



ROYAL GLOBAL UNIVERSITY  
GUWAHATI

**ROYAL SCHOOL OF  
HUMANITIES AND SOCIAL  
SCIENCE (RSHSS)**

**DEPARTMENT OF  
ADMINISTRATIVE SERVICES**

**COURSE STRUCTURE & SYLLABUS  
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR**

**BA in Administrative Services  
(4 YEARS SINGLE MAJOR)**

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**W.E.F  
AY-2023-24**

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## **STRUCTURE OF THE SYLLABUS FOR B.A. (Hons.) ADMINISTRATIVE SERVICES**

<b>1<sup>st</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M101	Principles of Public Administration	Level 100	3	2-1-0
Major (Core)	ADM182M102	Organizational Behavior and Accountability	Level 100	3	2-1-0
Minor	ADM182N101	Indian Political System	Level 100	3	2-1-0
Interdisciplinary (IDC)	IKS992K101	Introduction to Indian Knowledge System - I	Level 100	3	2-1-0
Ability Enhancement course (AEC)	CEN982A101	CEN I: Introduction to Effective Communication	Level 100	1	1-0-0
Ability Enhancement course (AEC)	BHS982A102	Behavioural Science- 1	Level 100	1	1-0-0
Skill Enhancement Course (SEC)	ADM182S121	Exit Poll	Level 100	3	2-1-0
Value Added Course (VAC)		Ethics in Indian Constitution	Level 100	3	2-1-0
SWAYAM Course				4	
<b>TOTAL CREDIT FOR 1<sup>st</sup> SEMESTER</b>				<b>24</b>	
<b>2<sup>nd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M201	Comparative Public Administration and Development	Level 100	3	2-1-0
Major (Core)	ADM182M202	Climatology and Oceanography	Level 100	3	2-1-0
Minor	ADM182N201	Electoral System in India	Level 100	3	2-1-0
Interdisciplinary (IDC)	IKS992K201	Introduction to Indian Knowledge System - II	Level 100	3	2-1-0
Ability Enhancement	CEN982A201	CEN II: Approaches	Level 100	1	1-0-0

course (AEC)		to Verbal and Non-Verbal Communication			
Ability Enhancement course (AEC)	BHS982A202	Behavioural Science- II	Level 100	1	1-0-0
Skill Enhancement Course (SEC)	ADM182S201	Constitutional Studies	Level 100	3	2-1-0
Value Added Course (VAC)	VAC992V2420	Indian Polity and Governance	Level 100	3	2-1-0
SWAYAM Course				4	
<b>TOTAL CREDIT FOR 2<sup>nd</sup> SEMESTER</b>				<b>24</b>	
<b>3<sup>rd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M301	Public Administration and Administrative Law	Level 200	4	3-1-0
Major (Core)	ADM182M302	State and District Administration	Level 200	4	3-1-0
Minor	ADM182N301	Public Sector Undertakings and Organisations	Level 200	4	3-1-0
Interdisciplinary (IDC)	ADM182I301	Strategic Studies	200	3	2-1-0
Ability Enhancement course (AEC)	CEN982A301	CEN III: Fundamentals of Business Communication	200	1	1-0-0
Ability Enhancement course (AEC)	BHS982A302	Behavioural Science- III	200	1	1-0-0
Skill Enhancement Course (SEC)	ADM182S321	Film Studies	200	3	2-0-1
SWAYAM Course				4	
<b>TOTAL CREDIT FOR 3<sup>rd</sup> SEMESTER</b>				<b>24</b>	

<b>4<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M401	Public Policies and Plan Priorities	Level 200	4	3-1-0
Major (Core)	ADM182M402	Rural and Urban Local Government	Level 200	4	3-1-0
Major (Core)	ADM182M403	Indian Polity and Constitution	Level 200	4	3-1-0
Minor	ADM182N401	International Relations	Level 200	3	2-1-0
Minor	ADM182N402	Peace and Conflict Management	Level 200	3	2-1-0
Ability Enhancement course (AEC)	CEN982A401	CEN IV: Business Communication: Concepts and Skills	200	1	1-0-0
Ability Enhancement course (AEC)	BHS982A402	Behavioural Sciences-IV	200	1	1-0-0
SWAYAM Course				4	
<b>TOTAL CREDIT FOR 4<sup>th</sup> SEMESTER</b>				<b>24</b>	
<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M501	Indian Economy and Economy of Assam	Level 300	4	3-1-0
Major (Core)	ADM182M502	Indian Geography and Geography of Assam	Level 300	4	3-1-0
Major (Core)	ADM182M503	Public Sector Undertakings and Organization	Level 300	4	3-1-0
Minor	ADM182N501	Indian Polity and Constitution	Level 200	4	3-1-0
Major	ADM182M521	Internship	Level 300	4	0-0-4
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER</b>				<b>20</b>	
<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M601	Indian Economics	Level 300	4	3-1-0
Major (Core)	ADM182M602	Research Methodology I	Level 300	4	3-1-0

Major (Core)	ADM182M603	World Geography	Level 300	4	3-1-0
Major (Core)	ADM182M604	Post-Independence History	Level 300	4	3-1-0
Minor	ADM182N601	Biodiversity, Environment, Security and Disaster Management in Assam	Level 200	4	3-1-0
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER</b>				<b>20</b>	
<b>7<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M701	Internal Security of India	Level 400	4	3-1-0
Major (Core)	ADM182M702	Ethics in Administration	Level 400	4	3-1-0
Major (Core)	ADM182M703	Indian Geography: Physical	Level 400	4	3-1-0
Major (Core)	ADM182M704	Political and Administrative System of Assam	Level 400	4	3-1-0
Minor	ADM182N701	Public policy and administration in India	Level 300	4	3-1-0
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER</b>				<b>20</b>	
<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	ADM182M801	World History	Level 400	4	3-1-0
Major (Core)	ADM182M802	Research Methodology II	Level 400	4	3-1-0
Major (Core)	ADM182M821	Dissertation	Level 400	8	-
Minor	ADM182N801	Research Methodology	Level 400	4	3-1-0
		<b>In lieu of Dissertation</b>			
Major (Core)	ADM182M804	Assam History and Ahom Administration	Level 200	4	3-1-0
Major (Core)	ADM182M805	International Relations and Foreign Affairs	Level 200	4	3-1-0
Major (Core)	ADM182M806	Human Rights: Theory and Practice	Level 200	4	3-1-0
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>SEMESTER I (Major)</b>
<b>Paper Name: Principles of Public Administration</b> <b>Paper Code: ADM182M101</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

**Course Objectives:**

*The purpose of this is to give students a thorough understanding of the principles of administration so that the students will be able to start preparing for the Civil Services. To help the students to analyze the basic principles and approaches of Public Administration. The course will also increase student's ability to comprehend the dynamics (both ecological and others) relating to public organizations.*

<b>CO1</b>	To remember the scope and significance of Public Administration.	<b>BT1</b>
<b>CO2</b>	To understand the basic principles and concepts of public administration.	<b>BT2</b>
<b>CO3</b>	To apply various techniques and theories related to public administration.	<b>BT3</b>
<b>CO4</b>	To analyze various management techniques.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction: Public Administration</b> 1. Meaning, Scope and Significance of Public Administration 2. Wilson's vision of Public Administration. 3. Evolution of Public Administration	<b>15</b>
<b>II</b>	<b>New Public Administration</b> 1. New Public Administration: Concepts & Approaches 2. Challenges of Liberalisation, Privatisation & Globalisation 3. Good Governance: Concept & Application	<b>15</b>
<b>III</b>	<b>Administrative Theories</b> 1. Scientific Management and its Movement 2. Weber's Bureaucratic Model - its critique 3. Post-Weberian Developments	<b>15</b>
<b>IV</b>	<b>Human Relations theory</b> 1. Human Relations School (Elton Mayo and others) 2. Functions of the Executive (C.I. Barnard) 3. Simon's Decision-Making Theory	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi
2. Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, Not Steering (4th Edition). Routledge: New York
3. Drucker, Peter F (1993) Management: Tasks, Responsibilities, Practices. Harper Collins: New York

**Reference Books:**

4. Avasthti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal: Agra
5. Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi
6. Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut
7. Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi
8. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi

<b>SEMESTER I (Major)</b>
<b>Paper Name: Organizational Behavior and Accountability</b> <b>Paper Code: ADM182M102</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

**Course Objectives:**

*To help the students analyze the theories and principles of Administration as a discipline. The course will also increase students' ability to comprehend the dynamics and role of the bureaucracy and administration. To enhance student's decision-making ability and develop communication skills.*

<b>CO1</b>	To remember leadership and organizational theories.	<b>BT1</b>
<b>CO2</b>	To understand the process and techniques of decision making.	<b>BT2</b>
<b>CO3</b>	To apply organizational theories.	<b>BT3</b>
<b>CO4</b>	To analyze the structure of various institutions.	<b>BT4</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Administrative Behavior:</b> 1. Process and Techniques of Decision-making 2. Communication Moral	<b>15</b>
<b>II</b>	<b>Motivational and Leadership theories</b> 1. Motivation Theories 2. Content, Process & Contemporary Theories of Leadership (Traditional & Modern)	<b>15</b>
<b>III</b>	<b>Organizations Theories</b> 1. Systems, contingency 2. Structure and forms: Ministries and Departments, Corporations, Companies	<b>15</b>
<b>IV</b>	<b>Boards &amp; Commissions</b> 1. Ad hoc and advisory bodies 2. Regulatory Authorities 3. Public - Private Partnerships	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. George, C S (1974) *The History of Management Thought*. Prentice Hall: New Delhi
2. Gross, B (1968) *Organizations and their Managing*. Free Press: New York
3. Laxmikanth, M (2017) *Administrative Theory*. McGraw Hill Education: New Delhi

**Reference Books:**

4. Appleby, Paul (1947) *Toward Better Public Administration*,  
*Public Administration Review*, Vol. 7, No. 2, Pp. 93–99
5. Blau, P M (1987) *Bureaucracy in Modern Society*. Random House: New York
6. Clapp, Gordon (1948) *Public Administration in an  
Advancing South*, *Public Administration Review* Vol. 8,  
No. 2.Pp. 169–75
7. Denhardt, Robert B and Denhardt, Janet V (2009) *Public  
Administration: An Action Orientation (6thEdition)*. Thomson  
Wadsworth: Belmont CA
8. Etzioni, A (1964) *Modern Organizations*. Prentice Hall: New Delhi

<b>SEMESTER I (Minor)</b>
<b>Paper Name: Indian Political System</b> <b>Paper Code: ADM182N101</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

**Course Objectives:**

*To make the students understand the making of the constitution of India and its salient features. The object shall be achieved by dealing with the understanding the concepts of the organs of the government. It will introduce the students with the role of electoral process in Indian political system and the changing nature of the political parties in the Indian Politics.*

<b>CO1</b>	To define the basic political institutions and its nature along with the Constitution of India.	<b>BT1</b>
<b>CO2</b>	To know about the organs of the government of India and the nature of federalism, party system and the changing roles of the electoral system in India.	<b>BT2</b>
<b>CO3</b>	To determine and examine the role of public institutions in social development.	<b>BT3</b>
<b>CO4</b>	To debate on the issues of public importance.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Making of the Constitution</b> 1. Philosophy of the Constitution, 2. Basic structure and salient features of the Constitution of India	<b>15</b>
<b>II</b>	<b>Rights &amp; Duties in the Indian Constitution</b> 1. Fundamental Rights and Fundamental Duties 2. Directive Principles of State Policies	<b>15</b>
<b>III</b>	<b>Organs of the Government</b> 1. Composition and role of Legislature, Executive & Judiciary: 2. Independence of Judiciary, High Courts and Supreme Court 3. Judicial Review & Activism	<b>15</b>
<b>IV</b>	<b>Nature of Indian Federalism, Politics and Elections</b> 1. Features of Federalism, 2. Federal and Non-Federal or Unitary features of the Constitution of India 3. Secularism, 4. Caste in Politics	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Austin, G (2013) *The Indian Constitution: Cornerstone of a nation*, 2<sup>nd</sup> Edition, Oxford university press, New Delhi
2. Dutta, A.R., (2013) *Politics in India; Issues, institutions, processes*, Arun Prakashan, Guwahati
3. Fadia and Fadia, (2018) *Indian Government and Politics*, Sahitya Bhawan, New Delhi.
4. Kashyap, Subash C (2008) *Our Political System*, National Book Trust, New Delhi

**Reference Books**

5. Sarita (2009) *Federalism in India: A quest for New Identity*; Cambridge University Press, New Delhi
6. Kolhatkar; M.R. (2012); *Education and Federalism in India*; Rawat Publications, New Delhi
7. Chander, Prakash (2008), *Indian Government and Politics*, Cosmos Bookhive, New Delhi.
8. Jayal and Mehta, (2011) *The Oxford Companion to Politics in India*, Oxford Publications, New Delhi.

