



B.S. Abdur Rahman™  
**Crescent**  
Institute of Science & Technology  
Deemed to be University u/s 3 of the UGC Act, 1956

*Regulations 2021  
Curriculum and Syllabi  
(Updated upto April 2023,  
as per 20<sup>th</sup> Academic Council)*

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**B.A.  
(Public Policy)**



**REGULATIONS 2021**

**CURRICULUM AND SYLLABI**

**(Updated upto April 2023, as per 20<sup>th</sup> Academic Council)**

**B.A. PUBLIC POLICY**



## **VISION AND MISSION OF THE INSTITUTION**

### **VISION**

B.S. Abdur Rahman Crescent Institute of Science and Technology aspires to be a leader in Education, Training and Research in multidisciplinary areas of importance and to play a vital role in the Socio-Economic progress of the Country in a sustainable manner.

### **MISSION**

- To blossom into an internationally renowned Institute.
- To empower the youth through Quality and Value-Based Education.
- To promote Professional Leadership and Entrepreneurship.
- To achieve excellence in all its endeavors to face global challenges.
- To provide excellent teaching and research ambience.
- To network with global Institutions of Excellence, Business, Industry and Research Organizations.
- To contribute to the knowledge base through Scientific Enquiry, Applied Research and Innovation.



## **DEPARTMENT OF PUBLIC POLICY**

### **VISION AND MISSION**

#### **VISION**

- To educate the future leaders of society and equip them with the skills they will need to navigate a complex world. We aim to inspire our students towards an intellectual transformation while negotiating for a just and sustainable world.
- We aim to set the standard for transforming curious young individuals into people with forethought and the skills to charter their own success.

#### **MISSION**

- To contribute to society through empowerment of young minds to pursue personal and professional standards of excellence.
- To equip our students with the knowledge, creativity and problem – solving skills that can help contribute to the progression of humanity.
- We also aim to assist our students with comprehension of their own aspirations through intersection of their education, goals, values, skills and experiences.



**PROGRAMME EDUCATIONAL OBJECTIVES:**

**PEO1:** This Programme facilitates the progress of graduates from students into competent professionals capable of addressing complex, emerging real world issues

**PEO2:** We supplement our programme with NCC, through which we hope to instill a sense of discipline, resilience and patriotism.

**PEO 3:** Through guest lectures, seminars and fieldwork featuring IAS/IPS/IRS officers, we hope to impart mastery over skills that our students can use to redress real-world problems. As such, this programme is ideal for those who seek to be a part of the steel frame of India.

**PEO 4:** Our undergraduate curriculum is designed to provide an immersive experience preparing for the UPSC/IAS exam along with several other competitive exams. B.A. Public Policy is a programme that opens the doors to many prestigious employment opportunities with the government through over 130+ competitive exams.

**PEO 5:** Encourage the students to advance a range of generic skills helpful in employment, internships, and social activities.

**PEO 6:** Formulating business problems and provide innovative solutions to enable the students to be future ready management leaders who are compassionate and yet efficient.



## **PROGRAMME OUTCOMES**

PO 1: Demonstrate competence in institute level specialized knowledge of Public Policy specialization as a solution to complex real-world problems.

PO 2: Use appropriate knowledge and skills to identify, formulate, analyze and solve complex problems in order to reach substantiated conclusions; able to comprehend solution to sustain problems originating in the diverse areas.

PO 3: Conduct investigations of complex problems by methods that include appropriate experiments, analysis, and interpretation of data and synthesis of information in order to reach valid conclusions. Search for, locate, extract, organise, evaluate, and use or present information that is relevant to a particular topic; identify the developments in various branches of Commerce and Business.

PO 4: Design solutions for complex, open-ended problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations. Ability to engage in reflective and independent thinking by understanding the concepts; ability to examine the results and apply them to various problems appearing indifferent branches.

PO 5: Create, select, and apply appropriate techniques, resources, and modern accounting and IT tools including prediction and modeling to complex activities with an understanding of the limitations; Capable to use various technical ICT tools (like spreadsheet) for exploring, analysis, and using the information for business purposes.

PO 6: Work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.

PO 7: Communicate complex concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.

PO 8: Understanding the roles and responsibilities of the professional in society, especially the primary role of protection of the public and the public interest.

PO 9: Analyze social and environmental aspects of activities. Such ability includes an understanding of the interactions that Commerce has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.

PO 10: Apply professional ethics, accountability, and equity. Able to ascertain unethical behaviour, falsification, and manipulation of information: To manage self and various social systems.

PO 11: Incorporate economics and business practices including project, risk, and change management into the practice and to understand their limitations. Capable to work independently in diverse projects and ensure detailed study of various facets.

PO 12: Motivate learners for lifelong learning abilities such as information-handling, entrepreneurial skills, self-esteem, decision-making, self-management, empathy, tolerance of others, creativity, a sense of humour, flexibility, adaptability, critical judgment, thinking, planning, practical skills, learning-to-learn, discussing and communicating, create values for life and build their character for lifetime.

**PROGRAMME SPECIFIC OUTCOMES:**

**PSO 1:** To give comprehensive knowledge of public policy and several other branches that includes politics, economics, sociology, governance etc.

**PSO 2:** To help the students build a concrete footing for advanced studies in public policy and to stand with the requirement for employment.

**PSO 3:** To equip the students with a world of work, particularly, work of the future. The student will get a first-hand exposure of working in the real world and providing an extreme and rigorous base for teaching, research, and allied business administrations.

**PSO 4:** To develop managerial knowledge and tactical dexterity, with a broader skill set and encourages them to seek out audacious, innovative solutions for today's business, enable the students to formulate business problems and provide innovative solutions thus, molding them into future visionaries, management leaders that are compassionate yet efficient.

**REGULATIONS - 2021****B.A. / BBA / B.Com. / BCA / B.Sc. DEGREE PROGRAMMES*****(Under Choice Based Credit System)***

(Amendments Approved by the 19th Academic Council – September 2022)

**1.0 PRELIMINARY DEFINITIONS & NOMENCLATURE**

In these Regulations, unless the context otherwise requires:

- i) **"Programme"** means B.A. / BBA / BCA / B.Com. / B.Sc. Degree Programmes.
- ii) **"Course"** means theory / practical / laboratory integrated theory / seminar / internship / project and any other subject that is normally studied in a semester like English, Mathematics, Environmental Science, etc.,
- iii) **"Institution"** means B.S. Abdur Rahman Crescent Institute of Science and Technology.
- iv) **"Academic Council"** means the Academic Council, which is the apex body on all academic matters of this Institute.
- v) **"Dean (Academic Affairs)"** means the Dean (Academic Affairs) of the Institution who is responsible for the implementation of relevant rules and regulations for all the academic activities.
- vi) **"Dean (Student Affairs)"** means the Dean (Students Affairs) of the Institution who is responsible for activities related to student welfare and discipline in the campus.
- vii) **"Controller of Examinations"** means the Controller of Examination of the Institution who is responsible for the conduct of examinations and declaration of results.
- viii) **"Dean of the School"** means the Dean of the School of the department concerned.
- ix) **"Head of the Department"** means the Head of the Department concerned.

**2.0 PROGRAMMES OFFERED AND ELIGIBILITY CRITERIA FOR ADMISSION****2.1 UG Programmes Offered**

<b>Degree</b>	<b>Mode of Study</b>
B.A.	FullTime
BBA	
B.Com.	
BCA	
B.Sc.	

## 2.2 Eligibility Criteria

Students for admission to the first semester of the undergraduate degree programme must have passed the Higher Secondary Examination of the 10 +2 curriculum (Academic stream) or any other examination of any authority accepted by this Institution as equivalent thereto.

<b>S.No.</b>	<b>Programme</b>	<b>Eligibility Criteria</b>
1	BCA	10+2 (Higher Secondary) with Mathematics or equivalent subject
2	B.Sc. Computer Science	10+2 (Higher Secondary) with Mathematics or equivalent subject
3	B.Sc. Biotechnology	10+2 (Higher Secondary) with Chemistry and Biology as subjects
4	BBA (Financial Services)	10+2 (Higher Secondary)
5	BBA (General)	
6	B.Com. (General)	10+2 (Higher Secondary) with Mathematics, Physics and Chemistry / Physics, Chemistry, Botany and Zoology / Commerce / Statistics as subjects.
7	B.Com. (Accounts and Finance)	
8	B.Com. (Hons.)	
9	B.A. English (Hons.)	10 +2 (Higher Secondary)
10	B.A. Islamic Studies	
11	B.A. Public Policy	

**2.4** The eligibility criteria such as marks, number of attempts and physical fitness shall be as prescribed by the Institution in adherence to the guidelines of regulatory / statutory authorities from time to time.

