|-------------|---|------------------|--------------------------|
| Unit-I | Introduction About the Subject and COs, POs | C-1 | Lecture |
| Unit -I | Meaning and Concept, Women's Studies as an academic discipline, | C-2 | Lecture |
| Unit-I | Meaning and Concept, Women's Studies as an academic discipline, | C-3 | Lecture |
| Unit-I | Meaning and Concept, Women's Studies as an academic discipline, | C-4 | Lecture |
| Unit-I | Meaning and Concept, Women's Studies as an academic discipline, | C-5 | Lecture |
| Unit-I | Emergence of Women Studies in India | C-6 | Lecture |
| Unit-I | Emergence of Women Studies in India | C-7 | Lecture |
| Unit-I | Emergence of Women Studies in India | C-8 | Lecture |
| Unit-I | Interdisciplinary Nature of Women's Studies, Need and Scope of Women's Studies, | C-9 | Lecture |
| Unit-I | Interdisciplinary Nature of Women's Studies, Need and Scope of Women's Studies, | C-10 | Lecture |
| Unit-I | Challenges of Women's studies. | C-11 | Lecture |
| Unit-I | Challenges of Women's studies. | C-12 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-I | Clarification Class | C-13 | Clarification Class |
| Unit-II | Difference between Sex and Gender, Social Construction of Gender Different Gender Norms for Women and Men, Notions of Masculinity and Femininity, | C-14 | Lecture |
| Unit-II | Difference between Sex and Gender, Social Construction of Gender Different Gender Norms for Women and Men, Notions of Masculinity and Femininity, | C-15 | Lecture |
| Unit-II | Difference between Sex and Gender, Social Construction of Gender Different Gender Norms for Women and Men, Notions of Masculinity and Femininity, | C-16 | Lecture |
| Unit-II | Difference between Sex and Gender, Social Construction of Gender Different Gender Norms for Women and Men, Notions of Masculinity and Femininity, | C-17 | Lecture |
| Unit-II | Difference between Sex and Gender, Social Construction of Gender Different Gender Norms for Women and Men, Notions of Masculinity and Femininity, | C-18 | Lecture |
| Unit-II | Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization | C-19 | Lecture |
| Unit-II | Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization | C-20 | Activity |

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| | Class Room Assignment | C-21 | Class Room Assignment |
| Unit-II | Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization | C-22 | Lecture |
| Unit-II | Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization | C-23 | Lecture |
| Unit-II | Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization | C-24 | Lecture |
| Unit-II | Clarification Class | C-25 | Clarification Class |
| Unit--III | Activity | C-26 | Activity |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-27 | Lecture |
| | Take Home Assignments | | Take Home Assignments |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-28 | Lecture |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-29 | Lecture |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-30 | Lecture |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-31 | Lecture |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-32 | Lecture |
| Unit-III | Activity | C-33 | Activity |
| Unit-III | Characteristics of Patriarchal and Matriarchal Societies | C-34 | Lecture |
| Unit-III | Quiz | C-35 | Quiz |
| Unit-III | What is Matrilineal and Matrilocal Systems | C-36 | Lecture |
| Unit-III | What is Matrilineal and Matrilocal Systems | C-37 | Lecture |
| Unit-III | What is Matrilineal and Matrilocal Systems | C-38 | Lecture |
| Unit-III | Difference between Matrilineal and Matrilocal Systems | C-39 | Lecture |
| Unit-III | Difference between Matrilineal and Matrilocal Systems | C-40 | Lecture |
| Unit-III | Difference between Matrilineal and Matrilocal Systems | C-41 | Lecture |
| Unit-III | Clarification Class | C-42 | Clarification Class |
| Unit-III | Activity | C-43 | Activity |
| Unit-IV | Definition and Concept of Feminism | C-44 | Lecture |
| | Class Room Assignment | C-45 | Class Room Assignment |
| Unit-IV | Definition and Concept of Feminism | C-46 | Lecture |
| Unit-IV | Origin and Growth of Feminist Movement Seneca Falls Convention, 1948 | C-47 | Lecture |
| Unit-IV | Origin and Growth of Feminist Movement Seneca Falls Convention, 1948 | C-48 | Lecture |
| Unit-IV | Origin and Growth of Feminist Movement Seneca Falls Convention, 1948 | C-49 | Lecture |

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| | Take Home Assignment | | Take Home Assignment |
| Unit-IV | Kinds of Feminism- Liberal Feminism, Mary Wollstonecraft: The Vindication of the Rights of Women, 1792, Marxist Feminism | C-50 | Presentation |
| Unit-IV | Kinds of Feminism- Liberal Feminism, Mary Wollstonecraft: The Vindication of the Rights of Women, 1792, Marxist Feminism | C-51 | Lecture |
| Unit-IV | Kinds of Feminism- Liberal Feminism, Mary Wollstonecraft: The Vindication of the Rights of Women, 1792, Marxist Feminism | C-52 | Lecture |
| Unit-IV | Kinds of Feminism- Liberal Feminism, Mary Wollstonecraft: The Vindication of the Rights of Women, 1792, Marxist Feminism | C-53 | Lecture |
| Unit-IV | Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949. | C-54 | Lecture |
| Unit-IV | Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949. | C-55 | Lecture |
| Unit-IV | Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949. | C-56 | Lecture |
| Unit-IV | Activity | C-57 | Activity |
| Unit- IV | Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949. | C-58 | Lecture |
| Unit-IV | Friedrich Engels: Origin of Family Private Property and the State, 1884, Socialist Feminism, Radical Feminism, Simone de Beauvoir: The Second Sex, 1949. | C-59 | Seminar |
| Unit-IV | Clarification Class | C-60 | Clarification Class |