Semester – I (IDC)		
<b>Paper I/Subject Name: Introduction to Indian Knowledge System - I</b>		
<b>Subject Code: IKS992K101</b>		
<b>L-T-P-C – 2-1-0-3</b>		
<b>Credit Units: 3</b>		
<b>Course Level: 100</b>		
<b>Scheme of Evaluation: Theory</b>		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

**Course Objectives:**

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

**Course Outcomes:**

On completion of this course students will be able to:

CO	Contents	BT Level
CO <sub>1</sub>	Recall the rich heritage of Indian knowledge systems	BT level 1
CO <sub>2</sub>	Describe the contribution of Indian knowledge systems to the world	BT level 2
CO <sub>3</sub>	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT level 2
CO <sub>4</sub>	Apply traditional knowledge and techniques in day-to-day life	BT level 3
CO <sub>5</sub>	Distinguish knowledge traditions that originated in the Indian subcontinent	BT level 3

Module	Course Contents	Periods
I	<p><b>Introduction to Indian Knowledge Systems (IKS):</b> About Indian Knowledge System; Definition of Indigenous/ Traditional Knowledge; Scope, and Importance of Traditional Knowledge.</p> <p><b>Ancient India- Bharat Varsha:</b> People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.</p>	15

Module	Course Contents	Periods
II	<p><b>Indian Heritage of Knowledge:</b> Ancient Indian Knowledge: The <i>Vedas</i> and its components-the <i>Vedangas</i> Ancient Indian books and treaties: The <i>Sastras</i>.; The Great Indian Epics: The Ramayana and The Mahabharata Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's <i>Ramayan</i> and Srimanta Sankardev's <i>Dasam Skandha Bhagavat</i> of the Puranas; Ancient Traditional Knowledge-The <i>Agamas</i> ; The ancient Buddhist knowledge: <i>Tripitaka: Vinaya, Sutta</i> and <i>Abhidhamma Pitaka</i></p> <p><b>Languages and language studies in India:</b> What is linguistics?; Script and Language; Alphabet of the Indian; languages <i>Varnamala</i>: Origin, Evolution, and phonetic features; Languages of India; Important texts of Indian languages: Skills <i>Siksha</i>, Expression/Pronunciation-<i>Nirukta</i>, Grammer-<i>Vyakarana</i>, Poetic rhythm-<i>Chandas</i>;Paninian Grammar: A Brief Introduction</p> <p><b>Introduction to Fine Arts and Performing Arts of India:</b> Ancient Indian classical music and dance forms: The Science of Dramas-<i>Natyasastra</i> and the Science of Music-<i>Gandharva-Veda</i>; Aesthetics in Indian Art and Culture; Folk music and traditional dance forms of the Northeast.</p>	15
III	<p><b>Indian Science &amp; Technology:</b> Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulbasutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics.</p> <p><b>Indian Astronomy:</b> Planetary System. Motion of the Planets; Velocity of Light; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies</p> <p><b>Indian Metal Works:</b> Mining Techniques. Types of Metals. Tools &amp; Techniques for Metal Smelting with examples. Metalworks in pre-modern India: Special reference to NE India.</p>	15

<b>IV</b>	<b>Contribution of Ancient India to Health Sciences:</b> Traditional Indigenous systems of medicines in India: - <i>Ayurveda</i> and <i>Yoga</i> ; Elements of <i>Ayurveda</i> : <i>Gunas</i> and <i>Doshas</i> , <i>Pancha Mahabhuta</i> and <i>Sapta-dhatu</i> ; Concept of disease in <i>Ayurveda</i> ; Ayurvedic lifestyle practices: <i>Dinacharya</i> and <i>Ritucharya</i> ; Important Ayurvedic Texts; Hospitals in Ancient India; <i>Ayurveda</i> : Gift of India to the modern world.	15
<b>Total</b>		<b>60</b>

### Textbooks:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

### Reference Books:

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

<b>Semester – I (AEC)</b>
<b>Paper I/Subject Name: CEN I: Introduction to Effective Communication</b> <b>Subject Code: CEN982A101</b> <b>L-T-P-C – 1-0-0-1</b> <b>Credit Units: 1</b> <b>Course Level: 100</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:** To understand the four major aspects of communication by closely examining the processes and outlining the most effective ways to communicate with interactive activities.

**Course Outcomes:** On successful completion of the course the students will be able to

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>List</b> the elements and processes that make for successful communication and <b>recognise</b> everyday activities that deserve closer attention in order to improve communication skills	<b>BT 1</b>
<b>CO 2</b>	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT 3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none"> <li>• Listening Skills               <ul style="list-style-type: none"> <li>○ The Art of Listening</li> <li>○ Factors that affect Listening</li> <li>○ Characteristics of Effective Listening</li> <li>○ Guidelines for improving Listening skills</li> </ul> </li> </ul>	5
II	<ul style="list-style-type: none"> <li>• Speaking Skills               <ul style="list-style-type: none"> <li>○ The Art of Speaking</li> <li>○ Styles of Speaking</li> <li>○ Guidelines for improving Speaking skills</li> <li>○ Oral Communication: importance, guidelines, and barriers</li> </ul> </li> </ul>	5
III	<ul style="list-style-type: none"> <li>• Reading Skills               <ul style="list-style-type: none"> <li>○ The Art of Reading</li> <li>○ Styles of Reading: skimming, surveying, scanning</li> <li>○ Guidelines for developing Reading skills</li> </ul> </li> </ul>	5
IV	<ul style="list-style-type: none"> <li>• Writing Skills               <ul style="list-style-type: none"> <li>○ The Art of Writing</li> <li>○ Purpose and Clarity in Writing</li> <li>○ Principles of Effective Writing</li> </ul> </li> </ul>	5

**Texts:**

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> <li>- Movie/ Documentary /Podcasts screening</li> <li>- Peer teaching</li> </ul>

**Semester – I (AEC)**

**Paper I/Subject Name: Behavioural Sciences -1**

**Subject Code: BHS982A102**

**L-T-P-C – 1-0-0-1**

**Credit Units: 1**

**Course Level: 100**

**Scheme of Evaluation: Theory**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	Understand self & process of self exploration	<b>BT 1</b>
<b>CO 2</b>	To help the students explain strategies for development of a healthy self esteem	<b>BT 2</b>
<b>CO 3</b>	Apply the concepts to build emotional competencies.	<b>BT 3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Behavioral Science</b> Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self image: Self Esteem, Johari Window, Erikson's model.	<b>4</b>
<b>II</b>	<b>Foundations of individual behavior</b> Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	<b>4</b>
<b>III</b>	<b>Behaviour and communication.</b> Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	<b>4</b>
<b>IV</b>	<b>Time and Stress Management</b> Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	<b>4</b>
<b>Total</b>		<b>16</b>

**Text books**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
- K.Alex, Soft skills; S.Chand.

<b>Semester- I (SEC)</b>
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<b>Course Name: Exit Poll</b>
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<b>Subject Code: ADM182S121</b>
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<b>L-T-P-C: 2-1-0-3</b>
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<b>Credit Units: 3</b>
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<b>Level: 100</b>
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<b>Scheme of Evaluation: Theory</b>
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**Course Objective:**

The course will allow a student to understand how the electoral system works in India. The course will allow the student to understand the pre and post poll analysis of the election system in India.

**After successful completion of the course, the students will be able to**

<b>CO 1</b>	Learn the Exit Poll and its importance in electoral process.	<b>BT 1</b>
<b>CO 2</b>	Understand pre and post poll of Elections.	<b>BT 2</b>
<b>CO 3</b>	Examine and analyse the election system in India.	<b>BT 3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Electoral Process in India</b> 1. A brief study of the Election Commission of India. 2. Major Political Parties in India.	<b>15</b>
<b>II</b>	<b>Unit II: Meaning of Exit Polls</b> 1. What are Exit Polls? 2. Pre and Post Poll Analysis.	<b>15</b>
<b>III</b>	<b>Unit III: Impact of Exit Polls</b> 1. Impact of Exit Polls on the general public. 2. Procedure of Exit Polls in India.	<b>15</b>
<b>IV</b>	<b>Unit IV: Role of Media Houses</b> 1. Why Exit Polls are important. 2. Role of the Media Houses in Exit Polls.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Singh, Richa. (2019). Opinion Polls and Exit Polls in india: A Study. Orient Publication, New Delhi.
2. Quraishi, S. Y. (2019). The Great March of Democracy: Seven Decades of Indian Election's. Penguin Publication.

**Reference Books:**

1. Dalton, Dennis. (2012). Mahatma Gandhi: Non-violent Power in Action. New York: Columbia University Press.
2. Diwakar, R. R. (1997). Saga of Satyagraha. New Delhi: Gandhi Peace Foundation.
3. Fischer, Louis. (1969). The Life of Mahatma Gandhi. London. Harper Collins.

<b>SEMESTER II (Major)</b>
<b>Paper Name: Comparative Public Administration &amp; Development</b> <b>Paper Code: ADM182M201</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

**Course Objectives:**

*This course will help the students to understand the connection between democracy and public administration. To identify the political and administrative possibilities inherent in democracy and analyze the issues relating to the governance.*

<b>CO1</b>	To remember various approaches and models of comparative public administration.	<b>BT1</b>
<b>CO2</b>	To understand the concept of approaches and indices.	<b>BT2</b>
<b>CO3</b>	To apply the conceptual framework of development.	<b>BT3</b>
<b>CO4</b>	To analyze the impact of liberalization.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Comparative Public Administration</b> 1. Historical and sociological factors affecting administrative systems 2. Administration and politics in UK, USA and France	<b>15</b>
<b>II</b>	<b>Status of Comparative Public Administration</b> 1. Ecology and administration 2. Riggsian models and their critique	<b>15</b>
<b>III</b>	<b>Development Dynamics</b> 1. Concept of Development 2. Changing profile of Development Administration 3. Development and People's Participation	<b>15</b>
<b>IV</b>	<b>Impact of Liberalization</b> 1. Impact on Developing Countries 2. Women & Development-SHG's movement 3. State vs. Market Debate	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Comparative Politics: A Development Approach*, Almond, G.A. and G.B. Powell Jr. 1966, New Delhi, Amerind Publishing Company.
2. *Inducing Client Focus in Bureaucracy: The Citizen Charter in India*, Arvind K. Sharma & Indu Sharma, 2002, IIPA, New Delhi
3. *Administrative Accountability in the Westminster Democracies: Towards a new conceptual framework*, 1995, B. Stone, Governance, 8(4), Oct.
4. *Public Administration: A Comparative Perspective*, Ferrel Heady, 1996, New Delhi, Prentice Hall India (P) Ltd, 1994.

**Reference Books:**

5. H.B. Gartz (eds.), *Structural Adjustment, Public Policy and Bureaucracy in Developing Societies*, 1994, New Delhi, Har Anand Publications.
6. G. Jabbara and O.P. Dwivedi (eds.), *Public Service Accountability: A Comparative Perspective*, 1998, West Hartford, Kumarian Press.
7. N. Lewis and P. Birkesshaw, *When Citizens Complain: Reforming Justice and Administration*, 1999, Buckingham, Open University Press.
8. T.N. Chaturvedi, *Comparative Public Administration*, Jaipur, 1999, Research Publications.
9. V.N. Vishwanathan, *Comparative Public Administration*, 1997, New Delhi, Sterling Publishers Pvt. Ltd.
10. Arora, R K and Sharma, S (Eds.) (1992) *Comparative and Development Administration*:

**SEMESTER II (Major)**

**Paper Name: Climatology & Oceanography**

**Paper Code: ADM182M202**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Level: 100**

**Course Objectives:**

*This course is designed as an Understand the atmospheric elements, processes and resultant weather and climates. Comprehend the impact of climate on planet earth.*

<b>CO1</b>	To remember the structure and composition of earth's atmosphere.	<b>BT1</b>
<b>CO2</b>	To understand the importance of Geography for civil services.	<b>BT2</b>
<b>CO3</b>	To apply concept of climate change.	<b>BT3</b>
<b>CO4</b>	To analyze the impact of climate change.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Earth's Atmosphere</b> <ol style="list-style-type: none"> <li>1. The structure and composition of Earth's atmosphere; Elements of weather and climate; Factors affecting the distribution of temperature; Vertical and horizontal and seasonal distribution of temperature</li> <li>2. Insolation and heat budget; Temperature inversion; Atmospheric pressure and circulation of planetary winds; Air masses and their characteristics</li> </ol>	<b>15</b>
<b>II</b>	<b>Climatology</b> <ol style="list-style-type: none"> <li>1. Cyclones: Tropical Cyclones, Temperate Cyclones, Monsoon - Origin and Mechanism, Jet Streams</li> <li>2. Atmospheric Moisture: Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability</li> <li>3. Climatic Regions, Climate change and global warming, El Nino.</li> </ol>	<b>15</b>
<b>III</b>	<b>Oceanography</b> <ol style="list-style-type: none"> <li>1. Ocean floor topography of Indian, Atlantic and Pacific oceans</li> <li>2. Oceanic water Movements: Waves, Currents, Tsunamis and Tides.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Ocean Related Issues</b> <ol style="list-style-type: none"> <li>1. Ocean Salinity and Temperature: Distribution and Determinants.</li> <li>2. Coral Reefs and Marine Deposits and Ocean Resources.</li> </ol>	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>

60 hours	-	30 hours
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Barry, R. G. and Carleton, A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK.
2. Barry, R. G. and Chorley, R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.
3. Critchfield, H. J., 1987: *General Climeatology*, Prentice-Hall of India, New Delhi

**Reference Books:**

4. Anikouchine W. A. and Sternberg R. W., 1973: *The World Oceans: An Introduction to Oceanography*, Prentice-Hall.
5. Batten L. J., 1979: *Fundamentals of Meteorology*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
6. Boucher K., 1975: *Global Climates*, Halstead Press, New York.
7. Garrison T., 1998: *Oceanography*, Wordsworth Company, Belmont

<b>SEMESTER II (Minor)</b>
<b>Paper Name: Electoral System in India</b> <b>Paper Code: ADM182N201</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

**Course Objectives:**

*To provide students an understanding of the Electoral processes in India and to familiarize them with the idea of elections in India. To provide students a thorough background in recent trends and changes in the electoral processes in India.*

<b>CO1</b>	To define and learn elections and its related processes in India.	<b>BT1</b>
<b>CO2</b>	To understand and familiar with the recent trends in contemporary Indian Elections and its changing nature and process.	<b>BT2</b>
<b>CO3</b>	To examine the interest towards the greater democratic process in India.	<b>BT3</b>
<b>CO4</b>	To evaluate and validate the role of election commission and wrong done.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>The Election Commission of India</b> 1. Structure, composition and functions 2. Steps taken to conduct free and fair elections 3. Enrolment of new voters	<b>15</b>
<b>II</b>	<b>Technology &amp; Elections in India</b> 1. History of Indian Elections 2. The coming of technology in Elections 3. Electronic Voting Machines, EPIC, VVAPT, SWEEP	<b>15</b>
<b>III</b>	<b>Role of Political Parties in India</b> 1. Major Political Parties in India 2. Recognition of National and Regional Political Parties in India by ECI 3. Determinants of recognition.	<b>15</b>
<b>IV</b>	<b>Systems of Representation in India</b> 1. Representation on People's Act, 1951 2. Territorial Representation 3. Proportional Representation	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Fadia and Fadia, (2018) *Indian Government and Politics*, Sahitya Bhawan, New Delhi.
2. Kashyap, Subash C (2008) *Our Political System*, National Book Trust, New Delhi

**Reference Books:**

3. Chander, Prakash (2008), *Indian Government and Politics*, Cosmos Bookhive, New Delhi.
4. Jayal and Mehta, (2011) *The Oxford Companion To Politics in India*, Oxford Publications, New Delhi.
5. Roy and Sopariwala, (2019) *The Verdict: Decoding India's Elections*, Vintage Books, New Delhi.