### **3.0 STREAMS / SPECIALISATION OF STUDY**

The following are the details of specialization / streams offered in various programmes:

<b>S. No.</b>	<b>Program</b>	<b>Streams / Specialisation of Study</b>
<b>1.</b>	<b>BCA</b>	i. Cloud Technology and Information Security ii. Mobile Applications and Information Security iii. Data Science iv. Multimedia and Web Application Development
<b>2.</b>	<b>B.Sc.</b>	i. Computer Science ii. Biotechnology
<b>3.</b>	<b>BBA</b>	i. General ii. Financial Services
<b>4.</b>	<b>B.Com.</b>	i. General ii. Honours iii. Accounts and Finance
<b>5.</b>	<b>B.A.</b>	i. English (Honours) ii. Islamic Studies iii. Public Policy

### **4.0 STRUCTURE OF THE PROGRAMME**

**4.1** The curriculum of the UG programmes consists of the following components:

- Core Courses (CC)
- Allied Courses (AC)
- Ability Enhancement Courses (AEC)
- Skill Enhancement Courses (SEC)
- Elective Courses (EC)
- Laboratory Courses (LC)
- Laboratory Integrated Theory Courses (LITC)

- Value added courses
- Mandatory courses (MC)
- Generic Elective Courses (GEC)
- Discipline Specific Elective (DSE)
- Project - PROJ (Project work, seminar, and internship in industry or at appropriate workplace)

#### **4.1.1 Personality and Character Development**

All students shall enroll, on admission, in any of the following personality and character development programmes:

- National Cadet Corps (NCC)
- National Service Scheme (NSS)
- National Sports Organization (NSO)
- Youth Red Cross (YRC)
- Rotaract
- Crescent Indian Society Training Development (ISTD – C)
- Crescent Creative Strokes
- Crescent Technocrats Club

The training activities / events / camp shall normally be organized during the weekends / vacation period.

#### **4.1.2 Online Courses for Credit Transfer**

Students are permitted to undergo department approved online courses under SWAYAM up to 40% of credits of courses in a semester excluding project semester (if any) with the recommendation of the Head of the Department / Dean of School and with the prior approval of Dean Academic Affairs during his/ her period of study. The credits earned through online courses ratified by the respective Board of Studies shall be transferred following the due approval procedures. The online courses can be considered in lieu of core courses and elective courses.

#### **4.1.3 Value Added Courses**

The students are permitted to pursue department approved online courses (excluding courses registered for credit transfer) or courses offered / approved by the department as value added courses.

The details of the value added course viz., syllabus, schedule of classes and the course faculty shall be sent to Dean, Academic Affairs for approval. The students may also undergo the valued

added course offered by other departments with the consent of the Head of the Department offering the course.

These value added courses shall be specified in the consolidated mark sheet as additional courses pursued by the student over and above the curriculum during the period of study.

#### **4.1.4 Industry Internship**

The students shall undergo training for a period as specified in the curriculum during the summer vacation in any industry relevant to the field study.

The students are also permitted to undergo internship at a research organization / eminent academic institution for the period prescribed in the curriculum during the summer vacation, in lieu of Industrial training.

In any case, the student shall obtain necessary approval from the Head of the Department / Dean of School and the training has to be taken up at a stretch.

#### **4.1.5 Industrial Visit**

The student shall undergo at least one industrial visit every year. The Heads of Departments / Deans of Schools shall ensure the same.

#### **4.2 Each course is normally assigned certain number of credits:**

- one credit per lecture period per week
- one credit per tutorial period per week
- one credit for two to three periods and two credits for four periods of laboratory or practical sessions per week
- one credit for two periods of seminar / project work per week
- one credit for two weeks of industrial training or 80 hours per semester.

#### **4.3 Each semester curriculum shall normally have a blend of lecture courses, laboratory courses, laboratory integrated theory courses, etc.**

#### **4.4 For successful completion of the programme, a student must earn a minimum total credit specified in the curriculum of the respective programme of study.**

#### **4.5 The medium of instruction, examinations and project report shall be English, except B.A. Islamic Studies (Arabic medium) and for courses in languages other than English.**



## **5.0 DURATION OF THE PROGRAMME**

- 5.1** A student is expected to complete the programme in 6 semesters but in any case not more than 10 continuous semesters reckoned from the date of first admission.
- 5.2** **Each** semester shall consist of a minimum of 90 working days including the days of examinations.
- 5.3** **The** maximum duration for completion of the programme as mentioned in clause 5.1 shall also include period of break of study vide clause 7.1 so that the student may be eligible for the award of the degree.

## **6.0 REGISTRATION AND ENROLLMENT**

- 6.1** The students of first semester shall register and enroll for courses at the time of admission by paying the prescribed fees. For the subsequent semesters registration for the courses shall be done by the student one week before the last working day of the previous semester.
- 6.2** A student can enroll for a maximum of 32 credits during a semester including Redo / Pre-do Courses.
- 6.3** **Change of Course**  
A student can change an enrolled course within 10 working days from the commencement of the course, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.
- 6.4** **Withdrawal from a Course**  
A student can withdraw from an enrolled course at any time before the first continuous assessment test for genuine reasons, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.

## **7.0 BREAK OF STUDY FROM PROGRAMME**

- 7.1** A student may be allowed / enforced to take a break of study for two semesters from the programme with the approval of Dean (Academic Affairs) for the following reasons:
- 7.1.1 Medical or other valid grounds

7.1.2 Award of 'I' grade in all the courses in a semester due to lack of attendance

7.1.3 Debarred due to any act of indiscipline.

**7.2** The total duration for completion of the programme shall not exceed the prescribed maximum number of semesters (vide clause 5.1).

**7.3** A student who has availed break of study in the current semester (odd/even) can rejoin only in the subsequent corresponding (odd/even) semester in the next academic year on approval from Dean, Academic affairs.

**7.4** During the break of study, the student shall not be allowed to attend any regular classes or participate in any activities of the institution. However he / she shall be permitted to enroll for the 'I' grade courses and appear for the arrear examinations.

## **8.0 CLASS ADVISOR AND FACULTY ADVISOR**

### **8.1 Class Advisor**

A faculty member will be nominated by the Head of the Department / Dean of School as class advisor for the class throughout the period of study.

The class advisor shall be responsible for maintaining the academic, curricular and co-curricular records of students of the class.

### **8.2 Faculty Advisor**

To help the students in planning their courses of study and for general counselling, the Head of the Department / Dean of School of the students will attach a maximum of 20 students to a faculty member of the department who shall function as faculty advisor for the students throughout their period of study. Such faculty advisors shall guide the students in taking up the elective courses for registration and enrolment in every semester and also offer advice to the students on academic and related personal matters.

## **9.0 COURSE COMMITTEE**

**9.1** Each common theory course offered to more than one group of students shall have a "Course Committee" comprising all the course faculty teaching the common course with one of them

nominated as course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Dean (Academic Affairs) depending on whether all the course faculty teaching the common course belong to a single department or from several departments. The course committee shall ensure preparation of a common question paper and scheme of evaluation for the tests and semester end examination.

#### **10.0 CLASS COMMITTEE**

A class committee comprising faculty members handling the courses, student representatives and a senior faculty member not handling the courses as chairman will be constituted semester-wise by the Head of the Department.

##### **10.1** The composition of the class committee will be as follows:

- One senior faculty member preferably not handling courses for the concerned semester, appointed as chairman by the Head of the Department.
- All the faculty members handling courses of the semester.
- Six student representatives (male and female) of each class nominated by the Head of the Department in consultation with the relevant faculty advisors.
- All faculty advisors and the class advisors
- Head of the Department - Ex-Officio Member

##### **10.2** The class committee shall meet at least three times during the semester. The first meeting shall be held within two weeks from the date of commencement of classes, in which the components of continuous assessment for various courses and the weightages for each component of assessment shall be decided for the first and second assessment. The second meeting shall be held within a week after the date of first assessment report, to review the students' performance and for follow up action.

##### **10.3** During these two meetings the student members shall meaningfully interact and express opinions and suggestions to improve the effectiveness of the teaching-learning process, curriculum, and syllabi, etc.

##### **10.4** The third meeting of the class committee, excluding the student members, shall meet after the semester end examinations to

analyse the performance of the students in all the components of assessments and decide their grades in each course. The grades for a common course shall be decided by the concerned course committee and shall be presented to the class committee(s) by the course faculty concerned.