GEC066005-Research Problem, Interpretation and Report Writing (GE)

| Unit | Particulars | Class No. | Pedagogy of Class |
|-------------|--|------------------|--------------------------|
| Unit-I | Introduction About the Subject and COs, POs | C-1 | Lecture |
| Unit-I | Introduction to the Research Problem | C-2 | Lecture |
| Unit-I | Introduction to the Research Problem | C-3 | Lecture |
| Unit-I | Introduction to the Research Problem | C-4 | Lecture |
| Unit-I | Selecting the Problem | C-5 | Lecture |
| Unit-I | Selecting the Problem | C-6 | Lecture |
| Unit-I | Necessity of Defining the Problem | C-7 | Lecture |
| Unit-I | Technique Involved in Defining a Problem | C-8 | Lecture |
| Unit-I | Framing of Hypothesis | C-9 | Lecture |
| Unit-I | Clarification Class | C-10 | Clarification Class |
| Unit-II | An Introduction to Testing of Hypotheses | C-11 | Lecture |
| Unit-II | What is a Hypothesis? | C-12 | Lecture |
| | Take Home Assignments | | Home Assignments |
| Unit-II | Basic Concepts Concerning Testing of Hypotheses, | C-13 | Lecture |
| Unit-II | Basic Concepts (Continued) | C-14 | Lecture |
| Unit-II | Procedure for Hypothesis Testing, | C-15 | Lecture |
| Unit-II | Flow Diagram for Hypothesis Testing, | C-16 | Lecture |
| Unit-II | Measuring the Power of a Hypothesis Test, | C-17 | Lecture |
| Unit-II | Tests of Hypotheses, | C-18 | Lecture |
| Unit-II | Important Parametric Tests, | C-19 | Lecture |
| Unit-II | Limitations of the Tests of Hypotheses | C-20 | Lecture |
| Unit-II | Classroom Assignment | C-21 | Class Assignment |
| Unit-II | Clarification Class | C-22 | Clarification Class |
| Unit-III | Meaning of Interpretation | C-23 | Lecture |
| Unit-III | Basic Concepts involved in interpretation | C-24 | Lecture |
| Unit-III | Basic Concepts involved in interpretation | C-25 | Lecture |
| Unit-III | Activity | C-26 | Activity |
| Unit-III | Technique of Interpretation | C-27 | Lecture |
| | Home Assignment | | Home Assignments |
| Unit-III | Technique of Interpretation | C-28 | Lecture |
| Unit-III | Technique of Interpretation | C-29 | Lecture |
| Unit-III | Precaution in Interpretation | C-30 | Lecture |
| Unit-III | Precaution in Interpretation | C-31 | Lecture |
| Unit-III | Clarification Class | C-32 | Clarification Class |
| Unit-III | Activity | C-33 | Activity |
| Unit-IV | Report Writing – An Overview | C-34 | Lecture |
| Unit-IV | Significance of Report Writing | C-35 | Quiz |
| Unit-IV | Different Steps in Writing Report | C-36 | Lecture |
| Unit-IV | Layout of the Research Report | C-37 | Lecture |
| Unit-IV | Types of Reports | C-38 | Lecture |
| Unit-IV | Oral Presentation | C-39 | Lecture |
| Unit-IV | Mechanics of Writing a Research Report, | C-40 | Lecture |
| Unit-IV | Precautions for Writing Research Reports, | C-41 | Lecture |
| Unit-IV | Presentation of Thesis; | C-42 | Lecture |
| Unit-IV | Activity | C-43 | Activity |
| Unit-IV | Preliminaries, | C-44 | Lecture |
| | Classroom Assignment | C-45 | Class Room Assignment |

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| Unit-IV | The text; Setting of the text, Style of text, The Footnote, Conclusions and Suggestions, Summary, The end matter | C-46 | Lecture |
| Unit-IV | The text; Setting of the text, Style of text, The Footnote, Conclusions and Suggestions, Summary, The end matter | C-47 | Lecture |
| Unit-IV | The text; Setting of the text, Style of text, The Footnote, Conclusions and Suggestions, Summary, The end matter | C-48 | Lecture |
| Unit-IV | Clarification Class | C-49 | Clarification Class |
| | Take Home Assignment | | Home Assignment |
| Unit-V | Presentation | C-50 | Presentation |
| Unit-V | Computer applications – Introduction | C-51 | Lecture |
| Unit-V | Computers and Researcher, Digital materials for research | C-52 | Lecture |
| Unit-V | Collection of data from inter net | C-53 | Lecture |
| Unit-V | Concept of Public domain and Use of material available on internet | C-54 | Lecture |
| Unit-V | An Introduction to Style sheet, Style of the Text, Words, spellings, usages | C-55 | Lecture |
| Unit-V | Non-English words, phrases, including Indian words | C-56 | Lecture |
| Unit-V | Punctuation, A full stop A colon A semicolon A comma (,), Quotation marks Round brackets Square brackets Dash), Hyphen (-), Conclusion | C-57 | Lecture |
| Unit-V | Punctuation, A full stop (.), A colon (:), A semicolon (;), A comma (,), Quotation marks Round brackets (), Square brackets [], Dash (—), Hyphen (-), Conclusion | C-58 | Lecture |
| | Classroom Assignment | C-59 | Class Room Assignment |
| Unit-V | Clarification Class | C-60 | Clarification Class |

Note:

This is a tentative lesson plan. The same may change from faculty to faculty as per the teaching pedagogy adopted by the faculty.

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