<b>Semester – II (IDC)</b>		
<b>Paper II/Subject Name: Introduction to Indian Knowledge System - II</b>		
<b>Subject Code: IKS992K201</b>		
<b>L-T-P-C – 2-1-0-3</b>		
<b>Credit Units: 3</b>		
<b>Course Level: 100</b>		
<b>Scheme of Evaluation: Theory</b>		
<b>Credit Distribution (NCH)</b>		
<b>Lecture/Tutorial (Hours)</b>	<b>Practical (Hours)</b>	<b>Experiential Learning (Hours)</b>
60	0	30

**Course objectives:**

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

**Course Outcomes:**

On completion of this course, students will be expected to –

<b>CO</b>	<b>Contents</b>	<b>BT Level</b>
<b>CO<sub>1</sub></b>	Recall traditional Indian knowledge traditions constituting Indian culture	BT level 1
<b>CO<sub>2</sub></b>	Summarize differences between classical literature in Sanskrit and other Indian languages	BT level 2
<b>CO<sub>3</sub></b>	Compare knowledge traditions originating in NE India	BT level 2
<b>CO<sub>4</sub></b>	Appreciate the contribution of Indian Knowledge Systems to the world	BT level 3

Module	Course Contents	Periods
I	<p><b>Indian Classical Literature</b>            Indian Classical Literature: A Brief Introduction; Ancient Indian Spritual Poetics-<i>Kavya</i>: Contribution of Kalidasa</p> <p><b>Diversity and Indian Culture:</b>            Diversity and Indian Culture; Indigenous Faith and Religion; Preservation of culture and indigenous knowledge</p> <p><b>The Purpose of Knowledge:</b>            Understanding Self-Awareness and Spirituality; Indian concept and purpose of Knowledge and Education; Understanding Spirituality and Materialism: <i>Para</i> and <i>Apara Vidya</i></p>	15

Module	Course Contents	Periods
II	<p><b>Methodology of Indian Knowledge System:</b>  <i>Shruti</i> and <i>Smriti</i> traditions; Intoduction to <i>Shastras</i>; Manuscriptology: The art and science of documenting knowledge; Repositories of ancient manuscripts with special reference to the Northeast India.</p> <p><b>Indian Architecture and Town Planning:</b>            Introduction ancient Indian architecture; <i>Sthapatya-Veda</i>: An Introduction; Indigenous tools &amp; techniques for town planning &amp; Temple Architecture. Lothal, Mohan Jo Daro; Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple; Vernacular architecture of Assam: Special reference to Brahmaputra Valley</p>	15
III	<p><b>Indian Agriculture:</b>            Agriculture: Significance in Human Civilization; Sustainable Agriculture; Historical significance of agriculture and sustainable farming in India; Step Cultivation of India: Special reference to Northeast India; Wet rice cultivation of Assam.</p> <p><b>Indian Textiles:</b>            What is Textile?; Tradition of cotton and silk textiles in India; The historical contribution of textile and weaving to the Indian economy; Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India</p>	15
IV	<p><b>Indian Polity and Economy:</b>            Understanding Kingdom and Chiefdom; Role of a king; The Indian idea of a well-organized polity and flourishing economy; The <i>Chakravarti</i> System: Administrative System of Ancient Bharatvarsha; Village administrative system: Northeast India; <i>Arthashastra</i>: Brief synopsis</p> <p><b>The outreach of Indian Knowledge System across Geographical Boundaries:</b>            Indian Languages; Scripts; Linguistics; Ayurveda; Yoga and Meditation; Textile; Decimal value place system-based arithmetic, Algebra and Astronomy</p>	15
<b>Total</b>		<b>60</b>

### **Textbooks Books:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

### **Reference Books:**

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-8

**Semester – II (AEC)**

**Course Name: CEN II: Approaches to Verbal and Non-Verbal Communication**

**Subject Code: CEN982A201**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Scheme of Evaluation: Theory**

**Level of the Course: 100**

**Course Objectives**

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

**Course Outcomes**

<b>On successful completion of the course the students will be able to:</b>		
<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>List</b> the different types of technical communication, their characteristics, their advantages and disadvantages.	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> the barriers to communication and ways to overcome them.	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the means to enhance conversation skills.	<b>BT 3</b>
<b>CO 4</b>	<b>Determine</b> the different types of non-verbal communication and their significance.	<b>BT 4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
I	<b>Technology Enabled Communication</b> Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organizations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, Podcast, Videos, videoconferencing, social media	4
II	<b>Communication Barriers</b> Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, Physiological, Methods to overcome barriers to communication.	4
III	<b>Conversation skills/Verbal Communication</b> Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4
IV	<b>Non-verbal Communication</b> Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/Modulation, Proxemics, Haptics, Artifacts, Chronemics,	4
	<b>Total</b>	<b>16</b>

#### Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

**Semester – II (AEC)**

**Course Name: Behavioural Sciences -II**

**Code: BHS982A202**

**L-T-P-C: 1-0-0-1**

**Credit Units: 1**

**Scheme of Evaluation: Theory**

**Level of the Course: 100**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

<b>On successful completion of the course the students will be able to:</b>		
<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	Develop an elementary level of understanding of culture and its implications on personality of people.	<b>BT 1</b>
<b>CO 2</b>	Understand the concept of leadership spirit and to know its impact on performance of employees.	<b>BT 1</b>
<b>CO 3</b>	Apply the concept of Motivation in real life.	<b>BT 2</b>

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Culture and Personality</b> Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	<b>4</b>
<b>II</b>	<b>Attitudes and Values</b> Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	<b>4</b>
<b>III</b>	<b>Motivation</b> Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	<b>4</b>
<b>IV</b>	<b>Leadership</b> Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	<b>4</b>
<b>Total</b>		<b>16</b>

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

**Semester–II (SEC)**

**Course Name: Constitutional Studies**

**Subject Code: ADM182S201**

**L-T-P-C: 2-1-0-3**

**Credit Units:3**

**Course Level: 100**

**Scheme of Evaluation: Theory**

**Course Objective:**

This Course will allow a student to understand the basics of the Indian Constitution. It will help a student to understand the core of Indian Political philosophy.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Able to learn the basics of the Indian constitution	<b>BT 1</b>
<b>CO 2</b>	Enable to familiarize with the working of the Indian State and the contradictory dynamics of modern state power.	<b>BT 2</b>
<b>CO 3</b>	Able to examine core of Indian political philosophy.	<b>BT 3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I</b> 1. The role of the Constituent Assembly. 2. The soul of the Constitution: Preamble.	<b>15</b>
<b>II</b>	<b>Unit II</b> 1. The Directive Principles of the Indian Constitution. 2. Fundamental Rights.	<b>15</b>
<b>III</b>	<b>Unit III</b> 1. The debate between Directive Principles and Fundamental Rights.	<b>15</b>
<b>IV</b>	<b>Unit IV:</b> 1. The Tenth Schedule, Fundamental Duties. 2. Election to the President of India, Eight Schedule.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Basu, DD. (2019). *Constitution of India*. India Law House.
2. Bhagwan, V. (2008). *Indian Government and Politics*. Omson Publications.

**Reference Books**

1. Kashyap, S. (2001). *Our Constitution: An Introduction*. NBI.
2. Lakshmi kanth, M. (2017). *Indian Polity*. Fifth Edition. Tata McGraw Hill.

<b>Semester-II (VAC)</b>
<b>Course Name: Indian Polity and Governance</b> <b>Subject Code: VAC992V2420</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Level: 100</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

This Course will allow a student to understand the basic understandings of Indian polity and governance. This course will also help the students in exploring the principles and philosophy of the Indian Constitution and examine the structure and functioning of key political institutions, including the President, Parliament, and political parties.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Gain a comprehensive understanding of the basic concepts and historical evolution of Indian polity and governance.	<b>BT 1</b>
<b>CO 2</b>	Explore the principles embedded in the Indian Constitution and understand their implications for governance.	<b>BT 2</b>
<b>CO 3</b>	Examine the structure and functioning of key political institutions, including the President, Parliament, and political parties.	<b>BT 3</b>
<b>CO 4</b>	Explore the significance of decentralized governance through the study of Panchayati Raj Institutions and Urban Local Bodies.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I Basics of Indian Polity</b> 1. Introduction to Indian Polity 2. Fundamental Rights and Duties 3. Directive Principles of State Policy	<b>15</b>
<b>II</b>	<b>Unit II Constitutional Framework</b> 1. Features of the Indian Constitution 2. Principles of the Indian Constitution 3. Constitutional Bodies	<b>15</b>
<b>III</b>	<b>Unit III Political Institutions</b> 1. The President and Prime Minister 2. The Parliament 3. Electoral System and Political Parties	<b>15</b>
<b>IV</b>	<b>Unit IV: Local Governance</b> 1. Panchayati Raj Institutions 2. Urban Local Bodies 3. Decentralization in Indian Governance	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
60 Hours		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**References**

- 1- "Indian Polity" by M. Laxmikanth
- 2- "Introduction to the Constitution of India" by D.D. Basu
- 3- "Indian Government and Politics" by B.L. Fadia and Kuldeep Fadia
- 4- "Governance in India" by M. P. Sharma
- 5- "Our Parliament" by Subhash C. Kashyap

<b>SEMESTER III (Major)</b>
<b>Paper Name: Public Administration and Administrative Law</b> <b>Paper Code: ADM182M301</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 200</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the various aspects of personnel administration. The course will also increase students' ability to comprehend the Civil Service Reforms.*

<b>CO1</b>	To gain conceptual clarity related to public personnel administration.	<b>BT1</b>
<b>CO2</b>	To understand the public personnel system of the Indian Republic.	<b>BT2</b>
<b>CO3</b>	To apply the concepts of personnel administration to real life.	<b>BT3</b>
<b>CO4</b>	To analyze issues like Employee associations, Adjudication institutions and processes and Civil Service Reforms.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Personnel Administration</b> 1. Importance of Human Resource Development 2. Recruitment and Career advancement 3. Training	<b>15</b>
<b>II</b>	<b>Terms &amp; Conditions</b> 1. Discipline and Performance appraisal, 2. Promotion, Pay and service conditions 3. Employer- employee relations, Grievance redressal mechanism	<b>15</b>
<b>III</b>	<b>Civil Services</b> 1. Constitutional position and Structure 2. Recruitment, Training and capacity-building 3. Neutrality and Civil service Activism; Good Governance Initiatives	<b>15</b>
<b>IV</b>	<b>Administrative Law</b> 1. Meaning, scope and significance 2. Dicey on Administrative law 3. Delegated Legislation; Administrative Tribunals	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Public Systems Management*, Kumar De, Barun, 2016, New Age International Publications.
2. *Human Resource Management*, V.S.P.Rao, 2007, Excel Books, New Delhi
3. *Human Resource Management*, Sun India Publications, A. K. Singh et. 2005, New Delhi.

**Reference Books:**

4. Bhayana, S S and Singh S (2016) *Public Personnel and Financial Administration* (4<sup>th</sup> Edition). New Academics: Jalandhar
5. Davar, Rustom S (2008) *Personnel Management and Industrial Relations in India* (2<sup>nd</sup> Edition). Vikas Publishing House: New Delhi
6. Flippo, Edwin B (2008) *Principles of Personnel Management* (4<sup>th</sup> Edition). McGraw Hill: Kogakusha
7. Rabin, Jack; Vocino, Thomas; Hildreth, W Bartley; and Miller, J Gerald (2008) *Handbook of Public Personnel Administration*. Taylor & Francis: United Kingdom
8. Koontz, H and O'Donnell, Cyril (2008) *Principles of Management* (5<sup>th</sup> Edition). McGraw Hill:Tokyo
9. Pigors, Paul and Myers, Charles A (1969) *Personnel Administration: A Point of View and a Method* (6<sup>th</sup> Edition). McGraw Hill: New York
10. Sarkaria Commission (1988) *Report of the Commission on Centre-State Relations*. Government of India: New Delhi. Available on: [interstatecouncil.nic.in/report-of-the-sarkaria-commission/](http://interstatecouncil.nic.in/report-of-the-sarkaria-commission/) sarkaria commission report

<b>SEMESTER III (Major)</b>
<b>Paper Name: State and District Administration</b> <b>Paper Code: ADM182M302</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 200</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the democratic decentralization in India. The course will also increase students' ability to comprehend the constitutional and administrative ramifications of decentralization.*

<b>CO1</b>	To gain knowledge about the constitutional provisions/stipulations for democratic decentralization in India.	<b>BT1</b>
<b>CO2</b>	To understand the political and administrative possibilities inherent in decentralization.	<b>BT2</b>
<b>CO3</b>	To identify the issues relating to the decentralization.	<b>BT3</b>
<b>CO4</b>	To analyze the centre-state relations and development management.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Union &amp; State Relation</b> 1. Union-State administrative, 2. Legislative and Financial relations. 3. Role of the Finance Commission.	<b>15</b>
<b>II</b>	<b>State Government</b> 1. Governor 2. Chief Minister and Council of Ministers 3. State Secretariat	<b>15</b>
<b>III</b>	<b>District Administration</b> 1. District Administration since Independence: 2. Changing role of the Collector 3. Union-State-Local relations	<b>15</b>
<b>IV</b>	<b>Development Management</b> 1. Imperatives of Development Management; Law and Order Administration 2. District Administration and Democratic Decentralization.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Public Administration: A Reader*, Chakrabarty Bidyut and Mohit Bhattacharya (ed), 2003, Oxford University Press, New Delhi.
2. *Panchayat Raj in India: Emerging Trends Across the States*, Joshil. R. P. and G.S. Narwani, 2002, Rawat Publications, Jaipur, New Delhi.

**Reference Books:**

3. Vayunandan E, Mathew D, “*Good Governance: Initiatives in India*”, 2003, Prentice Hall of India Private Limited, New Delhi.
4. Mishra, S.N, Mishra, Sweta, “*Decentralised Governance,*” 2002, Shipra Publications, New Delhi.