## **11.0 ASSESSMENT PROCEDURE AND PERCENTAGE WEIGHTAGE OF MARKS**

**11.1** Every theory course shall normally have a total of three assessments during a semester as given below:

<b>Assessments</b>	<b>Course Coverage in Weeks</b>	<b>Duration</b>	<b>Weightage of Marks</b>
<b>Assessment 1</b>	1 to 6	1.5 hours	25%
<b>Assessment 2</b>	7 to 12	1.5 hours	25%
<b>Semester End Examination</b>	Full course	3 hours	50%

### **11.2 Theory Course**

Appearing for semester end theory examination for each course is mandatory and a student shall secure a minimum of 40% marks in each course in semester end examination for the successful completion of the course.

### **11.3 Laboratory Course**

Every practical course shall have 60% weightage for continuous assessments and 40% for semester end examination. However, a student shall have secured a minimum of 50% marks in the semester end practical examination for the award of pass grade.

### **11.4 Laboratory integrated theory courses**

For laboratory integrated theory courses, the theory and practical components shall be assessed separately for 100 marks each and consolidated by assigning a weightage of 75% for theory component and 25% for practical components. Grading shall be done for this consolidated mark. Assessment of theory components shall have a total of three assessments with two continuous assessments carrying 25% weightage each and

semester end examination carrying 50% weightage. The student shall secure a separate minimum of 40% in the semester end theory examination. The evaluation of practical components shall be through continuous assessment.

**11.5** The components of continuous assessment for theory / practical / laboratory integrated theory courses shall be finalized in the first class committee meeting.

**11.6 Industry Internship**

In the case of industry internship, the student shall submit a report, which shall be evaluated along with an oral examination by a committee of faculty members constituted by the Head of the Department. The student shall also submit an internship completion certificate issued by the industry / research / academic organisation. The weightage of marks for industry internship report and viva voce examination shall be 60% and 40% respectively.

**11.7 Project Work**

In the case of project work, a committee of faculty members constituted by the Head of the Department / Dean of the School shall carry out three periodic reviews. Based on the project report submitted by the students, an oral examination (viva voce) shall be conducted as semester end examination by an external examiner approved by the Controller of Examinations. The weightage for periodic reviews shall be 50%. Of the remaining 50%, 20% shall be for the project report and 30% for the viva voce examination.

**11.8** Assessment of seminars and comprehension shall be carried out by a committee of faculty members constituted by the Head of the Department.

**11.9** For the first attempt of the arrear theory examination, the internal assessment marks scored for a course during first appearance shall be used for grading along with the marks scored in the arrear examination. From the subsequent appearance onwards, full weightage shall be assigned to the marks scored in the semester end examination and the internal assessment marks secured during course of study shall become invalid.

In case of laboratory integrated theory courses, after one regular and one arrear appearance, the internal mark of theory component is invalid and full weightage shall be assigned to the marks scored in the semester end examination for theory component. There shall be no arrear or improvement examination for lab components.

## **12.0 SUBSTITUTE EXAMINATIONS**

**12.1** A student who is absent, for genuine reasons, may be permitted to write a substitute examination for any one of the two continuous assessment tests of a course by paying the prescribed substitute examination fee. However, permission to take up a substitute examination will be given under exceptional circumstances, such as accidents, admission to a hospital due to illness, etc. by a committee constituted by the Head of the Department / Dean of the School for that purpose. There is no substitute examination for semester end examination.

**12.2** A student shall apply for a substitute exam in the prescribed form to the Head of the Department / Dean of the School within a week from the date of assessment test. However, the substitute examination will be conducted only after the last instructional day of the semester.

## **13.0 ATTENDANCE REQUIREMENT AND SEMESTER / COURSE REPETITION**

**13.1** A student shall earn 100% attendance in the contact periods of every course, subject to a maximum relaxation of 25% to become eligible to appear for the semester end examination in that course, failing which the student shall be awarded "I" grade in that course.

**13.2** The faculty member of each course shall cumulate the attendance details for the semester and furnish the names of the students who have not earned the required attendance in the concerned course to the class advisor. The class advisor shall consolidate and furnish the list of students who have earned less than 75% attendance, in various courses, to the Dean (Academic Affairs) through the Head of the Department/ Dean of the School. Thereupon, the Dean (Academic Affairs) shall officially notify the

names of such students prevented from writing the semester end examination in each course.

- 13.3** If a student secures attendance between 65% and less than 75% in any course in a semester, due to medical reasons (hospitalization / accident / specific illness) or due to participation in the institution approved events, the student shall be given exemption from the prescribed attendance requirement and the student shall be permitted to appear for the semester end examination of that course. In all such cases, the students shall submit the required documents immediately after joining the classes to the class advisor, which shall be approved by the Head of the Department / Dean of the School. The Vice Chancellor, based on the recommendation of the Dean (Academic Affairs) may approve the condonation of attendance.
- 13.4** A student who has obtained an “I” grade in all the courses in a semester is not permitted to move to the next higher semester. Such students shall repeat all the courses of the semester in the subsequent academic year.
- 13.5** The student awarded “I” grade, shall enroll and repeat the course when it is offered next. In case of “I” grade in an elective course either the same elective course may be repeated, or a new elective course may be taken with the approval of Head of the Department / Dean of the School.
- 13.6** A student who is awarded “U” grade in a course shall have the option to either write the semester end arrear examination at the end of the subsequent semesters, or to redo the course in the evening when the course is offered by the department. Marks scored in the continuous assessment in the redo course shall be considered for grading along with the marks scored in the semester end (redo) examination. If any student obtains “U” grade in the redo course, the marks scored in the continuous assessment test (redo) for that course shall be considered as internal mark for further appearance of arrear examination.
- 13.7** If a student with “U” grade, who prefers to redo any particular course, fails to earn the minimum 75% attendance while doing that course, then he / she is not permitted to write the semester

end examination and his / her earlier "U" grade and continuous assessment marks shall continue.

#### **14.0 REDO COURSES**

- 14.1** A student can register for a maximum of three redo courses per semester without affecting the regular semester classes, whenever such courses are offered by the concerned department, based on the availability of faculty members and subject to a specified minimum number of students registering for each of such courses.
- 14.2** The number of contact hours and the assessment procedure for any redo course shall be the same as regular courses, except there is no provision for any substitute examination and withdrawal from a redo course.

#### **15.0 PASSING AND DECLARATION OF RESULTS AND GRADE SHEET**

- 15.1** All assessments of a course shall be made on absolute marks basis. The class committee without the student members shall meet to analyse the performance of students in all assessments of a course and award letter grades following the relative grading system. The letter grades and the corresponding grade points are as follows:

<b>Letter Grade</b>	<b>Grade Points</b>
S	10
A	9
B	8
C	7
D	6
E	5
U	0
W	-
I	-

"W" - denotes withdrawal from the course.

"I" - denotes inadequate attendance in the course and prevention



from appearance of semester end examination

“U” - denotes unsuccessful performance in the course.

- 15.2** A student who earns a minimum of five grade points ('E' grade) in a course is declared to have successfully completed the course. Such a course cannot be repeated by the student for improvement of grade.
- 15.3** Upon awarding grades, the results shall be endorsed by the chairman of the class committee and Head of the Department / Dean of the School. The Controller of Examination shall further approve and declare the results.
- 15.4** Within one week from the date of declaration of result, a student can apply for revaluation of his / her semester end theory examination answer scripts of one or more courses, on payment of prescribed fee, through proper application to the Controller of Examinations. Subsequently the Head of the Department/ Dean of the School offered the course shall constitute a revaluation committee consisting of chairman of the class committee as convener, the faculty member of the course and a senior faculty member having expertise in that course as members. The committee shall meet within a week to revalue the answer scripts and submit its report to the Controller of Examinations for consideration and decision.
- 15.5** After results are declared, grade sheets shall be issued to each student, which contains the following details: a) list of courses enrolled during the semester including redo courses / arrear courses, if any; b) grades scored; c) Grade Point Average (GPA) for the semester and d) Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards.
- GPA is the ratio of the sum of the products of the number of credits of courses registered and the grade points corresponding to the grades scored in those courses, taken for all the courses, to the sum of the number of credits of all the courses in the semester.
- If  $C_i$ , is the number of credits assigned for the  $i^{\text{th}}$  course and  $GP_i$  is the Grade Point in the  $i^{\text{th}}$  course,

$$GPA = \frac{\sum_{i=1}^n (C_i)(GP_i)}{\sum_{i=1}^n C_i}$$

Where n = number of courses

The Cumulative Grade Point Average (CGPA) is calculated in a similar manner, considering all the courses enrolled from the first semester.

"I" and "W" grades are excluded for calculating GPA.

"U", "I" and "W" grades are excluded for calculating CGPA.

The formula for the conversion of CGPA to equivalent percentage of marks shall be as follows:

Percentage equivalent of marks = CGPA X 10

- 15.6** After successful completion of the programme, the degree shall be awarded to the students with the following classifications based on CGPA.

<b>Classification</b>	<b>CGPA</b>
First Class with Distinction	8.50 and above and passing all the courses in first appearance and completing the programme within the prescribed period of six semesters.
First Class	6.50 and above, having completed within a period of eight semesters.
Second Class	Others

**15.6.1 Eligibility for First Class with Distinction**

- A student should not have obtained "U" or "I" grade in any course during his/her study.
- A student should have completed the UG programme within the minimum prescribed period of study (except clause 7.1.1)

**15.6.2 Eligibility for First Class**

- A student should have passed the examination in all the courses not more than two semesters beyond the minimum prescribed period of study (except clause clause 7.1.1)

**15.6.3** The students who do not satisfy clause 16.6.1 and clause 16.6.2 shall be classified as second class.

**15.6.4** The CGPA shall be rounded to two decimal places for the purpose of classification. The CGPA shall be considered up to three decimal places for the purpose of comparison of performance of students and ranking.

**16.0 SUPPLEMENTARY EXAMINATION**

Final year students and passed out students can apply for supplementary examination for a maximum of three courses thus providing an opportunity to complete their degree programme. The students can apply for supplementary examination within three weeks of the declaration of results in the even semester.

**17.0 DISCIPLINE**

**17.1** Every student is expected to observe discipline and decorum both inside and outside the campus and not to indulge in any activity which tends to affect the reputation of the Institution.

**17.2** Any act of indiscipline of a student, reported to the Dean (Student Affairs), through the Head of the Department / Dean of the School concerned shall be referred to a Discipline and Welfare Committee constituted by the Registrar for taking appropriate action. This committee shall also address the grievances related to the conduct of online classes.

**18.0 ELIGIBILITY FOR THE AWARD OF DEGREE**

**18.1** A student shall be declared to be eligible for the award of B.A. / BBA / BCA / B.Com. / B.Sc. degree provided the student has:

- i) Successfully earned the required number of total credits as specified in the curriculum of the programme of study within a maximum period of 10 semesters from the date of admission, including break of study.
- ii) Successfully completed the requirements of the enrolled professional development activity.
- iii) No dues to the Institution, Library, Hostel, etc.
- iv) No disciplinary action pending against him/her.

**18.2** The award of the degree must have been approved by the Institution.

**19.0 POWER TO MODIFY**

Notwithstanding all that has been stated above, the Academic Council has the right to modify the above regulations from time to time.

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**B.S. ABDUR RAHMAN CRESCENT INSTITUTE OF SCIENCE AND  
TECHNOLOGY  
CURRICULUM & SYLLABI, REGULATIONS 2021  
B.A. PUBLIC POLICY  
(SIX SEMESTERS / FULL TIME)**

**SEMESTER I**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	AEC	END 1183	General English - I	3	0	0	3
2.	AEC	LND 1181	General Tamil – I	2	1	0	3
		LND 1182	German – I	2	1	0	3
		LND 1183	Arabic Language	3	0	0	3
		LND 1185	Hindi - I	3	0	0	3
3.	CC	PPD 1101	Introduction to Politics	3	0	0	3
4.	CC	PPD 1102	Indian Constitutional Framework	4	0	0	4
5.	CC	PPD 1103	World Physical Geography	4	0	0	4
6.	CC	PPD 1104	Basic Numeracy	2	1	0	3
7.	GEC		General Elective – I				2
8.	PROJ	PPD 1105	Project: Map Work	0	0	2	1
<b>Credits</b>							<b>23</b>

**SEMESTER II**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	AEC	END1283	General English - II	3	0	0	3
2.	AEC	LND1281	General Tamil – II	2	1	0	3
		LND1282	German – II	3	0	0	3
		LND1283	Modern Communicative Arabic	3	0	0	3
		LND 1285	Hindi - II	3	0	0	3
3.	CC	PPD 1201	Introduction to Sociology	4	0	0	4
4.	CC	PPD 1202	Ancient Indian History	3	0	0	3
5.	CC	PPD 1203	Political Economy	4	0	0	4
6.	CC	PPD 1204	Analytical Reasoning	2	1	0	3
7.	GEC		General Elective – II				2
8.	CC	PPD 1205	Field Study: Archaeological sites	0	0	2	1
<b>Credits</b>							<b>23</b>

**SEMESTER III**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	CC	PPD 2101	Indian Polity and Governance	3	0	0	3
2.	CC	PPD 2102	Indian Geography	3	0	0	3
3.	CC	PPD 2103	Medieval and Early Modern Indian History	3	0	0	3
4.	CC	PPD 2104	Introduction to Economics	3	0	0	3
5.	CC	PPD 2105	Environmental Study	2	0	0	2
6.	CC	PPD 2106	General Mental Ability	2	1	0	3
7.	GEC		General Elective – III				2
8.	DSE		Discipline Specific Elective – I	3	0	0	3
9.	CC	PPD 2107	Field Study: Village Studies	0	0	2	1
<b>Credits</b>							<b>23</b>

**SEMESTER IV**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	CC	PPD 2201	Public Administration: Theory and Practice	4	0	0	4
2.	CC	PPD 2202	Indian National Movement	3	0	0	3
3.	CC	PPD 2203	Indian Economic and Social Development	3	0	0	3
4.	CC	PPD 2204	International Relations and Organisations	3	0	0	3
5.	CC	PPD 2205	Logical Reasoning	2	1	0	3
6.	GEC		General Elective – IV				3
7.	DSE		Discipline Specific Elective – II	3	0	0	3
8.	SEC	PPD 2206	Art of Public Speaking	0	0	2	1
<b>Credits</b>							<b>23</b>

**SEMESTER V**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	CC	PPD 3101	Social Psychology	3	0	0	3
2.	CC	PPD 3102	India's Foreign Policy	2	0	0	2
3.	CC	PPD 3103	Policy Science	3	0	0	3
4.	CC	PPD 3104	India's Art and Culture – Pre History to Post Modern Times	3	0	0	3
5.	CC	PPD 3105	Value Education	2	0	0	2
6.	CC	PPD 3106	Verbal Reasoning	2	1	0	3
7.	GEC		General Elective – V				2
8.	DSE		Discipline Specific Elective – III	3	0	0	3
9.	PROJ	PPD 3107	Summer Internship	0	0	4	2
<b>Credits</b>							<b>23</b>

**SEMESTER VI**

<b>S. No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	CC	PPD 3201	Sustainable Development Goals and Disaster Management	3	0	0	3
2.	CC	PPD 3202	Post - Independence Consolidation	3	0	0	3
3.	CC	PPD 3203	India's Internal Security	2	0	0	2
4.	CC	PPD 3204	Ethics and Case Study	3	0	0	3
5.	CC	PPD 3205	Current Events of National and International Importance	2	0	0	2
6.	SEC	PPD 3206	Interpersonal skills	2	0	2	3
7.	GEC		General Elective – VI				3
8.	PROJ	PPD 3207	Project Work – Mock Policy Making	0	0	6	3
<b>Credits</b>							<b>22</b>

**Overall Total Credits – 137**

**PROGRAMME ELECTIVE COURSES FOR  
B.A PUBLIC POLICY - R 2021**

**GENERAL ELECTIVE COURSES**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
I	PPDX 01	NCC: General Orientation and Drill	1	0	2	2
	PPDX 02	Understanding Youth	2	0	0	2
	PPDX 03	Human Rights and Social Legislation	2	0	0	2
II	PPDX 04	NCC: Social Service, Community Development and Drill	1	0	2	2
	PPDX 05	Human Development: Theory, Policy and Practice	2	0	0	2
	PPDX 06	Corporate Social Responsibility	2	0	0	2
III	PPDX 07	NCC: Personality Development, Leadership and Obstacle Training.	1	0	2	2
	PPDX 08	Right to Information Act	2	0	0	2
	PPDX 09	Local Self Government	2	0	0	2
IV	PPDX 10	NCC: Disaster Management and Weapon Training	2	0	2	3
	PPDX 11	General Knowledge	3	0	0	3
	PPDX 12	General Science	3	0	0	3
V	PPDX 13	NCC: Infantry weapons and Map Reading	1	0	2	2
	PPDX 14	History of the World	2	0	0	2
	PPDX 15	Human Geography of the World	2	0	0	2
VI	PPDX 16	NCC: Military Theory	2	0	2	3
	PPDX 17	Indian Banking	3	0	0	3
	PPDX 18	Design Thinking and Frugal Innovation	3	0	0	3