<b>SEMESTER III (Minor)</b>
<b>Paper Name: Public Sector Undertakings &amp; Organisations</b> <b>Paper Code: ADM182N301</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 200</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the regulatory authorities; public - private partnerships. The course will also increase students' ability to comprehend the problems of autonomy, accountability, and control as well as impact of liberalization and privatization.*

<b>CO1</b>	To understand various aspects of Public Sector and Public Sector Undertakings in India.	<b>BT1</b>
<b>CO2</b>	To gain knowledge about privatization and performance of central public sector enterprises in India.	<b>BT2</b>
<b>CO4</b>	To analyze various forms of organization of governing boards	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Public Sector Undertakings</b> 1. Public sector in modern India; 2. Forms of Public Sector Undertakings	<b>15</b>
<b>II</b>	<b>Problems Public Sector Undertakings</b> 1. Problems of Autonomy, Accountability, and control; 2. Impact of Liberalization and Privatization.	<b>15</b>
<b>III</b>	<b>Organizations Theories</b> 1. Systems, contingency 2. Structure and forms: Ministries and Departments, Corporations, Companies.	<b>15</b>
<b>IV</b>	<b>Boards and Commissions</b> 1. Boards and Commissions; 2. Adhoc and Advisory Bodies; 3. Regulatory Authorities; Public - Private Partnerships.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Economics, planning and public administration*, Dubhashi, P.R.(1976).. Bombay: Somaiya, Publications, Pvt. Ltd.
2. *Public sector economics: theory, policy and practice*, Bailey,S.J.(2001).. 2nd ed.London: Palgrave.

**ReferenceBooks:**

1. Bos,D. (1991) *Privatization: a theoretical treatment* .Oxford: Oxford University Press.
2. *Administrative Reforms Commission*. (1967).Report of study team on public sector undertakings .New Delhi: Government of India.

**Semester – III (IDC)**

**Paper I/Subject Name: Strategic Studies**

**Code: ADM182I301**

**L-T-P-C – 2-1-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Course Objectives:**

1. To introduce students to the fundamental concepts and theories of strategic studies.
2. To develop critical thinking skills necessary for analyzing strategic issues and challenges.
3. To explore the interdisciplinary nature of strategy by integrating insights from political science, military studies, economics, and sociology.
4. To foster an understanding of the historical evolution and contemporary relevance of strategic thought and practice.

**After successful completion of the course, the students will**

<b>CO 1</b>	Demonstrate a thorough understanding of key concepts and theories in strategic studies.	<b>BT 1</b>
<b>CO 2</b>	Apply interdisciplinary approaches to develop comprehensive strategic solutions.	<b>BT 2</b>
<b>CO 3</b>	Developing critical thinking which is crucial for analyzing current strategic issues and challenges.	<b>BT 3</b>
<b>CO 4</b>	Examining the historical evolution and contemporary relevance of strategic thought and practice.	<b>BT 4</b>

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I- Strategic Thought</b> 1-Kautilya 2-Jomini 3-Carl Von Clausewitz	<b>15</b>
<b>II</b>	<b>Unit II- War as an Instrument in IR</b> 1- Causes of War 2-Democratic Peace Theory 3-Global Nuclear Doctrines	<b>15</b>
<b>III</b>	<b>Unit III- Defence Economics</b> 1-Economic Causes of War 2-International Trade Regimes and National Security 3-Geo-Economics and its Implications	<b>15</b>
<b>IV</b>	<b>Unit IV- Science and Technology</b> 1-Revolution in Military Affairs (RMA) 2-Military Industrial Complexes 3-Dual Use Technology	<b>15</b>
	<b>Total</b>	<b>60</b>

#### **Textbooks**

- Books- Jolle Demmers, *Theories of Violent Conflict: An Introduction* (Routledge, 2016).
- Karin Fierke, *Critical Approaches to International Security*, second edition, (Polity, 2015).

#### **Reference Books**

- Tim Jacoby, *Understanding Conflict and Violence* (Routledge, London and New York, 2007).
- Booth, K. (2014), *International Relations: All that Matters*, (London: John Murray Press).

**Semester–III (AEC)**

**Paper/Subject Name: CEN III – Fundamentals of Business Communication**

**Code: CEN982A301**

**L-T-P-C: 1-0-0-1**

**Credit Units:1**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course Objective:** The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

**Course Outcomes:** On successful completion of the course the students will be able to:

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define and list</b> business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	<b>BT 1</b>
<b>CO 2</b>	<b>Demonstrate</b> confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	<b>BT 3</b>

<b>Detailed Syllabus</b>		
<b>Units</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Business Communication: Spoken and Written</b> <ul style="list-style-type: none"> <li>• The Role of Business Communication</li> <li>• Classification and Purpose of Business Communication</li> <li>• The Importance of Communication in Management</li> <li>• Communication Training for Managers</li> <li>• Communication Structures in Organizations</li> <li>• Information to be Communicated at the Workplace</li> <li>• Writing Business Letters, Notice, Agenda and Minutes</li> </ul>	<b>5</b>
<b>II</b>	<b>Negotiation Skills in Business Communication</b> <ul style="list-style-type: none"> <li>• The Nature and Need for Negotiation <ul style="list-style-type: none"> <li>○ Situations requiring and not requiring negotiations</li> </ul> </li> <li>• Factors Affecting Negotiation <ul style="list-style-type: none"> <li>○ Location, Timing, Subjective Factors</li> </ul> </li> <li>• Stages in the Negotiation Process <ul style="list-style-type: none"> <li>○ Preparation, Negotiation, Implementation</li> </ul> </li> <li>• Negotiation Strategies</li> </ul>	<b>5</b>
<b>III</b>	<b>Ethics in Business Communication</b> <ul style="list-style-type: none"> <li>• Ethical Communication</li> <li>• Values, Ethics and Communication</li> <li>• Ethical Dilemmas Facing Managers</li> <li>• A Strategic Approach to Business Ethics</li> <li>• Ethical Communication on the Internet</li> <li>• Ethics in Advertising</li> </ul>	<b>5</b>
<b>IV</b>	<b>Business Etiquettes and Professionalism</b> <ul style="list-style-type: none"> <li>• Introduction to Business Etiquette</li> <li>• Interview Etiquette</li> <li>• Social Etiquette</li> <li>• Workplace Etiquette</li> <li>• Netiquette</li> </ul>	<b>5</b>

**Texts:**

1. *Business Communication* by Shalini Verma
2. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
3. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

**Semester–III (AEC)**

**Paper/Subject Name: Behavioural Sciences -III**

**Code: BHS982A302**

**L-T-P-C: 1-0-0-1**

**Credit Units:1**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

**Course outcomes:** On completion of the course the students will be able to:

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	Understand the process of problem solving and creative thinking.	<b>BT 1</b>
<b>CO 2</b>	Develop and enhance skills required for decision-making.	<b>BT 3</b>

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Problem Solving Process</b> Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	<b>4</b>
<b>II</b>	<b>Thinking as a tool for Problem Solving</b> What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	<b>4</b>
<b>III</b>	<b>Creative Thinking</b> - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	<b>4</b>
<b>IV</b>	<b>Building Emotional Competence</b> Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	<b>4</b>
<b>Total</b>		<b>16</b>

**Text books:**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

**Semester–III (SEC)**

**Course Name: Film Studies**  
**Subject Code: ADM182S321**  
**L-T-P-C: 2-0-1-3**  
**Credit Units:3**  
**Course Level: 200**  
**Scheme of Evaluation: Practical**

**Course Objective:**

This Course will allow a student to understand the foundational concepts of film studies, its historical evolution and its critical relationship with political discourse. Additionally, it will help a student analyze films as a powerful medium of political expression, cultural influence and ideological representation in society. Students will also be able to explore the impact of Bollywood and Indian cinema on the portrayal of identity politics, gender, race, class and social issues as well as critically examine the influence of the digital revolution on Indian cinema and explore the themes of diversity and inclusivity in contemporary films.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Able to demonstrate an understanding of the historical development of film studies and its role in shaping political and ideological discourse.	<b>BT 1</b>
<b>CO 2</b>	Enable to analyze films as cultural artifacts that represent and influence social issues such as race, gender and class.	<b>BT 2</b>
<b>CO 3</b>	Able to critically assess the impact of digital technologies on contemporary Indian cinema and the transformation of film production, distribution and consumption.	<b>BT 3</b>
<b>CO 4</b>	Students will develop the ability to review and critique regional cinema, understanding its contribution to political awareness and social change in India.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I Introduction to Film Studies</b> 1. Define film studies; historical evolution and critical dimensions within political discourse 2. Understanding film as a medium of political expression, cultural influence and ideological representation.	<b>15</b>
<b>II</b>	<b>Unit II Film and Society</b> 1. Bollywood movies and politics: Identity politics, issues of race, gender, class, and sexuality 2. Indian movies and portrayal of social issues	<b>15</b>
<b>III</b>	<b>Unit III Contemporary Issues in Film Studies</b> 1. Impact of the digital revolution on Indian cinema 2. Exploration of diversity and inclusiveness in film studies	<b>15</b>
<b>IV</b>	<b>Unit IV: Regional Cinema and Political Awareness</b> □ A movie review on Award winning regional movie <b>Contribution of regional cinema</b> 3. The Tenth Schedule, Fundamental Duties. 4. Election to the President of India, Eight Schedule.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Basu, DD. (2019). *Constitution of India*. India Law House.
2. Bhagwan, V. (2008). *Indian Government and Politics*. Omson Publications.

**Reference Books**

1. Kashyap, S. (2001). *Our Constitution: An Introduction*. NBI.
2. Lakshmi kanth, M. (2017). *Indian Polity*. Fifth Edition. Tata McGraw Hill.

<b>SEMESTER IV (Major)</b>
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<b>Paper Name: Public Policies and Plan Priorities</b>
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<b>Paper Code: ADM182M401</b>
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<b>L-T-P-C: 3-1-0-4</b>
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<b>Credit Units: 4</b>
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<b>Scheme of Evaluation: Theory</b>
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<b>Level: 200</b>
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**Course Objectives:**

*The objective of the course is to help the students to analyze the basic concepts such as public policy, policy analysis, public policy process and governance. The course will also increase students' ability to comprehend the policy analysis.*

<b>CO1</b>	To understand Public Policy and its formulation in Indian context.	<b>BT1</b>
<b>CO2</b>	To identify the various approaches & types of public policy.	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Public Policy</b> 1. Models of policy-making and their critique 2. Processes of conceptualization State theories and public policy formulation.	<b>20</b>
<b>II</b>	<b>Planning</b> 1. Planning and Implementation 2. Monitoring, Evaluation and Review; Their Limitations	<b>20</b>
<b>III</b>	<b>Plans &amp; Priorities</b> 1. Machinery of planning 2. Role, composition and functions of the Planning Commission and the National Development Council 3. 'Indicative' planning	<b>20</b>
<b>IV</b>	<b>Union, State &amp; District level Planning</b> 1. Process of plan formulation at Union and State levels 2. Constitutional Amendments (1992) and Decentralized Planning for economic development and social justice.	<b>20</b>
<b>TOTAL</b>		<b>80</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *The Policy Making Process*, E. Lindblom Charles: 1968 Englewood Cliffs, NJ Prentice Hall Incorporation, 1986.
2. *Policy and Bureaucracy*, E. Jacob Charles: 1967, P. Van Nostrand Co.
3. *An Introduction to the Study of Public Administration Policy*, 986, Jones Charles O., Brooks Cole Pub. Co., Monterey California (3rd Ed.) 1.

**Reference Books:**

1. O. Pardeep Sahni: *Public Policy, Conceptual Dimension*, 1987 Allahabad: Kitab Mahal.
2. Richard M. Hodgetts and Jr. Max. S. Wortman: *Administrative Policy – Text and Cases in The Policy Science*, 1969, New York: Wiley. George A. Steiner: *Top Management Planning*, Macmillan.
3. R.B. Jain: *Policy and Parliament in India*, Indian Institute of Public Administration, New Delhi.
4. Anderson, J E (2005) *Public Policy Making (6<sup>th</sup> Edition)*. Houghton Mifflin: New York Ayyar,
5. Vaidyanathan R V (2009) *Public Policy Making in India*. Pearson: New Delhi Basu, D D (2011)
6. *Constitution of India (20<sup>th</sup> Edition)*. Prentice Hall of India: New Delhi
7. Chakraborti, Rajesh (2017) *Public Policy in India*. Oxford University Press: New Delhi
8. Chakraborty, Bidyut and Chand, Parkash (2016) *Public Policy: Concept, Theory and Practice*. Sage: New Delhi

<b>SEMESTER IV (Major)</b>
<b>Paper Name: Rural and Urban Local Government</b> <b>Paper Code: ADM182M402</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 200</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the role and relationships of rural local democratic decentralized institutions. The course will also increase students' ability to comprehend the PRIs related issues and institutions.*

<b>CO1</b>	To acquire theoretical knowledge and understanding of the evolution and growth of rural local governance with special reference to Panchayati raj institutions.	<b>BT1</b>
<b>CO2</b>	To gain insights about composition, role and functions, resources of panchayati raj institutions.	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Rural Local Administration</b> 1. Institutions and Agencies since independence 2. 73 <sup>rd</sup> Constitutional Amendment.	<b>20</b>
<b>II</b>	<b>Rural Development</b> 1. Rural Development Programs 2. Foci and Strategies 3. Decentralization and Panchayati Raj	<b>20</b>
<b>III</b>	<b>Urban Local Government</b> 1. Municipal governance: main features, structures, finance and problem areas 2. 74th Constitutional Amendment	<b>20</b>
<b>IV</b>	<b>Urban Development</b> 1. Global-local debate; New Localism 2. Development Dynamics 3. Politics and Administration with special reference to City Management.	<b>20</b>
<b>TOTAL</b>		<b>80</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Rural development administration in the 21st century*, Surat Singh , Deep & Deep Publication, 2006.
2. *Local Government: Rural and Urban*, Manoj Sharma ;Anmol Publisher, 2004.
3. *Rural Development in India, Some Facts*, National Institute of Rural Development, Hyderabad, NIRD, 1999.
4. *Rural Development Administration*, P.R.Dubhashi, 1990, Bombay, Popular Prakashan,
5. *Rural Development Administration Under Democratic Decentralisation* V.R.Gaikwad, 1990, New Delhi, Wiley Eastern, 1990.