**DISCIPLINE SPECIFIC ELECTIVE**

<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1.	PPDX 51	Political Ideologies of the World	3	0	0	3
2.	PPDX 52	Acts that Transformed India	3	0	0	3
3.	PPDX 53	History of the Tamil Land	3	0	0	3
4.	PPDX 54	Indian Society and Social Problems	3	0	0	3
5.	PPDX 55	Comparative Constitution	3	0	0	3
6.	PPDX 56	Politics in India since Independence	3	0	0	3
7.	PPDX 57	Principles of Scientific Research	3	0	0	3
8.	PPDX 58	India's Programs and Policies	3	0	0	3
9.	PPDX 59	Politics in Tamil Nadu since Independence	3	0	0	3



**SEMESTER – I**

<b>END 1183</b>	<b>GENERAL ENGLISH - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To enable students to read, comprehend and appreciate the value of literature to life

**COB2:** To help them acquire language skills through Literature

**COB3:** To develop LSRW skills through practice in variety of contexts

**COB4:** To improve their vocabulary and correct English usage

**COB5:** To motivate them to understand the short story and prose

**MODULE I****9**

**Poetry:** No Man is an Island – John Donne;

O Captain! My Captain! –Walt Whitman

**Speaking:** Introducing oneself and Introducing each other

**Writing:** Hints Development

**Language:** Articles, Adjectives & Adverbs (comparisons), Punctuation

**Vocabulary:** Homophones and homographs

**MODULE II****9**

**Prose:** “Spoken English and Broken English” – G.B.Shaw

**Listening:** Listening for gist (general meaning)

The Speech that made Obama President. (6.12 minutes)

**Speaking:** Conversations - formal and semi-formal contexts

**Writing:** Jumbled sentences

**Language:** Pronouns and Linking words, Conjunctions

**Vocabulary:** Register – Formal, semi-formal and Informal

**MODULE III****9**

**Short story:** “The Cherry Tree” - Ruskin Bond

**Speaking:** Asking questions (about companies. Products, Jobs)

**Creative Writing:** Open ended stories

**Language:** Question Forms – ‘Wh’ & Yes/No

**Vocabulary:** Prefixes and Suffixes, negative prefixes

**MODULE IV****9**

**Short story:** “The Last Leaf” - O. Henry

**Speaking:** Role play (Telephone call to a supplier, enquiry about products)

**Writing:** Letter of Enquiry, Replies to Enquiry

**Language:** Tenses

**Vocabulary:** Synonyms and Antonyms

## **MODULE V**

**9**

**Prose:** "Voluntary Poverty" – Mahatma Gandhi

**Listening:** Listening for specific information - You must follow if you want success by SundarPichai. (8.42 minutes)

**Speaking:** Giving the summary of an article (from newspapers)

**Writing:** Order Letter, Complaint Letter

**Language:** Subject -Verb Agreement

**Vocabulary:** Business Vocabulary (marketing, air travel)

**L – 45; Total Hours – 45**

### **REFERENCES:**

1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student's Book, CUP, 2006
2. Sriraman.T, Macmillan College Prose, Laksmi Publications, 2015
3. Whitby, Norman, Business Benchmark: Pre-intermediate to Intermediate, 2<sup>nd</sup> Edition, CUP, 2014.
4. Swan.M, Practical English Usage, OUP, 2005.
5. <https://www.thehindu.com/opinion/open-page/it-has-done-more-harm-than-good/article5129459.ece>
6. <https://www.youtube.com/watch?v=OFPwDe22CoY>
7. [https://www.youtube.com/watch?v=iAIsq\\_orac8](https://www.youtube.com/watch?v=iAIsq_orac8)

### **COURSE OUTCOMES:**

**CO1:** Respond to literary texts efficiently

**CO2:** Appreciate and critically analyse literary texts

**CO3:** Display effective LSRW skills in academic and professional contexts

**CO4:** Demonstrate a range of appropriate vocabulary in a variety of situations

**CO5:** Communicate effectively using grammatically correct language

### **Board of Studies (BoS):**

13<sup>th</sup>BoS of the Department of English held  
on 17.6.2021

### **Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

LND1181	பொதுத் தமிழ் - I	L	T	P	C
SDG 16	GENERAL TAMIL -I	2	1	0	3
<b>நோக்கங்கள்</b>					
<ul style="list-style-type: none"> <li>சமூக மாற்றச்சிந்தனைகளை உள்ளடக்கிய தற்காலஇலக்கியங்களை அறிமுகம் செய்தல்</li> <li>இருபதாம் நூற்றாண்டு மரபுக்கவிதைகளை அறிமுகம் செய்தல்</li> <li>புதுக்கவிதை, சிறுகதை, உரைநடை ஆகிய இலக்கியங்களை நயம் பாராட்டுதல்</li> <li>புதுக்கவிதை மற்றும் சிறுகதையின் தோற்றம் வளர்ச்சி குறித்து எடுத்துரைத்தல்</li> <li>சந்திப்பிமையின்றி எழுத மாணவர்களைப் பயிற்றுவித்தல்</li> <li>கவிதை மற்றும் சிறுகதை எழுதமாணவர்களை ஊக்கப்படுத்துதல்</li> </ul>					
அலகு I	இருபதாம் நூற்றாண்டு மரபுக்கவிதைகள்				8
கவிமணி தேசிய விநாயகம் பிள்ளை - உடல் நலம் பேணல், பாரதியார்- செந்தமிழ் நாடு, பாரதிதாசன்- நீங்களே சொல்லுங்கள், கண்ணதாசன்-குடும்பம் ஒரு கதம்பம்.					
அலகு II	புதுக்கவிதைகள்				8
இன்குலாப்- போராட்டம், அப்துல்ரகுமான்- மண், வைரமுத்து-விதைச் சோளம், நா.காமராசன்-அலிகள், ஆண்டாள் பிரியதர்சினி- தொலைந்து போனது, மு.மேத்தா-தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி, ஹைக்கூ கவிதைகள்.					
அலகு III	சிறுகதைகள்				8
ஜெயகாந்தன்-நந்தவனத்தில் ஓர் ஆண்டி, கி.இராஜநாராயணன்- கதவு, சு.சமுத்திரம்- ஏழை-ஆப்பிள்-நட்சத்திரம், மாதவிக்குட்டி-நெய்ப்பாயாசம், தி.ஜானகிராமன்-முள்முடி.					
அலகுIV	மொழிப்பயிற்சி				7
கலைச்சொல்லாக்கம், பிழைத்திருத்தம் (ஒருமை, வ-ள-மகர, ர-ற-கர, ண-ந-னகரவேறுபாடுகள்), அயற்சொற்களைதல்.					
அலகு V	இலக்கிய வரலாறு				7
பாடந்தழவியது (இருபதாம் நூற்றாண்டு மரபுக் கவிதைகள், புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும், சிறுகதையின் தோற்றமும் வளர்ச்சியும்)					
அலகு VI	படைப்பிலக்கியம்				7
கவிதை எழுதுதல், சிறுகதை வரைதல்					
L – 30 ; T – 15 ; TOTAL HOURS – 45					
<b>அறிப்புகள்</b>					
<ol style="list-style-type: none"> <li>பொதுத் தமிழ்- செய்யுள் திரட்டு-தமிழ்த் துறை வெளியீடு</li> <li>தமிழ் இலக்கிய வரலாறு-சோம. இளவரசு</li> <li>சிறுகதைத் தொகுப்பு (கட்டுரைக் களஞ்சியம்)</li> </ol>					
வெளிப்பாடு					
<ul style="list-style-type: none"> <li>மாணவர்கள் சமூக மாற்றச்சிந்தனைகளை அறிந்து கொள்வர்</li> <li>இருபதாம் நூற்றாண்டு மரபுக்கவிதைகள் குறித்த அறிவினைப்பெறுவர்.</li> <li>சந்திப்பிமையின்றி எழுதும் திறன் பெறுவர்</li> <li>இருபதாம் நூற்றாண்டு தமிழ் இலக்கியத்தின் வரலாறு, வளர்ச்சி, பாடுபொருள் ஆகியவற்றை உணர்ந்து கொள்வர்.</li> <li>இருபதாம் நூற்றாண்டு தமிழ் இலக்கியப் படைப்பாளர்களைப் பற்றி அறிந்து கொள்வர்.</li> <li>புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும் பெறுவர்</li> </ul>					

**Board of Studies (BoS):**

15<sup>th</sup> BoS of the Department of  
Commerce held on 24.6.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	L			L	M	H					M	M	M	M	M
CO2	L	L			L	M	M					M	M	M	M	M
CO3	M	L			L	M	M					L	L	L	L	L
CO4	M	L			L	L	M					L	L	L	L	L
CO5	H	L			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

#### SDG 16: Peace, Justice and Strong Institutions

Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime through the Quranic, Vedic and Biblical literature.

<b>LND 1182</b>	<b>GERMAN – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The objectives of this course are:

**COB1:** To improve the proficiency of students in German language.

**COB2:** To create awareness of using vocabulary among students.

**COB3:** To expose them to correct grammatical forms of the language.

**COB4:** To empower them for successful communication in the society.

**COB5:** To understand matters which are of daily usage

**COB6:** To understand them for describe the people need and their requirements.

**MODULE I GUTEN TAG! 7**

Learn alphabet, introduction to German -greetings, identifying countries and their capital cities and languages, introducing oneself, read and write Cardinal numbers till 100, Read and write telephone numbers and e-mail addresses. Grammar - question words, sentence structure and formation, Regular verbs - Conjugation and personal pronouns.

**MODULE II FREUNDE, KOLLEGEN UND ICH 7**

Introducing Others and Family Members, To speak about hobbies, jobs, learn Cardinal numbers from 101, Days, Months, Seasons, Colours, Day Timings, directions; Vocabulary: related to the topic; Grammar: Definite Articles, Irregular Verbs & Conjugations, Auxiliary verbs, ja/nein Fragen und Antworten, Nouns singular/plural.

**MODULE III IN DER STADT 8**

To know places, buildings, know transport systems, understand international words, Shopping, talk to sales person while purchasing goods, return faulty goods at a shop, asking someone to repeat something, read and write Ordinal numbers till 100,; Vocabulary: related to the topic; Grammar: Indefinite articles, Negotiation, Imperative - Sie form.

**MODULE IV GUTEN APPETIT! 8**

To speak about food, Daily routine, Going to the market – asking prices, filling up simple forms; Vocabulary: related to the topic; Grammar: Verb position, Simple Present Tense with regular and irregular verbs.

**MODULE V TAG FÜR TAG 7**

To learn time related expressions and asking Time , speak about family, ask excuse; Vocabulary: related to the topic; Simple Conversation skills (pertaining chiefly to simple dialogues in everyday situations), Grammar: Preposition – am, im, um, von bis, Modal verbs, Present perfect Tense with regular and irregular verbs

**MODULE VI ZEIT MIT FREUNDEN 8**

To speak about birthdays, understand and write an invitation, converse in the restaurant and Pay; Vocabulary: related to the topic; Simple Text -Translation and Reading Comprehension Practice German Into English Vice versa: Grammar: Accusative personal pronouns, Possessive Pronomen, Verbs and prepositions, Gern - word Usage in Sentence formation.

**L – 30; T – 15; Total Hours – 45**

**TEXT BOOKS:**

1. Stefanie Dengler, “Netzwerk A1.1”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2015.

**PRACTICE BOOK:**

1. Johannes Gerbes, “Fit fürs Goethe-Zertifikat A1”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2010.

**REFERENCES:**

1. Paul Rusch, “Einfach Grammatik”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2012.
2. Hermann Funk, “studio d A1”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2009. 15OH78 German Language.

**COURSE OUTCOMES:**

On successful completion of this course learners will be able to

**CO1:** show their proficiency in German Language.

**CO2:** use appropriate vocabulary in real life contexts.

**CO3:** use appropriate grammatical forms while communicating with people.

**CO4:** effectively use the language in social and academic contexts.

**CO5:** comprehend matters which are of daily usage

**CO6:** communicate as per people’s need and requirement.

**Board of Studies (BoS):****Academic Council:**

14<sup>th</sup> BoS of the Department of 17<sup>th</sup> AC held on 15.07.2021

Commerce held on 22.04.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L
CO6	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4 : Quality Education

**Statement:** The substantially improve the relevant skills which develop the confidence in young people, including technical and vocational skills, help for employment, decent work and entrepreneurship.



<b>LND 1183</b>	<b>ARABIC LANGUAGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

**COB1:** Arabic alphabets, reading and writing and pronunciation.

**COB2:** Listening and writing of words related to market, doctor, parts of body, dining.

**COB3:** Arabic simple sentences using names of animals, birds, singular and plural.

**COB4:** Listening and writing of Countries' names, singular, dual and plural.

**COB5:** Arabic sentences using verbs, tenses and numbers.

<b>MODULE I</b>	<b>INTRODUCTION TO ARABIC READING AND WRITING</b>	<b>9</b>
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Introduction to Arabic alphabets - reading from right to left - Listening to audio & video – practice correct pronunciation – Writing join letters from right to left -

(lessons: 1 and 2): (حجرة الدراسة ، حجرة الدراسة 2، المرور) - introduction to Arabic words in and around the classroom – Transport - Vocabulary related to market - introduction of verbs (lessons: 4 – 6)

<b>MODULE II</b>	<b>LISTENING ARABIC COMMUNICATION</b>	<b>9</b>
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Reading skill: Lessons 4 – 6. Words related to doctor, parts of body, dining, fruits, food items, family members, house and air travel ( أسماء أعضاء الجسم والمطعم ) (والفواكه وغيرها) Vocabulary related to names of animals, birds (lessons: 7 – 12)

<b>MODULE III</b>	<b>SIMPLE SENTENCES</b>	<b>9</b>
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Home – singular and plural - introduction to gender: first person, second person and third person – interrogatory sentences - arabic simple sentences – nominal sentence and verbal sentence (الجملة الاسمية والفعلية) (lessons: 13 & 14) Words related to kitchen utensils – cooking (أسماء أواني المطبخ والطبخ) – introduction to gender: first person, second person and third person (التذكير) – singular and plural – vocabulary related to office – possession (الإضافة) - (lessons: 15 – 17)

<b>MODULE IV</b>	<b>COMMUNICATION PRACTICE</b>	<b>9</b>
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Countries names – world map - performing ablution – vocabulary related to prayer - singular, dual and plural - situational communication - emphasis on interrogation (المحادثة العربية) (lessons: 18 – 20)

**MODULE V TENS, SINGULAR & PLURAL 9**

Sentence making – words related to prayer – verbs and tenses – communication on dining – gender - singular and dual – numbers – discussion of evening – dining manners (المفرد والتثنية والجمع والعدد) (lessons: 21 – 25)

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Al QirathulArabiyya Lil Mubtadiyeen القراءة العربية للمبتدئين (UmmulQura University, Makkah), Bukhari Aalim Arabic College, 2005.

**REFERENCES:**

1. Al Arabiya Lin Nashiyeen (Education Ministry, K.S.A.), Bukhari Aalim Arabic College, 2005.
2. Dr. V. Abdur Raheem, Durus Al LugathilArabiyya Li GhairinNatiqeenBiha, Islamic Foundation Trust, Chennai, 2002.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to

**CO1:** vocabulary related to the market, doctor, parts of body, dining.

**CO2:** identify Arabic names of animals, birds, singular and plural, interrogatory sentences.

**CO3:** recognize Arabic alphabets, reading and writing and pronunciation.

**CO4:** use countries names, singular, dual and plural.

**CO5:** form Arabic sentences using verbs, tenses and numbers.

**Board of Studies (BoS):**

12<sup>th</sup> BoS meeting of SAIS  
held on 5.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 4: Developing Language skill

Statement: Arabic language enhances effective communication in the workplace.

LNC1185	सामान्य हिंदी - I	L	T	P	C
उद्देश्य	General Hindi - I	2	1	0	3
<ul style="list-style-type: none"> <li>• हिंदी भाषा, लिपि और साहित्य के बारे में जानकारी देना।</li> <li>• छात्रों को अंग्रेजी में अनुवाद करने का पाठ पढ़ाना।</li> <li>• छात्रों को हिंदी में अनुवाद करने का पाठ पढ़ाना।</li> <li>• छात्रों का अपठित गद्यांश ज्ञान को बढ़ाना।</li> <li>• छात्रों को सार-लेखन का पाठ पढ़ाना।</li> </ul>					
भाग – I					11
<ul style="list-style-type: none"> <li>• हिंदी भाषा का इतिहास</li> <li>• हिंदी लिपि का इतिहास</li> <li>• हिंदी साहित्य का इतिहास</li> </ul>					
भाग – II					9
<ul style="list-style-type: none"> <li>• अनुवाद अभ्यास (Translation - Hindi to English)</li> </ul>					
भाग – III					9
<ul style="list-style-type: none"> <li>• अनुवाद अभ्यास (Translation – English to Hindi)</li> </ul>					
भाग – IV					8
<ul style="list-style-type: none"> <li>• अपठित गद्यांश (comprehension)</li> </ul>					
भाग – V					8
<ul style="list-style-type: none"> <li>• सार – लेखन ( Precise Writing)</li> </ul>					

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1						L									
CO2							M								
CO3							M								
CO4						L									
CO5							M								

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course enables the learners to enhance effective communication in the workplace.