**Reference Books:**

6. V.Savalinga Prasad, *Panchayats and Development*, 1991, New Delhi, Light and Life
7. GKatar Singh, *Rural Development Principles, Policies and Management*, 1996, New Delhi, Sage Publications,
8. S.R.Maheshwari, *Rural Development in India*, 1995, New Delhi, Sage Publications.
9. A.K.Srivastava, *Integrated Rural Development in India: Policy and Administration*, 1996, Delhi, Deep and Deep Publication.
10. *Urban Development & Administration*, K. K. Bhatnagar, K. K. Gadeock, 2007, HCM Rajasthan State Institute of Public Administration, 2007.
11. *Revitalised Urban Administration in India: Strategies and Experiences* 2002, U.B. Singh, Gyan Publishing House.
12. *Urban Government*, Bake Benjamin, 1990

<b>SEMESTER IV (Major)</b>
<b>Paper Name: Indian Polity and Constitution</b> <b>Paper Code: ADM182M403</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 200</b>

**Course Objectives:**

*The objective of the course is to help the students to understand the in-built control mechanisms over constitutional bodies and administration. The course will also help in delineating the constitutional provisions and dynamics of union -state relationships.*

<b>CO1</b>	To gain knowledge about the evolution and growth of Indian Administration	<b>BT1</b>
<b>CO2</b>	To establish familiarity with the constitutional framework on which Indian Administration is based.	<b>BT2</b>
<b>CO3</b>	To grasp the role of union executive.	<b>BT3</b>
<b>CO4</b>	To provide awareness about the institutions and mechanism in force for citizen-state interface.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Preamble &amp; Indian Constitution</b> 1. Philosophy, Features and Amendments 2. Constitution of India - Historical Background 3. Drafting Committee and the making of Constitution	<b>20</b>
<b>II</b>	<b>Citizenship</b> 1. PIO, NRI, OCI and Pravasi Bharatiya Divas, 2. Citizenship Amendment Act 3. Fundamental Rights (FR) and DPSP- Important Amendments and Conflicts 4. Fundamental Duties (FD)- Significance and Criticism	<b>20</b>
<b>III</b>	<b>Administration of Special Areas</b> 1. V Schedule and VI Schedule, 2. Constitutional Bodies, Non-Constitution Bodies, Tribunals 3. Special Provisions to SC, ST, Minorities, Backward Class, Anglo-Indians	<b>20</b>
<b>IV</b>	<b>Salient Features of Representation of People's Act</b> 1. Appointment to Various Constitutional Posts 2. Statutory, Regulatory & Quasi-Judicial Bodies- NITI, RBI, NHRC, CBI, CVC, 3. NIC and many other	<b>20</b>
<b>TOTAL</b>		<b>80</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
2. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
3. Cott, J E Woola (1986) British Rule in India. Anmol: Delhi

**Reference Books:**

4. Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi
5. Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra
6. Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

**SEMESTER IV (Minor)****Paper Name: International Relations****Paper Code: ADM182N401****L-T-P-C: 2-1-0-3****Credit Units: 3****Scheme of Evaluation: Theory****Level: 200****Course Objectives:**

*The objective of the course is to provide the students an understanding of the diverse traditions of theoretical endeavours in International Relations as they have evolved around the world. The course will also help in comprehending recent trends in the contemporary world and changing nature of foreign policy and diplomatic relations in contemporary international relations.*

<b>CO1</b>	To understand the diverse traditions of theoretical endeavours in the International Relations as they have evolved around the world.	<b>BT1</b>
<b>CO2</b>	Have a thorough background in recent trends in contemporary International Relations and changing nature of foreign policy and diplomatic relations of the countries in contemporary international relations.	<b>BT2</b>

### Detailed Syllabus:

Modules	Course Contents	Periods
<b>I</b>	<b>Introduction to International Relations</b> 1. Meaning, Definitions and Nature of International Relations. 2. Growth and Evolution of International Relations	<b>15</b>
<b>II</b>	<b>Nature and Variants of Three Major Theories</b> 1. Realism: Principles and Concepts 2. Liberalism: Principles and Concepts 3. Marxism: Principles and Concepts	<b>15</b>
<b>III</b>	<b>Foreign Policy and Diplomacy</b> 1. Meaning and Nature of Foreign Policy. 2. Elements of Foreign Policy. 3. Meaning and Definition of Diplomacy. 4. Types and Relevance of Diplomacy in International Relations.	<b>15</b>
<b>IV</b>	<b>Recent Trends in International Relations</b> 1. Environment: Climate Change. 2. South-South Cooperations. 3. Refugees and Migrations.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### Reference Books:

1. *Brown C., Ainley K (2005) Understanding International relations, 3<sup>rd</sup> Edition*, Cambridge University Press, Palgrave Macmillan, London
2. *Khanna V N, (2018) International Relations*, Vikas publishing house, India
3. *Dunne T., M. Kurki, Smith S., (2017) International Relations. Discipline and diversity*, create space independent publishing platform.
4. *Pant, Pushpesh, (2017) International Relations in 21<sup>st</sup> Century*, Mcgraw Hille. New Delhi.

**SEMESTER IV (Minor)**

**Paper Name: Peace & Conflict Management**

**Paper Code: ADM182N402**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Level: 200**

**Course Objectives:**

*The objective of the course is to help the students at a very early level to grasp the importance of peace and conflict studies. It will help the students to understand the basic theories from political and sociological perspectives. The course will also analyze some of the major thinkers behind peace and conflict studies and they will better understand the problems and solutions to the present-day insurgent movements in the different parts of the world.*

<b>CO1</b>	Get a prior understanding of peace and conflict studies in India.	<b>BT1</b>
<b>CO2</b>	Able to know about the nature of how problems are solved through peace and negotiations at various levels.	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Peace and Conflict Studies</b> 1. What is Peace? 2. What is Conflict Resolution?	<b>15</b>
<b>II</b>	<b>Contributions of Key Thinkers</b> 1. Gandhi 2. Mandela 3. Martin Luther King	<b>15</b>
<b>III</b>	<b>Changing Nature of Conflict</b> 1. Conventional 2. Non-conventional 3. Non-State Actor Challenges	<b>15</b>
<b>IV</b>	<b>Conflict Resolution Instruments</b> 1. Negotiation 2. Mediation 3. Arbitration 4. Adjudication 5. Role of NGOs 6. AMNESTY International	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **Textbooks:**

1. Galtung J, (1996) *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, Sage Publications, New Delhi.
2. Mahanta, N.G, (2013) *Confronting the State: ULFA's Quest for Sovereignty*, Sage Publications, New Delhi.
3. Bakshi P.M., (2011) *The Constitution of India*, Universal Law Publishing Co., New Delhi.
4. H. Jeong (2017). *Peace and Conflict Studies: An Introduction*. London & New York: Routledge.
5. S. Cheldelin, D. Druckman and L. Fast (eds) (2003). *Conflict: From Analysis to Intervention (Second Edition)*. New York/London: Continuum.
6. Oberschall. (1978). Theories of Social Conflict. *Annual Review of Sociology*. Vol. 4:291-315.

### **Reference Books:**

1. A. E. Jack. (2003). *Gender and Armed Conflict: Overview Report*. UK: BRIDGE Institute of Development Studies, University of Sussex.
2. C. Poulatova. (2013). *Children and Armed Conflict*. UK: Cambridge Scholars Publishers.
3. D. M. Rosen. (2005). *Armies of the Young Child Soldiers in War and Terrorism*. New Brunswick, NJ: Rutgers University Press.
4. P. Aall. (2001). What do NGOs Bring to Peacemaking? In C. Crocker, F. O. Hampson & P. Aall. (eds) *Turbulent Peace: The Challenges of Managing International Conflicts*. Washington, DC: United States Institute of Peace Press.
5. J. Darby and R. M. Ginty. (eds). (2003). *Contemporary Peacemaking: Conflict, Violence and Peace Processes*. New York: Palgrave Macmillan.
6. J. D. Brewer. (2010). *Peace Processes: A Sociological Approach*. UK & US: Polity Press.
7. P. Banerjee. (2008). *Women in Peace Politics*. New Delhi: Sage Publications.
8. R. L. Keeble, J. Tulloch, F. Zollmann. (eds). (2010). *Peace Journalism, War and Conflict Resolution*. New York: Peter Lang.

**Semester-IV (AEC)**

**Course Name: CEN IV: Business Communication: Concepts and Skills**

**Code: CEN982A401**

**L-T-P-C: 1-0-0-1**

**Credit Units:1**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course Objectives:** This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

**Course Outcomes:** After the successful completion of the course, the students will be able to

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 2</b>	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	<b>BT 2</b>
<b>CO 3</b>	<b>Develop</b> professional documents to meet the objectives of the workplace	<b>BT 3</b>
<b>CO 3</b>	<b>Identify</b> different life skills and internet competencies required in personal and professional life.	<b>BT 3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<b>Preparing for jobs</b> Employability and Unemployability, Bridging the Industry-Academia Gap Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5
IV	<b>Digital Literacy and Life Skills</b> <b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. <b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for PAN, Passport, online bill payments, ticket booking, gas booking	5

**Texts:**

1. *Business Communication* by Shalini Verma References:
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

**Semester-IV (AEC)**

**Course Name: Behavioural Sciences -IV**

**Code: BHS982A402**

**L-T-P-C: 1-0-0-1**

**Credit Units:1**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

<b>CO Level</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	Understand the importance of individual differences	<b>BT 2</b>
<b>CO 2</b>	Develop a better understanding of self in relation to society and nation	<b>BT 3</b>
<b>CO 3</b>	Develop facilitation for a meaningful existence and adjustment in society	<b>BT 3</b>

Modules	Course Contents	Periods
I	<b>Managing Personal Effectiveness</b> Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	<b>Positive Personal Growth</b> Understanding & Developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	<b>Handling Diversity</b> Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	<b>Developing Negotiation Skills</b> Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
<b>Total</b>		<b>16</b>

**Text books:**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

<b>SEMESTER V (Major)</b>
<b>Paper Name: Indian Economy &amp; Economy of Assam</b> <b>Paper Code: ADM182M501</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 300</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the tax structure in India. The course will also increase student's ability to comprehend the different aspects of economy of Assam.*

<b>CO1</b>	To understand the concept, need for and importance of planning and mobilization of resources.	<b>BT1</b>
<b>CO2</b>	To gain an insight on banking and tax structure in India.	<b>BT2</b>
<b>CO3</b>	To analyze the government budgeting and industrial policies in India.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Planning in India</b> 1. Meaning of Planning, Significance 2. Imperative, Indicative and Structural Planning 3. Objectives of Planning, Achievements & Failures of Indian Planning 4. NITI Aayog vs. Planning Commission.	<b>15</b>
<b>II</b>	<b>Mobilization of Resources</b> 1. Types of Resources – Financial, Human, Natural etc. 2. Government Resources – Tax & Non-Tax (Fiscal & Monetary Policy) 3. Banking Sector & NBFCs, External Sources – FDI, ODA etc. 4. Public Borrowing & Management of Public Debt	<b>15</b>
<b>III</b>	<b>Industrial Policies</b> 1. Phases of Industrial Growth and Industrial Policy Before and After 1991, 2. Linkage Between Economic Reforms and Economic Outcomes, 3. Weaknesses and Failures of Industrial Policies, SEZs, Make in India, Atmanirbhar Bharat Abhiyan	<b>15</b>
<b>IV</b>	<b>Economy of Assam</b> 1. Macro overview of economy, Major agricultural, industrial and service sector issues, 2. Growth, development and planning 3. Major development projects, programs and schemes	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly</b>

**Textbooks:**

1. Dutt Rudder and K.P.M Sunderam (2017). Indian Economy. S Chand & Co. Ltd. New Delhi.
2. Mishra S.K & V.K Puri (2017). Indian Economy and –Its Development Experience. Himalaya Publishing House.
3. Singh, Ramesh, (2016): Indian Economy, Tata-McGraw Hill Publications, New Delhi.
4. Dhingra, I.C., (2017): March of the Indian Economy, Heed Publications Pvt. Ltd.,
5. Banik,N. (2015). The Indian Economy: A Macroeconomic Perspective. Sage Publication.
6. Datt,G., and Majajan, A. (2017). Indian Economy. New Delhi: S. Chand and Co.
7. Kapila, U. (2011). Indian Economy: Performance and Policies. Academic Foundation, India.
8. Singh, R. (2017). Indian Economy. New Delhi: Tata McGraw-Hill Education.

**Reference Books:**

1. Gillespie, Andrew (2014). Foundations of Economics (3rd Edition). Oxford University Press, Oxford
2. Hoag, A.J and Hoag, J. H. (2010). Introductory Economics (4th Edition). Chennai: World Scientific Publishing Co. Pte. Ltd.
3. Mankiw, N. (2014). Principles of Economics (3rd Edition). South Western: Mason.
4. Samuelson, P.A., and William Nordhaus (2009): Economics, TataMcGraw-Hill.

**SEMESTER V (Major)**

**Paper Name: Indian Geography & Geography of Assam**

**Paper Code: ADM182M502**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Level: 300**

**Course Objectives:**

*The objective of the course is to help the students to analyze the agricultural problems in India. The course will also increase student's ability to comprehend Human Geography - Demographics, Census data, Mineral and industries in India, Economic infrastructure.*

<b>CO1</b>	To understand the basics of geography and climate in India	<b>BT1</b>
<b>CO2</b>	To gain knowledge about human geography	<b>BT2</b>
<b>CO3</b>	To analyze agricultural problems in India.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Basics of Geography (Indian &amp; Assam)</b> 1. Latitude, Longitude, Boundaries, Physical features of India & Assam 2. Natural Resources of Assam, Climate and Natural vegetation, 3. Wild life and Bio-diversity, Mines and minerals	<b>15</b>
<b>II</b>	<b>Indian River Systems</b> 1. Characteristics, comparison and significance, 2. Climate in India - Monsoon, El-Nino, La-Nino, seasons, Cyclones 3. Rainfall distribution in India	<b>15</b>
<b>III</b>	<b>Agriculture &amp; Allied</b> 1. Agriculture and Problems faced in India, 2. Agriculture and Allied-characteristics and Problems 3. Biodiversity, National Parks, Biosphere reserves, etc.	<b>15</b>
<b>IV</b>	<b>Human Geography</b> 1. Demographics and Census data, 2. Mineral and industries in India 3. Economic infrastructure - Transportation, Energy resources	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
2. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
3. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur. 8.  
Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
4. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.
5. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
6. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
7. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

**Reference Books:**

8. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
9. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
10. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.
11. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India

<b>SEMESTER V (Major)</b>
<b>Paper Name: Public Sector Undertakings and Organization</b> <b>Paper Code: ADM182M503</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 300</b>

**Course Objectives:**

*The objective of the course is to help the students to analyze the regulatory authorities; public - private partnerships. The course will also increase students' ability to comprehend the problems of autonomy, accountability, and control as well as impact of liberalization and privatization.*

<b>CO1</b>	To understand various aspects of Public Sector and Public Sector Undertakings in India.	<b>BT1</b>
<b>CO2</b>	To gain knowledge about privatization and performance of central public sector enterprises in India.	<b>BT2</b>
<b>CO4</b>	To analyze various forms of organization of governing boards	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Public Sector Undertakings</b> 1.Public sector in modern India; 2. Forms of Public Sector Undertakings	<b>15</b>
<b>II</b>	<b>Problems Public Sector Undertakings</b> 1.Problems of Autonomy, Accountability, and control; 2. Impact of Liberalization and Privatization.	<b>15</b>
<b>III</b>	<b>Organizations Theories</b> 1.Systems, contingency 2. Structure and forms: Ministries and Departments, Corporations, Companies.	<b>15</b>
<b>IV</b>	<b>Boards and Commissions</b> 1.Boards and Commissions; 2. Adhoc and Advisory Bodies; 3. Regulatory Authorities; Public - Private Partnerships.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. *Economics, planning and public administration*, Dubhashi, P.R.(1976).. Bombay: Somaiya, Publications, Pvt. Ltd.
2. *Public sector economics: theory, policy and practice*, Bailey,S.J.(2001).. 2nd ed.London: Palgrave.