<b>PPD 1101</b>	<b>INTRODUCTION TO POLITICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the meaning of politics

**COB2:** To make them understand the different ways of political decision making

**COB3:** To make them learn different political institutions of the world

**COB4:** To teach the students about the importance of Law, Public policy and public administration to do politics.

**COB5:** To make students understand the basic ideas like liberty, equality, rights and justice, which are the founding stones of political systems of the world.

**MODULE I POLITICS: THE PROCESS 9**

Meaning of Politics – Politics as decision making – Political activity – Political action – Development of political process from ancient times – Politics as statecraft – Rise of constitutionalism – Meaning and types of constitutions – Rule of Law – Ideas of state, Government, Nation and Nation-state – Sovereignty - Political system.

**MODULE II METHODS OF POLITICAL DECISION MAKING 9**

Democracy: Liberal democracy and people's democracy - Direct democracy vs Representative democracy - Merits of democracy - Tyranny of democracy – Representation: Types of representation, Territorial representation, Functional representation and Minority representation - Authoritarianism: Dictatorship, Monarchy and Aristocracy - Merits and demerits.

**MODULE III POLITICAL INSTITUTIONS 9**

Separation of powers: Legislature, Executive and Judiciary - Parliamentary, Presidential and Semi-Presidential form of Government - Division of Powers: Federal, Unitary and Confederal form of governments - Judicial system - Types of Electoral systems: Majoritarian systems, Proportional representative systems etc - Political Parties - Pressure Groups.

**MODULE IV LAW, PUBLIC POLICY AND PUBLIC ADMINISTRATION 9**

Meaning and nature of Law - Importance of Law in politics - Natural law vs Positive law - Meaning and nature of Public policy - Public administration:

Bureaucracy and Types of Bureaucracy.

**MODULE V POLITICAL CONCEPTS 9**

Essential concepts for political decision making – Liberty: Negative liberty vs Positive liberty - Equality: Equality of outcome vs Equality of opportunities – Rights: Natural rights, Legal rights, Moral rights and Human rights – Justice: Procedural justice vs Substantive Justice, Universal Moral justice vs Utilitarian justice, John Rawls theory of Justice.

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Agarwal, RC (2004). Political theory: Principles of Political science. (8th ed) S Chand.
2. Johari, JC. (2020) Comparative Politics. Sterling.
3. Kapur, AC (2010). Principles of Political Science. S Chand.
4. Heywood, Andrew. (2019) Politics. (5th Ed). Red Globe Press.
5. Bhargave Rajeev; Acharya, Ashok. (2017). Political Theory: An Introduction. (2nd Ed) Pearson.

**REFERENCES:**

1. Hague, Rod; Harrop, Martin; McCormick, John. (2016) Political Science: A comparative introduction. (8th Ed). Palgrave.
2. Ray, Amal; Bhattacharya, Mohit. Political Theory: Ideas and Institutions.
3. Gauba, OP. (2021). An Introduction to political theory. (8th Ed). National Paperbacks.
4. Ramaswamy, Sushila. (2014). Political Theory: Ideas and Concepts. (2nd Ed). PHI Learning.
5. Garrett W Brown; Iain Mclean; Alistair Mcmillan (2015) Oxford Concise Dictionary of Politics and International Relations. Oxford.

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** explain the Meaning of politics.

**CO2:** understand the different types of political decision making.

**CO3:** understand the difference between separation of power and division of powers and their corresponding institutions.

**CO4:** explain the nature of law and its uses in maintaining order

**CO5:** explain the meaning of political concepts like liberty, equality, rights and Justice.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice.

<b>PPD 1102</b>	<b>INDIAN CONSTITUTIONAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>	<b>FRAMEWORK</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the salient features of Indian Constitution.

**COB2:** To make the students understand about the fundamental rights they have from the constitution as an Indian citizen and the duties to be performed towards the country.

**COB3:** To make the students understand about the President, Prime minister and their respective duties.

**COB4:** To teach the students about the state government and its duties.

**COB5:** To make students understand about the judicial system of the country.

**MODULE I HISTORICAL BACKGROUND AND MAKING 12**

Historical Background - The Company Rule, The Crown Rule - Making of the Constitution – Composition of the Constituent Assembly – Working of Constituent Assembly – Committees of the Constituent Assembly – Enactment of the Constitution – Enforcement of the constitution.

**MODULE II SALIENT FEATURES, PREAMBLE AND CITIZENSHIP 12**

Salient features of the Indian Constitution - Structure of the constitution, its Parts and schedules – Preamble - Definition of Indian Union and its territories – Citizenship.

**MODULE III FUNDAMENTAL RIGHTS 12**

Features and Classification of Fundamental Rights – Right to Equality – Right to Freedom – Right against Exploitation – Right to Freedom of Religion – Cultural and Educational Rights – Constitutional Remedies - The Writs: Types and Scope - Suspension of Fundamental Rights

**MODULE IV DIRECTIVE PRINCIPLE OF STATE POLICY 12**

Need for DPSP - Features of DPSP – Classification of DPSP –Utility of DPSP - Conflict between Directive Principles and Fundamental Rights – Implementation of Directive Principles

**MODULE V DUTIES AND AMENDMENT OF THE CONSTITUTION 12**

Fundamental duties – Swaran Singh Committee Recommendations – List of



Fundamental duties – Features and Significance of Fundamental duties – Verma Committee Observations - Amendment of the Constitution : Importance, Procedure and Types - Amendability of fundamental rights – Basic Structure of the Constitution.

**L – 60; Total Hours – 60**

**TEXT BOOKS:**

1. Laxmikanth, M. (2019). Indian Polity. (6th Ed). MCGraw Hill.
2. Basu, DD. (2019) Introduction to constitution of India. (25th ed). Lexis Nexis
3. Bakshi, PM. (2020) The Constitution of India. (17th Ed). Lexis Nexis.
4. Kashyap, Subhash (2017) Our Constitution. National Book Trust.
5. Kashyap, Subhash (2017) Our Parliament. National Book Trust.

**REFERENCES:**

1. Granville Austin. (1999). The Indian Constitution: Cornerstone of A Nation. Oxford.
2. Granville Austin. (2003). Working in a Democratic Constitution: A History of the Indian Experience. Oxford.
3. Fadia, Kuldeep; Fadia, BL. (2020) Indian Government and Politics. (17th ed). Sahitya Bhawan.
4. Chakabarty, Bidyut; Pandey, RK. (2008) Indian Government and Politics. Sage India.
5. Khanna, HR. (2019) Making of India's Constitution. Generic.

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** explain the salient features of Indian Constitution

**CO2:** enumerate the fundamental rights and duties mentioned in the constitution.

**CO3:** understand the federal system of the country and its various governments.

**CO4:** understand the nature of Indian parliamentary system and the cooperation between all three organs of government

**CO5:** explain about the various other dynamics of Indian Polity.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.

<b>PPD 1103</b>	<b>WORLD PHYSICAL GEOGRAPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 6</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the world physical geography through a syllabus similar to that UPSC- Civil Service Examination.

**COB2:** To make the students understand the basic facts about geography

**COB3:** To explain the students about the formation of different landform features.

**COB4:** To make the students understand the concept of climate

**COB5:** To teach the students about the oceanic features, property and movement of ocean water.

**MODULE I BASIC FACTS 12**

Origin of universe and solar system - Basic facts about Earth and Earth's movement - Season Cycles - Latitude, Longitude and related concepts.

**MODULE II GEOMORPHOLOGY – ENDOGENIC FORCES 12**

Geological Time Scale–Internal Structure of Earth - Continental Drift Theory - Plate Tectonic Theory – Orogenesis–Epeirogenesis - Volcanic activity – Earthquake – Tsunami.

**MODULE III GEOMORPHOLOGY – EXOGENIC FORCES 12**

Weathering and Mass movement –Geomorphic Cycle and Landform Development - Fluvial LandformsTopography - GlacialTopography – Karst Topography – Coastal Topography – Aeolian Topography.

**MODULE IV CLIMATOLOGY 12**

Origin and evolution of atmosphere - Structure and composition of atmosphere – Insolation - Atmospheric Temperature - Atmospheric Pressure - Cyclones (Tropical and Temperate) - Wind and Global circulation - Monsoonal mechanism - Hydrological Cycle - World Climate.

**MODULE V OCEANOGRAPHY 12**

Bathymetry or Ocean bottom topography – Salinity - Ocean water temperature - Ocean currents–Tides – Ocean Deposits – Marine Resources – Coral Reefs and Coral Bleaching – Sea level Changes.

**L – 60; Total Hours – 60****TEXT BOOKS:**

1. Singh, Savindra. (2020). Physical Geography. Pravalika Publications.
2. Leong, Goh Cheng. (2020) Certificate Physical and Human geography. Oxford India.
3. Hussain, Majid. (2020) India and world Geography : For UPSC Preliminary and mains Examination. (5<sup>th</sup> ed) Mcgraw hill.
4. Bunnet, RB; Mehra, Seema. (2019) Physical Geography in Diagrams. (4<sup>th</sup> ed) Pearson.
5. Hussain, Majid (2016). World Geography. (5<sup>th</sup> ed). Rawat Publications.