**Reference****Books:**

1. Bos,D. (1991) *Privatization: a theoretical treatment* .Oxford: Oxford University Press.
2. *Administrative Reforms Commission*. (1967).Report of study team on public sector undertakings .New Delhi: Government of India.

**SEMESTER V (Minor)****Paper Name: Indian Polity and Constitution****Paper Code: ADM182N501****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 200****Course Objectives:**

*The objective of the course is to help the students to understand the in-built control mechanisms over constitutional bodies and administration. The course will also help in delineating the constitutional provisions and dynamics of union -state relationships.*

<b>CO1</b>	To gain knowledge about the evolution and growth of Indian Administration	<b>BT1</b>
<b>CO2</b>	To establish familiarity with the constitutional framework on which Indian Administration is based.	<b>BT2</b>
<b>CO3</b>	To grasp the role of union executive.	<b>BT3</b>
<b>CO4</b>	To provide awareness about the institutions and mechanism in force for citizen-state interface.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Preamble &amp; Indian Constitution</b> 1. Philosophy, Features and Amendments 2. Constitution of India - Historical Background 3. Drafting Committee and the making of Constitution 4. Union and its Territory - State reorganization	<b>15</b>
<b>II</b>	<b>Citizenship</b> 1. Citizenship Amendment Act & Recent Developments 2. Fundamental Rights (FR)- Important Amendments and recent developments related to FRs 3. Fundamental Duties (FD)- Significance and Criticism 4. Directive Principles of State Policy (DPSP) - Features, Classification and Popular SC Judgments and Important Amendments related to DPSP	<b>15</b>
<b>III</b>	<b>Administration of Special Areas</b> 1. Schedule 5 and 6, Constitution Bodies, 2. Non-Constitution Bodies, Tribunals 3. Special Provisions to SC, ST, Minorities, Backward Class, Anglo-Indians	<b>15</b>
<b>IV</b>	<b>Salient Features of Representation of People's Act</b> 1. Appointment to Various Constitutional Posts 2. Statutory, Regulatory & Quasi-Judicial Bodies - NITI, RBI, NHRC, CBI, CVC, NIC and many other.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
2. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
3. Cott, J E Woola (1986) British Rule in India. Anmol: Delhi

**Reference Books:**

1. Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi
2. Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra
3. Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

<b>SEMESTER V (Major)</b>
<b>Paper Name: Internship</b> <b>Paper Code: ADM182N521</b> <b>L-T-P-C: 0-0-4-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 300</b>

**Course Objectives:**

*The objective of the course is to help the in applying theoretical knowledge to real-world political and administrative settings, enhancing understanding of governance, public policy, and institutional processes at local, national, or international levels. The course will also help to develop practical skills in political research, data analysis, and policy evaluation through guided experiential learning in government offices, NGOs, think tanks, or political organizations.*

<b>CO1</b>	To demonstrate the ability to connect core political theories and concepts with on-ground practices in policymaking, governance, or administrative procedures at local, national, or international levels.	<b>BT1</b>
<b>CO2</b>	To conduct structured political research, analyze relevant data sets, and produce evaluative summaries or recommendations on policy initiatives or political phenomena.	<b>BT2</b>

**Guidelines:**

- 1) The internship will be of four weeks.
- 2) Students are to identify the organizations in alignment with the following broad areas relevant to the discipline of Political Science, such as-
  - NGOs
  - News agencies
  - Political Parties
  - Governmental institutions (local, state and national)
  - Academic institutions
- 3) Students are required to contact the respective organisations and intimate the concerned supervisor, who shall then issue a Bonafide Certificate highlighting the objective of the internship and the number of weeks to be fulfilled during the internship.
- 4) Students are to maintain a daily internship diary and provide geotagged pictures in the respective WhatsApp groups.
- 5) Upon completion of the internship, students must provide a detailed report and a presentation accompanied by a viva-voce.

<b>SEMESTER VI (Major)</b>
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<b>Paper Name: Indian Economics</b>
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<b>Paper Code: ADM182M601</b>
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<b>L-T-P-C: 3-1-0-4</b>
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<b>Credit Units: 4</b>
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<b>Scheme of Evaluation: Theory</b>
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<b>Level: 300</b>
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**Course Objectives:**

*The objective of the course is to help the students to understand the basics of Indian economy. The course will also help in understanding the basic concepts associated with the Indian economy.*

<b>CO1</b>	To gain knowledge about the Indian Economic system.	<b>BT1</b>
<b>CO2</b>	To understand the factors & mechanisms within the Indian economy.	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>National Income</b> 1. Composition, trend and pattern of national income 2. Method of estimation and problem areas 3. Inequality in national income distribution- inter personal and inter regional, Broad development indices	<b>15</b>
<b>II</b>	<b>Agriculture</b> 1. Role, nature and cropping pattern; production and productivity trend, causes of low productivity and measures to increase production and productivity 2. Colonial legacy, green revolution, land reforms, problems of agricultural marketing in India- and remedial measures 3. Institutional and non-institutional finance; rural indebtedness; post 1991 scenario	<b>15</b>
<b>III</b>	<b>Industry</b> 1. Industry in pre-plan period, second five-year plan and Indian industry 2. Industrial policy- 1956 and 1991, importance and problems of MSME sector, public sector undertaking- importance and problems 3. Disinvestment in India, Industrial sickness, Importance of Service sector in India, Role of Start-ups	<b>15</b>
<b>IV</b>	<b>Economic Reforms in India</b> 1. LPG policies; Impact of globalization; Role of Foreign Capital. 2. Economic Planning: Background, objectives, Achievements and failures, NITI Aayog. 3. Commercial Banks in India, Role of RBI- Traditional, Promotional and development functions	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Indian Economy; Dhar, P K; latest edition; 2017; Kalyani Publishers; New Delhi
2. Rao CH, Hanumantha; *Agriculture, Food Security, Poverty and Environment- Essays on Post-reform India*; latest edition; latest edition; Oxford University Press, Delhi

**Reference Books:**

1. Dutt and Sundharam; *Indian Economy*; Latest edition; 2017; S chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2017; Himalayan Publishing House; New Delhi

**SEMESTER VI (Major)****Paper Name: Research Methodology I****Paper Code: ADM182M602****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 300****Course Objectives:**

*The objective of the course is to help the students to understand foundational knowledge and practical skills in social science research, particularly in political science. The course will also help in formulating research questions, explore various research designs, and apply comparative methods. The course also introduces data collection techniques, sampling methods, and essential tools such as questionnaires and interviews.*

<b>CO1</b>	Define and describe the scope of social science research, its significance in political science, and the process of identifying research gaps.	<b>BT1</b>
<b>CO2</b>	Differentiate between various research designs, formulate research questions and hypotheses, and apply the comparative method in social science research.	<b>BT2</b>
<b>CO3</b>	Identify appropriate sources of data, implement probability and non-probability sampling methods, and use tools such as questionnaires, interviews, and observations.	<b>BT3</b>
<b>CO4</b>	Process and analyze research data using descriptive and inferential statistics and write well-structured research proposals and reports while ensuring ethical integrity.	<b>BT4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Social Science Research</b> 1. Meaning, Nature and Scope of Social Science Research. 2. Literature Review, Statement of the Problem and Research Gap. 3. Differences between Qualitative and Quantitative Research, Positivism vs. Interpretivism	<b>15</b>
<b>II</b>	<b>Research Design and Methods</b> 1. Formulating Research Questions and Hypotheses. 2. Types of Research Designs. 3. Comparative Method in Social Science Research.	<b>15</b>
<b>III</b>	<b>Sampling and Data Collection</b> 1. Sources of Data: Primary and Secondary Data. 2. Sampling Methods: Probability and Non-Probability Sampling. 3. Tools of Data Collection: Questionnaire, Interview, and Observation.	<b>15</b>
<b>IV</b>	<b>Data Interpretation and Report Writing</b> 1. Data Processing: Coding, Classification, and Tabulation. 2. Basics of Interpretation and Analysis (Descriptive and Inferential Statistics). 3. Writing a Research Proposal and Report: Structure and Ethical Considerations.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd ed.). University of South Florida. Retrieved from [https://digitalcommons.usf.edu/oa\\_textbooks/3](https://digitalcommons.usf.edu/oa_textbooks/3)
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
4. Burnham, P., Lutz, K. G., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed.). Palgrave Macmillan.

**Reference Books:**

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2020). *Research methods in the social sciences* (9th ed.). Worth Publishers.
3. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
4. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

**SEMESTER VI (Major)**

**Paper Name: World Geography**  
**Paper Code: ADM182M603**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**  
**Level: 300**

**Course Objectives:**

*The objective of the course is to help the students to understand the factors responsible for the location of industries. The course will also help in comprehending climatology.*

<b>CO1</b>	To gain familiarity with the universe- theories, formation & recent developments.	<b>BT1</b>
<b>CO2</b>	To identify the mass movements of landforms.	<b>BT2</b>
<b>CO3</b>	To analyze the factors responsible for the location of industries.	<b>BT3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Universe</b> 1. Theories, Formation and recent developments, 2. Basic idea about Earth - motion of the Earth, Inclination of earth axis and seasons, Eclipses, 3. Tides and its effects, Interior of the earth - Lithosphere and its composition	<b>15</b>
<b>II</b>	<b>The Hydrosphere</b> 1. Ocean relief, Salinity, Ocean currents, Ocean deposits and resources 2. Biosphere - Major Biomes, Flora and fauna, Conservation of Biodiversity 3. Geomorphology - Exogenic and Endogenic movements, Earthquake, Volcanoes, Theories - Continental Drift theory, Plate tectonics, sea floor spread theory	<b>15</b>
<b>III</b>	<b>Economic Geography</b> 1. Land Resources, Forest Resources, Water Resources, 2. Mass Movements of landforms, erosion and deposits, 3. Agricultural, Mineral and Energy Resources, 4. Rock system and Classification of Rocks, Factors Responsible for the Location of Industries	<b>15</b>
<b>IV</b>	<b>Climatology</b> 1. Atmosphere, temperature distribution, Clouds, precipitation, 2. Pressure Belts, Winds, Cyclones, Jet Streams, Ozone layer, 3. Geographical Features and their location	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B. W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.

**Reference Books:**

5. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
6. Cunningham W. P. and Cunningham M. A., 2004: Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
7. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
8. Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
9. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson BrooksCole, Singapore.

**SEMESTER VI (Major)****Paper Name: Post-Independence History****Paper Code: ADM182M604****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 300****Course Objectives:**

*The objective of the course is to help the students to analyze political phenomenon. The course will also help in comprehending India's relationship with neighboring countries.*

<b>CO1</b>	To develop in the students an understanding of National Movement towards Freedom & Partition (1939-1947), Nation Building and Foreign Policy.	<b>BT1</b>
<b>CO2</b>	To explain some important processes of Post independent Economy, Society and Polity-Planned Development, Green Revolution.	<b>BT2</b>
<b>CO3</b>	To gain an insight into the Non-Aligned Movement, Panchsheel, Wars with Pakistan & China, Nuclear Policy.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Towards Freedom &amp; Partition (1939-1947)</b> 1. National Movement During World War II, 2. August Offer, Individual Satyagraha, Growth of Communalism, Peasant Movements, 3. Cripps Mission, Quit India Movement, Wavell Plan, INA, Cabinet Mission,	<b>15</b>
<b>II</b>	<b>Nation Building and Foreign Policy</b> 1. Partition and Its Aftermath, Integration of Princely States, 2. Reorganization of States, Issue of Official Language, 3. Tribal Consolidation and Regional Aspirations	<b>15</b>
<b>III</b>	<b>Post independent Economy, Society and Polity</b> 1. Planned Development, Green Revolution, Industrial Reforms 2. Popular Movements, Communalism, Indian Women Movements since Independence, 3. Era of One-Party Dominance, Emergence of Opposition Parties, Emergency: Crisis of Democratic Order, Rise of Regional Parties, and Coalition Era.	<b>15</b>
<b>IV</b>	<b>Foreign Policy</b> 1. Non-Aligned Movement, Panchsheel, 2. Wars with Pakistan & China, 3. India's Nuclear Policy.	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*. New Delhi: Har Anand Publications, 2016.
2. Ishita Banerjee Dube, *A History of Modern India*, Cambridge University Press, New Delhi, 2015.
3. Guha, Ranajit, 'On some aspects of Historiography of Colonial India', in Ranajit Guha ed. *Subaltern Studies I*, Delhi: Oxford University Press, 1986.
4. Mishra, B.B., *Administrative History of India*, Oxford University Press, Delhi, 1983.

**Reference Books:**

1. Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi: Oxford University Press, Reprint 2007.
2. Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge, Cambridge University Press, Reprint, 2014.
3. Bipan, Chandra, *Communalism in Modern India*, Har Anand Publications, Delhi, 2016.
4. Brown, Judith, *Gandhi's Rise to Power: Indian politics 1915-1922*, Cambridge: Cambridge University, Press, 1972.
5. Chandra, Bipan et al., *India's Struggle for Independence, 1857-1947*, Delhi: Viking/Penguin
6. Nanda, B.R., *Making of a nation: India's Road to Independence*, Delhi: Harper-Collins, 1998.
7. Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Pearson Education India, 2014.

**SEMESTER VI (Minor)**

**Paper Name: Biodiversity, Environment, Security and Disaster Management in Assam**  
**Paper Code: ADM182N601**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**  
**Level: 200**

**Course Objectives:**

*The objective of the course is to help the students to analyze the natural resources and biodiversity of Assam. The course will also help in comprehending the environmental problems in Assam.*

<b>CO1</b>	To understand the bio-diversity of Assam, security issues and security management.	<b>BT1</b>
<b>CO2</b>	To analyze the environmental problems, challenges to environment in Assam	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	Bio-diversity of Assam	<b>15</b>
<b>II</b>	Security issues and security management	<b>15</b>
<b>III</b>	Environment and environmental problems, challenges to environment.	<b>15</b>
<b>IV</b>	Disaster Management with relevant emphasis on State of Assam	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
2. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
3. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht

**Reference books:**

1. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
2. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
3. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter

**SEMESTER VII (Major)****Paper Name: Internal Security of India****Paper Code: ADM182M701****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 400****Course Objectives:**

*The objective of the course is to help the students to understand the concept, challenges and frameworks of internal security in India. The course will also help in analyzing the various institutions that deals with internal security.*

<b>CO1</b>	To understand the concept, challenges, and frameworks of internal security in India.	<b>BT1</b>
<b>CO2</b>	To analyze the institutional mechanisms dealing with terrorism, insurgency, and law enforcement.	<b>BT2</b>
<b>CO3</b>	To examine the roles of civil society, media, and legal frameworks in ensuring internal security.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Foundations of Internal Security</b> 1. Concept and Dimensions of Internal Security 2. Threats to Internal Security: Historical and Contemporary Overview 3. Constitutional and Legal Framework (e.g., IPC, CrPC, UAPA, NSA)	<b>15</b>
<b>II</b>	<b>Key Threats to Internal Security</b> 1. Terrorism: Cross-border and Domestic (e.g., J&K, Islamist groups) 2. Left-Wing Extremism (LWE): Causes and Countermeasures 3. Insurgency in the Northeast: Ethnic Identity and Regional Autonomy	<b>15</b>
<b>III</b>	<b>Institutional and Strategic Mechanisms</b> 1. Role of Armed Forces, Paramilitary, and Intelligence Agencies (IB, NIA, NSG) 2. Policing, Federal Agencies, and Modernization of Internal Security Forces 3. Cyber Security and Emerging Tech Threats (e.g., AI, Deepfakes, Critical Infrastructure)	<b>15</b>
<b>IV</b>	<b>Governance, Civil Society, and Reforms</b> 1. Role of Civil Society, Media, and Public Awareness in Internal Security 2. Human Rights and Security Dilemma: AFSPA and Ethical Concerns 3. Policy Reforms and Internal Security Challenges in the 21st Century	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Ashok Kumar, Vipul Anekant, . (2021). Challenges to internal security of India. Chennai: McGraw Hill Education (India) Private Limited.
2. Petersen, A. (2020). Internal security and disaster management. McGraw Hill Education.
3. Ashok, K. (2021). Challenges to internal security of India (5th ed.). McGraw Hill Education.
4. Naveen, T. (2022). Internal security for civil services main examination. Pearson Education.

**Reference Books:**

1. Gill, K. P. S. (2001). India: Internal security challenges. Har-Anand Publications.
2. Singh, M. P., & Saxena, R. (2008). India's internal security: Issues and perspectives. Deep & Deep Publications.
3. Verma, A. (2018). Terrorism, insurgency and internal security of India. Kalpaz Publications.
4. Ramakrishna, K. (2015). Confronting terrorism: The security governance approach. Routledge India.
5. Mohan, C. R. (2017). Security and politics in South Asia: The regional imperatives. Institute of South Asian Studies, NUS.

**SEMESTER VII (Major)**

**Paper Name: Ethics in Administration**  
**Paper Code: ADM182M702**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**  
**Level: 400**

**Course Objectives:**

*The objective of the course is to help the students to understand the key concepts and theories of ethics in public administration. The course will also help in analyzing the various ethical dilemmas in administrative practice in India and global perspective.*

<b>CO1</b>	To understand the key concepts and theories of ethics in public administration.	<b>BT1</b>
<b>CO2</b>	To analyze the legal, institutional, and personal dimensions of integrity and accountability.	<b>BT2</b>
<b>CO3</b>	To examine ethical dilemmas in administrative practice.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Foundations of Administrative Ethics</b> 5. Meaning, Scope, and Significance of Ethics in Administration 6. Ethical Theories: Utilitarianism, Deontology, Virtue Ethics 7. Ethical Foundations of Public Service and Civil Responsibility	<b>15</b>
<b>II</b>	<b>Ethical Issues in Governance and Administration</b> 1. Corruption, Nepotism, and Conflict of Interest 2. Transparency, Accountability, and Whistleblower Protection 3. Ethics in Policy Making and Implementation	<b>15</b>
<b>III</b>	<b>Ethical Leadership and Decision Making</b> 1. Moral Leadership and Administrative Behaviour 2. Code of Conduct and Ethics for Civil Servants 3. Ethical Decision Making: Models and Tools	<b>15</b>
<b>IV</b>	<b>Ethics in Practice: Indian and Global Contexts</b> 1. Administrative Ethics in India: Norms, Institutions, and Challenges 2. Comparative Administrative Ethics: Case Studies from USA, UK, and Scandinavia 3. Global Ethical Standards and International Institutions	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Cooper, T. L. (2012). *The responsible administrator: An approach to ethics for the administrative role* (6th ed.). Jossey-Bass.
2. Denhardt, K. G. (1988). *The ethics of public service: Resolving moral dilemmas in public organizations*. Greenwood Press.
3. Gawthrop, L. C. (1998). *Public service and democracy: Ethical imperatives for the 21st century*. Chatham House.
4. Lewis, C. W., & Gilman, S. C. (2005). *The ethics challenge in public service: A problem-solving guide* (2nd ed.). Jossey-Bass.

**Reference books:**

1. Menzel, D. C. (2007). *Ethics management for public administrators: Leading and building organizations of integrity*. M.E. Sharpe.
2. Svara, J. H. (2007). *The ethics primer for public administrators in government and nonprofit organizations*. Jones & Bartlett Learning.
3. Thompson, D. F. (1985). *The possibility of administrative ethics*. *Public Administration Review*, 45(5), 555–561.
4. Weber, M. (1946). *Bureaucracy*. In H. H. Gerth & C. Wright Mills (Eds.), *From Max Weber: Essays in sociology* (pp. 196–244). Oxford University Press.

**SEMESTER VII (Major)****Paper Name: Indian Geography: Physical****Paper Code: ADM182M703****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 400****Course Objectives:**

*The objective of the course is to help the students to understand the key concepts and theories of ethics in public administration. The course will also help in analyzing the various ethical dilemmas in administrative practice in India and global perspective.*

<b>CO1</b>	To understand the key concepts and theories of ethics in public administration.	<b>BT1</b>
<b>CO2</b>	To analyze the legal, institutional, and personal dimensions of integrity and accountability.	<b>BT2</b>
<b>CO3</b>	To examine ethical dilemmas in administrative practice.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Geological Structure and Physiography</b> 1. Geological history and structure of India 2. Physiographic divisions of India: Northern Mountains, Peninsular Plateau, and Indo-Gangetic Plains 3. Tectonic activities and seismic zones of India	<b>15</b>
<b>II</b>	<b>Climate and Weather Patterns</b> 1. Mechanism of Indian monsoon: Origin, pattern, and variability 2. Climatic regions of India and Koppen's classification. 3. Cyclones, droughts, and floods: Causes and impact in India	<b>15</b>
<b>III</b>	<b>Drainage System and Soils</b> 1. River systems of India: Himalayan and Peninsular rivers 2. Watershed management and river linking projects 3. Types and distribution of soils in India	<b>15</b>
<b>IV</b>	<b>Natural Vegetation and Environmental Concerns</b> 1. Forest types and their distribution in India 2. Biodiversity hotspots and conservation efforts 3. Environmental degradation and disaster vulnerability in India	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Govt. of India. (2011). *India: State of the Forest Report*. Forest Survey of India.
2. Majid, H. (2012). *Geography of India* (5th ed.). McGraw-Hill Education.
3. Menon, A. G. (2014). *Physical Geography of India*. National Book Trust.
4. Raza, M., & Ahmad, A. (1990). *An Atlas of Tribal India*. Concept Publishing Company.
5. Singh, G. (2009). *Environmental Geography*. Prayag Pustak Bhawan.

**Reference Books:**

1. Singh, S. (2008). *Geomorphology*. Prayag Pustak Bhawan.
2. Singh, S. (2014). *Climatology*. Prayag Pustak Bhawan.
3. Singh, S. (2015). *Physical Geography*. Prayag Pustak Bhawan.
4. Valdiya, K. S. (2010). *The Making of India: Geodynamic Evolution*. Springer.
5. Wadia, D. N. (2015). *Geology of India* (4th ed.). McGraw-Hill Education.

**SEMESTER VII (Major)****Paper Name: Political and Administrative System in Assam****Paper Code: ADM182N704****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 400****Course Objectives:**

*The objective of the course is to help the students to understand the historical evolution and constitutional provisions related to Assam's political and administrative system. The course will also help in if the administrative mechanisms are effective in addressing developmental challenges in Assam.*

<b>CO1</b>	To understand the historical evolution and constitutional provisions related to Assam's political and administrative system.	<b>BT1</b>
<b>CO2</b>	To analyze the analyze the role of political institutions, parties, and ethnic movements in shaping Assam's political landscape.	<b>BT2</b>
<b>CO3</b>	To evaluate the effectiveness of administrative mechanisms and local governance structures in addressing developmental challenges in Assam.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Historical and Constitutional Foundations</b> 1. Evolution of the Political System in Assam: Pre-Colonial, Colonial, and Post-Independence 2.Reorganization of Assam and the Sixth Schedule Provisions 3.Assam Accord (1985) and its Impact on State Politics	<b>15</b>
<b>II</b>	<b>Political Institutions and Processes</b> 1. Structure and Functioning of the State Legislature and Executive 2. Political Parties and Electoral Politics in Assam 3. Identity Movements and Ethnic Politics	<b>15</b>
<b>III</b>	<b>Administrative Structure and Governance</b> 1.State Bureaucracy: Role and Structure 2. District Administration and the Role of Deputy Commissioner 3. Public Service Commissions and Civil Services in Assam	<b>15</b>
<b>IV</b>	<b>Local Governance and Contemporary Challenges</b> 1. Panchayati Raj Institutions and Urban Local Bodies in Assam 2. Autonomous Councils and Governance in Tribal Areas 3. Ethnic Movements and Demands for Autonomy	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **Textbooks:**

1. Baruah, A. (2003). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press.
2. Baruah, S. (1999). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press.
3. Bhattacharjee, J. B. (2016). *Socio-Political Movements in North East India*. DVS Publishers.
4. Goswami, N. (2014). *Conflict and Reconciliation: The Politics of Ethnicity in Assam*. Routledge.
5. Hussain, M. (1993). *The Assam Movement: Class, Ideology and Identity*. Manak Publications.

### **Reference Books:**

1. Kashyap, S. C. (2011). *Our Constitution: An Introduction to India's Constitution and Constitutional Law*. National Book Trust.
2. Saikia, Y. (2004). *Fragmented Memories: Struggling to be Tai-Ahom in India*. Duke University Press.
3. Sharma, H. N. (2004). *Political Economy of Assam*. Omsons Publications.
4. Singh, U. K. (2007). *The State, Democracy and Anti-Terror Laws in India*. SAGE Publications.
5. Weiner, M. (2001). *The Indian Paradox: Essays in Indian Politics*. SAGE Publications.

<b>SEMESTER VII (Minor)</b>
<b>Paper Name: Public Policy and Administration in India</b> <b>Paper Code: ADM182N701</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 300</b>

**Course Objectives:**

*The objective of the course is to help the students to understand the interface between public policy and administration in India and the essence of public policy responsible for its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. The course will also help in comprehending the issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.*

<b>CO1</b>	To understand the public policy and welfare administration in India along with citizen –Administration interface.	<b>BT1</b>
<b>CO2</b>	To analyze the schemes and policies of the social welfare administration.	<b>BT2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Public Policy</b> 1. Definition, characteristics and models 2.Public Policy Process in India	<b>15</b>
<b>II</b>	<b>Decentralization</b> 1.Meaning, significance and approaches and types 2.Local Self Governance: Rural and Urban.	<b>15</b>
<b>III</b>	<b>Budget, Citizen and Administration Interface</b> 1.Concept and Significance of Budget and Budget Cycle in India 2.Various Approaches and Types of Budgeting 3.Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance	<b>15</b>
<b>IV</b>	<b>Social Welfare Administration</b> 1.Concept and Approaches of Social Welfare 2.Social Welfare Policies, Education: Right to Education 3.Health: National Health Mission, Food: Right to Food Security, Employment: MNREGA	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

- 1.Chakraborty and Prakash, (2019) Public Policy: Concept Theory and Practice, Sage Publications
2. Sanyal and Chakraborty Rajesh, (2017) Public Policy in India, OUP
3. Rathore, Richa, (2016) Public Policy and Administration in India, Indian Books and Periodicals

**Reference Books:**

1. Sahu, S.K., (2017) Public Policy and Administration in India, Kalyani Publications
2. M. Howlett, M. Ramesh, and A. Perl, (2009) Studying Public Policy: Policy Cycles and Policy; Subsystems, 3rd edition, Oxford: Oxford University Press.
3. Noorjahan Bava, (2001) Development Policies and Administration in India, Delhi: Uppal
4. Rathore, Richa, (2016) Public Policy and Administration in India,.2016, Indian Books and Periodicals.

<b>SEMESTER VIII (Major)</b>
<b>Paper Name: World History</b> <b>Paper Code: ADM182M801</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 400</b>

**Course Objectives:**

*The objective of the course is to provides a comprehensive understanding the foundations of early civilizations and classical empires, including their social, political, and economic systems. The course will also help in analyzing the rise of global empires, capitalism, and socio-political upheavals during the early modern era.*

<b>CO1</b>	To understand the foundations of early civilizations and classical empires, including their social, political, and economic systems.	<b>BT1</b>
<b>CO2</b>	To examine the nature of feudalism, religious movements, and trans-regional interactions in the medieval world.	<b>BT2</b>
<b>CO3</b>	To analyze the rise of global empires, capitalism, and socio-political upheavals during the early modern era.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Ancient Civilizations and the Classical World</b> 1. Mesopotamia, Egypt, Indus Valley and China: Cradles of Civilization 2. Greek and Roman Civilizations: Political Systems and Cultural Legacy 3. Maurya, Gupta, and Han Empires: Comparative Imperial Structures	<b>15</b>
<b>II</b>	<b>Medieval World and Cross-Cultural Encounters</b> 1. Islamic Caliphates and the Golden Age of Islam 2. Feudalism in Europe and Japan: Institutions and Hierarchies 3. The Crusades, Mongol Expansion, and the Silk Road	<b>15</b>
<b>III</b>	<b>Early Modern Period and Global Transformations</b> 1. The Renaissance, Reformation, and Scientific Revolution 2. The Age of Exploration and Colonial Expansion 3. Transatlantic Slave Trade and the Rise of Mercantilism	<b>15</b>
<b>IV</b>	<b>Modern World: Revolutions, Imperialism and Global Conflicts</b> 1. The American, French, and Haitian Revolutions: Ideologies and Impact 2. Industrialization, Nationalism, and Imperialism in the 19th Century 3. World Wars, Decolonization, and the Cold War Order	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Abu-Lughod, J. L. (1991). *Before European hegemony: The world system A.D. 1250–1350*. Oxford University Press.
2. Bayly, C. A. (2004). *The birth of the modern world, 1780–1914: Global connections and comparisons*. Blackwell.
3. Bentley, J. H., & Ziegler, H. F. (2020). *Traditions and encounters: A global perspective on the past* (7th ed.). McGraw-Hill Education.
4. Halsall, P. (Ed.). (2000). *The medieval world: Primary sources and documents*. Routledge

**Reference Books:**

1. Hobsbawm, E. (1996). *The age of revolution: 1789–1848*. Vintage.
2. Parker, G. (1996). *The military revolution: Military innovation and the rise of the West, 1500–1800* (2nd ed.). Cambridge University Press.
3. Pomeranz, K. (2000). *The great divergence: China, Europe, and the making of the modern world economy*. Princeton University Press.
4. Scarre, C., & Fagan, B. (2016). *Ancient civilizations* (6th ed.). Routledge.

**SEMESTER VIII (Major)****Paper Name: Research Methodology II****Paper Code: ADM182N801****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 400****Course Objectives:**

*The objective of the course is to provides a comprehensive understanding of qualitative, quantitative and mixed research methods including its definition, scope, and philosophical foundations. It explores key research designs such as ethnography and case studies, along with data collection methods like interviews and observations. The course will also help in understanding data analysis techniques, including coding and thematic analysis, while ensuring research trustworthiness.*

<b>CO1</b>	Demonstrate an understanding of the fundamental concepts of qualitative quantitative and mixed methods research.	<b>BT1</b>
<b>CO2</b>	Apply appropriate qualitative and quantitative research designs and data collection methods.	<b>BT2</b>
<b>CO3</b>	Analyze qualitative and quantitative data using different analytical techniques.	<b>BT3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Qualitative Research</b> 1. Meaning, Nature, and Scope of Qualitative Research 2. Epistemological and Ontological Considerations 3. Reliability and Validity in Qualitative Research	<b>15</b>
<b>II</b>	<b>Qualitative Research Designs, Data Collection and Data Analysis Methods</b> 1. Ethnography, Case Study, Grounded Theory, Phenomenology, Narrative, Feminist Research 2. Participant Observation, In-Depth Interviews, Focus Groups 3. Coding, Thematic Analysis, Narrative Analysis, Content Analysis & Discourse Analysis	<b>15</b>
<b>III</b>	<b>Introduction to Quantitative Research</b> 4. Meaning and Nature of Quantitative Research 5. Data Collection Tools: Structured Interviewing, Self-Completion Questionnaires, Structured Observation 6. Statistical Tools in Data Analysis: Descriptive and Inferential Statistics	<b>15</b>
<b>IV</b>	<b>Mixed Methods Research</b> 2. Meaning of Mixed Methods Research 3. Combining Qualitative and Quantitative Research: Triangulation 4. Importance of Mixed Methods Research	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **Textbooks:**

1. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
2. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
3. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
4. Flick, U. (2023). *An introduction to qualitative research* (7th ed.). SAGE Publications.
5. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
6. Liamputtong, P. (2020). *Qualitative research methods* (5th ed.). Oxford University Press.
7. Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

### **Reference Books:**

1. Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
2. Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
3. Silverman, D. (2020). *Interpreting qualitative data* (6th ed.). SAGE Publications.
4. Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Wiley-Blackwell.
5. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

**Semester–VIII (Minor)**

**Paper I/Subject Name: Research Methodology**  
**CODE: ADM182N801**  
**L-T-P-C: 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**  
**Course Level: 400**

**Course Objectives:**

- 1) This course aims to equip students with foundational knowledge and practical skills in social science research, particularly in political science.
- 2) This course covers the meaning, nature, and significance of research, including problem identification and literature review.
- 3) Students will learn to formulate research questions, explore various research designs, and apply comparative methods.
- 4) The course also introduces data collection techniques, sampling methods, and essential tools such as questionnaires and interviews.

**After successful completion of the course, the students will**

<b>CO 1:</b>	Define and describe the scope of social science research, its significance in political science, and the process of identifying research gaps.	<b>BT 1</b>
<b>CO 2:</b>	Differentiate between various research designs, formulate research questions and hypotheses, and apply the comparative method in social science research.	<b>BT 2</b>
<b>CO 3:</b>	Identify appropriate sources of data, implement probability and non-probability sampling methods, and use tools such as questionnaires, interviews, and observations.	<b>BT 3</b>
<b>CO 4:</b>	Process and analyze research data using descriptive and inferential statistics and write well-structured research proposals and reports while ensuring ethical integrity.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: Introduction to Social Science Research</b> Meaning, Nature and Scope of Social Science Research. Literature Review, Statement of the Problem and Research Gap. Differences between Qualitative and Quantitative Research, Positivism vs. Interpretivism	<b>15</b>
<b>II</b>	<b>Unit-II: Research Design and Methods</b> Formulating Research Questions and Hypotheses. Types of Research Designs. Comparative Method in Social Science Research.	<b>15</b>
<b>III</b>	<b>Unit-III: Sampling and Data Collection</b> Sources of Data: Primary and Secondary Data. Sampling Methods: Probability and Non-Probability Sampling. Tools of Data Collection: Questionnaire, Interview, and Observation.	<b>15</b>
<b>IV</b>	<b>Unit-IV: Data Interpretation and Report Writing</b> Data Processing: Coding, Classification, and Tabulation. Basics of Interpretation and Analysis (Descriptive and Inferential Statistics). Writing a Research Proposal and Report: Structure and Ethical Considerations.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd ed.). University of South Florida. Retrieved from [https://digitalcommons.usf.edu/oa\\_textbooks/3](https://digitalcommons.usf.edu/oa_textbooks/3)
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
4. Burnham, P., Lutz, K. G., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed.). Palgrave Macmillan.

**Reference Books:**

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2020). *Research methods in the social sciences* (9th ed.). Worth Publishers.
3. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
4. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

**SEMESTER VIII (Major)****Paper Name: Assam History and Ahom Administration****Paper Code: ADM182M804****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 200****Course Objectives:**

*The objective of the course is to provides a comprehensive understanding of the political, social, and cultural landscape of early Assam and the emergence of regional identities. The course will also help in analyzing the origins and expansion of Ahom rule and the strategies of state formation.*

<b>CO1</b>	Understand the political, social, and cultural landscape of early Assam and the emergence of regional identities.	<b>BT1</b>
<b>CO2</b>	Explore the indigenous institutions of governance and their role in maintaining Ahom authority.	<b>BT2</b>
<b>CO3</b>	Analyze the origins and expansion of Ahom rule and the strategies of state formation.	<b>BT3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Early History of Assam</b> 1. Pre-Ahom Assam: Political formations (Varman, Salastambha, and Kamata kingdoms) 2. Society and Culture in Early Assam: Religion, language, and art 3. Sources of Early Assam History: Epigraphy, literature, archaeology	<b>15</b>
<b>II</b>	<b>Rise and Consolidation of Ahom Power</b> 1. Migration of Sukapha and establishment of the Ahom kingdom (1228 CE) 2. Ahom expansion, consolidation, and integration of tribal polities 3. The Buranjis: Ahom chronicles as historical sources	<b>15</b>
<b>III</b>	<b>Structure of Ahom Administration</b> 1. The Paik System: Structure, function, and socio-economic impact 2. Ahom polity: Role of kings, nobles (Gohain), and the council of ministers 3. Revenue, judiciary, and military administration under the Ahoms	<b>15</b>
<b>IV</b>	<b>Decline of the Ahoms and Colonial Encounter</b> 1. Moamoria Rebellion and its implications for Ahom polity 2. Burmese invasions, British intervention, and the Treaty of Yandabo (1826) 3. Impact of British colonialism on pre-colonial institutions and the transformation of Assamese identity	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Barpujari, H. K. (1998). *The Comprehensive History of Assam* (Vol. 4). Assam Publication Board.
2. Barua, K. L. (1933). *Early history of Kamarupa*. Government of Assam.
3. Baruah, S. L. (1985). *A comprehensive history of Assam* (Vol. 2). Munshiram Manoharlal.
4. Gogoi, L. (1986). *Ahom polity*. Department of Publication, Dibrugarh University.

**Reference Books:**

1. Guha, A. (1991). *Medieval and early colonial Assam: Society, polity, economy*. Centre for Studies in Social Sciences.
2. Neog, M. (1980). *Early history of the Vaisnava faith and movement in Assam*. Motilal Banarsidass.
3. Saikia, Y. (2004). *Fragmented memories: Struggling to be Tai-Ahom in India*. Duke University Press.

**SEMESTER VIII (Major)****Paper Name: International Relations and Foreign Affairs****Paper Code: ADM182M805****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 200****Course Objectives:**

*The objective of the course is to provides a comprehensive understanding of the theoretical foundations and basic concepts of International Relations. The course will also help in analyzing the functioning and significance of international institutions and legal frameworks.*

<b>CO1</b>	Understand the theoretical foundations and basic concepts of International Relations.	<b>BT1</b>
<b>CO2</b>	Examine the evolution of India's foreign policy and its strategic engagement with the world.	<b>BT2</b>
<b>CO3</b>	Analyze the functioning and significance of international institutions and legal frameworks.	<b>BT3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Foundations of International Relations</b> 1. Meaning, Scope, and Evolution of International Relations as a Discipline 2. Key Concepts: Sovereignty, Power, National Interest, Diplomacy, and Global Order 3. Major Theories: Realism, Liberalism, Constructivism, and Marxism	<b>15</b>
<b>II</b>	<b>International Institutions and Global Governance</b> 1. United Nations: Structure, Function, and Reform Debates 2. International Law and Humanitarian Interventions 3. Global Governance: IMF, World Bank, WTO, and Environmental Regimes	<b>15</b>
<b>III</b>	<b>India's Foreign Policy and Strategic Interests</b> 1. Foundations of India's Foreign Policy: Nehruvian Legacy and Strategic Autonomy 2. India's Relations with Major Powers: USA, China, Russia 3. India's Role in South Asia and Emerging Multilateral Forums (e.g., BRICS, QUAD)	<b>15</b>
<b>IV</b>	<b>Contemporary Issues in Foreign Affairs</b> 1. Global Terrorism, Migration, and Cyber Security 2. Climate Change, Energy Politics, and Global Health Diplomacy 3. Geopolitical Conflicts: Ukraine War, Israel-Palestine, Indo-Pacific Strategy	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics: An introduction to international relations* (8th ed.). Oxford University Press.
2. Ganguly, S. (2019). *Indian foreign policy* (2nd ed.). Oxford University Press.
3. Haass, R. N. (2020). *The world: A brief introduction*. Penguin Press.
4. Karns, M. P., Mingst, K. A., & Stiles, K. W. (2015). *International organizations: The politics and processes of global governance* (3rd ed.). Lynne Rienner Publishers.

**Reference Books:**

1. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. Oxford University Press.
2. Nye, J. S. (2017). *The future of power*. PublicAffairs.
3. Viotti, P. R., & Kauppi, M. V. (2019). *International relations theory* (6th ed.). Rowman & Littlefield.
4. Weiss, T. G., & Daws, S. (Eds.). (2018). *The Oxford handbook on the United Nations* (2nd ed.). Oxford University Press.

**SEMESTER VIII (Major)****Paper Name: Human Rights: Theory and Practice****Paper Code: ADM182M806****L-T-P-C: 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Level: 200****Course Objectives:**

*The objective of the course is to provides a comprehensive understanding of the philosophical, historical, and legal evolution of human rights. The course will also help in understanding the constitutional and legal provisions for human rights in the Indian context.*

<b>CO1</b>	Understand the philosophical, historical, and legal evolution of human rights.	<b>BT1</b>
<b>CO2</b>	Evaluate the constitutional and legal provisions for human rights in the Indian context.	<b>BT2</b>
<b>CO3</b>	Analyze the global institutional and legal mechanisms for the protection of human rights.	<b>BT3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Theoretical Foundations of Human Rights</b> 1. Concept, Nature, and Classification of Human Rights 2. Historical Development: From Magna Carta to the Universal Declaration of Human Rights (UDHR) 3. Philosophical and Ideological Approaches: Natural Rights, Liberalism, Marxism, and Feminism	<b>15</b>
<b>II</b>	<b>International Human Rights Framework</b> 1. Universal Declaration of Human Rights (1948) and Key International Covenants (ICCPR, ICESCR) 2. Role of the United Nations and Specialized Agencies (e.g., UNHRC, UNICEF, ILO) 3. Regional Human Rights Systems: European, Inter-American, and African Charters	<b>15</b>
<b>III</b>	<b>Human Rights in India</b> 1. Fundamental Rights, Directive Principles, and Right to Constitutional Remedies 2. Statutory Bodies and Institutions: NHRC, SHRCs, and Judiciary 3. Major Human Rights Movements in India: Dalit, Tribal, Gender, and Environmental Movements	<b>15</b>
<b>IV</b>	<b>Contemporary Issues and Challenges</b> 1. Human Rights and Global Conflicts: Refugees, Statelessness, and Humanitarian Crises 2. Rights of Marginalized Groups: Women, LGBTQ+, Children, and Persons with Disabilities 3. Human Rights Violations: Terrorism, Surveillance, Custodial Violence, and Corporate Accountability	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

1. Alston, P., & Goodman, R. (2013). *International human rights: The successor to international human rights in context* (4th ed.). Oxford University Press.
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