**REFERENCES:**

1. Singh, Savindra. (2018). *Geomorphology*. Pravalika Publications.
2. Singh, Savindra. (2019). *Oceanography*. Pravalika Publications.
3. Singh, Savindra. (2015). *BIO-Geography*. Pravalika Publications.
4. Singh, Savindra. (2015). *Environmental Geography*. Pravalika Publications.
5. Singh, Savindra. (2015). *Climatology*. Pravalika Publications.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** describe the solar system of the universe and its various features.

**CO2:** explain the formation of earth's crust and components of earth's crust.

**CO3:** describe the ways by which the cyclones are formed

**CO4:** describe volcanic activity and forces behind earth quakes.

**CO5:** describe the ways by which the sea level changes

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M							H				H			
CO2	H	M							M				H			
CO3	M	M							M				M			
CO4	M	M							M				M			
CO5	H	M							H				H			

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 6:** Clean water and sanitation.

**Statement:** This course helps the students to understand the importance of water resources and access to safe water and sanitation is very essential for unlocking economic growth and productivity.

<b>PPD 1104</b>	<b>BASIC NUMERACY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To learn the short cut techniques of competitive examination

**COB2:** To learn basics of mathematical equations.

**COB3:** To have knowledge in various arithmetical calculations.

**COB4:** To understand different mathematical operations.

**COB5:** To understand the basics of interest calculation

**MODULE I                      SPEED MATHS TECHNIQUES                      9**

Multiplication – Divisibility – Squares and Cubes - Square roots and Cube roots.

**MODULE II                      NUMBER SYSTEMS                      9**

Number of Zeros – Unit Digits – Factors – Word Problems.

**MODULE III                      SIMPLIFICATION                      9**

BODMAS – Usage of Square and Cube Formulas – Virnaculam - Decimal Fractions.

**MODULE IV                      LCM, HCF AND REMINDERS                      9**

H.C.F and L.C.M - Application of LCM and HCF – Reminders and Remainder Theorem – Applications of LCM and HCF in Remainder – Application of Factors in reminders.

**MODULE V                      INTEREST, INDICES,SURDS AND PROGRESSION                      9**

Simple Interest - Compound Interest - Surds and Indices – Arithmetic Progression – Geometric Progression – Harmonic Progression.

**L – 30 ; T – 15; Total Hours – 45**

**TEXT BOOKS:**

1. Aggarwal, RS. (2017) Quantitative aptitude. S.Chand.
2. Verma, Rajesh. Fast Track objective arithmetic. Arihant publishers.
3. Sinha, Nishit. (2020) Quantitative aptitude for CAT. (5<sup>th</sup> ed). Pearson.
4. Khattar, Dinesh. Quantitative aptitude. Pearson.
5. Arihant experts. (2021) General Mental Ability Magbook. Arihant.

**REFERENCES:**

1. Sharma, Arun. (2021) How to prepare for Quantitative aptitude for CAT. (9<sup>th</sup> ed). Mcgraw hill.
2. Thorpe, Edgar. (2018) Course in Mental ability and quantitative aptitude. (4<sup>th</sup> ed) MCGraw Hill.
3. Guha, Abhijit (2020) Quantitative aptitude for competitive examinations. (7<sup>th</sup> Ed). McGraw Hill.
4. Oswal Experts. (2020) Quantitative aptitude for competitive examinations. Oswal Publications.
5. Mishra, RK (2019) Tricky Mathematics for general competitive examinations. Herald Publications.

**COURSE OUTCOMES:**

On completion of the course, the students will be able to

**CO1:** effectively use the shortcut techniques to identify the best option.

**CO2:** simplify the complex equations.

**CO3:** apply the concepts in problem solving.

**CO4:** comprehend different mathematical operations

**CO5:** comprehend the calculation of interest

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	M						H	M			H			L
CO2	H	M	M						M	M			H			L
CO3	M	M	M						M	M			M			L
CO4	M	M	H						M	M			M			L
CO5	H	M	M						H	M			H			L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPD 1105</b>	<b>PROJECT: MAP WORK</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**COURSE OBJECTIVES:**

**COB1:** make the students aware of the different states in India

**COB2:** introduce different countries of the world

**COB3:** to know the different physiographic division of world and India

In this project, the students should submit a Map work of any particular country of their interest. Many individual maps covering historical sites, physical features, minerals, industries etc pertaining to that country should be made and submitted. The Paper consists of one credit and it does not have any teaching hours. This exercise will increase the students' ability to remember the names of the cities, rivers etc. Such exercises if done today will make student accustomed to that and it will be very useful in their future civil service preparation.

**P – 30 ; Total Hours – 30**

**REFERENCE BOOKS**

1. Siddharta, K; Mukherjee, S. (2016) *Geography through Maps*. Kitab Mahal.
2. Oxford Atlas of the India and World.
3. Bharti, Ashish (2020) *Indian Geography through Maps*. KBC Nano Publication.

**COURSE OUTCOMES:**

On completion of the project, the students will be able to

**CO1:** mark different locations on the outline map of India and World.

**CO2:** trace the course of important rivers\

**CO3:** draw outline map of India.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on  
15.07.2021



	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4
CO1	L	M	M	M					L				H			
CO2	L	M	M	M					M				H			
CO3	M	M	M	M					M				M			

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Productive employment.

**Statement:** This course helps the students to enrich themselves as productive workforce and become strong contributors to the economy

**SEMESTER – II**

<b>END 1283</b>	<b>GENERAL ENGLISH - II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To enable students to read, comprehend and appreciate the value of literature to life

**COB2:** To help them acquire language skills through Literature

**COB3:** To develop LSRW skills through practice in variety of contexts

**COB4:** To improve their vocabulary and correct English usage

**COB5:** To improve the learners report writing skills

**MODULE I 9**

**Poetry:** The Second Coming – W. B. Yeats

**Speaking:** Expressing one's opinion /Asking for others' opinion, agree, disagree

**Writing:** Movie / Book Review, Slogan Writing

**Language:** Modals, Prepositions

**Vocabulary:** Business Vocabulary (advertisements, sales)

**MODULE II 9**

**Poetry:** "Where the Mind is Without Fear" (Gitanjali 35) - Rabindranath Tagore

**Listening:** For understanding speaker's opinion

How books can open your mind by Lisa Bu. (6.16 minutes)

**Reading:** To understand the meaning and purpose of short texts (mails, memos)

**Writing:** Email Writing, Memo writing

**Language:** If Clause

**Vocabulary:** Finance vocabulary

**MODULE III 9**

**Prose:** "The Civilization of To-day" – C.E.M.Joad

**Reading Comprehension:** Digital habits across generations (learn English)**Speaking:** Discussions

**Writing:** Fax

**Language:** Relative Clause

**Vocabulary:** Collocations – verb-noun collocations

**MODULE IV 9**

**Short story:** "The Sparrows" - K. A. Abbas

**Speaking:** Making small talk

**Writing:** Job Application Letter

**Language:** Voice

**Vocabulary:** Employment vocabulary

## MODULE V

9

**Short story:** "First Confession"– Frank O' Connor

**Listening:** Listening and taking short notes - Inspirational lesson for lifetime- How to manage failure and success by Dr. APJ (8.21 minutes)

**Writing:** Report Writing – Survey Reports

**Language:** Reported Speech

**Vocabulary:** Collocation sets about time and money

**L – 45; Total Hours - 45**

## REFERENCES:

1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student's Book, CUP, 2006.
2. S.Mythili, V.Kadambari. Ed. Plumes of Many Colours: A Collection of Short stories, Blackie Books, 1994.
3. Sriraman.T. Macmillan College Prose, Laksmi Publications, 2015.
4. Swan.M. Practical English Usage, OUP, 2005.
5. Whitby, Norman. Business Benchmark: Pre-intermediate to Intermediate, 2<sup>nd</sup> Edition, CUP, 2014.
6. <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/the-martian-a-book-review>
7. <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/digital-habits-across-generations>
8. <https://www.youtube.com/watch?v=6ibCtsHg3Y>
9. <https://www.youtube.com/watch?v=7E-cwdnsiow>

## COURSE OUTCOMES:

**CO1:** Respond to literary texts efficiently

**CO2:** Appreciate and critically analyse literary texts

**CO3:** Display effective LSRW skills in academic and professional contexts

**CO4:** Demonstrate a range of appropriate vocabulary in a variety of situations

**CO5:** Communicate effectively using grammatically correct language

## Board of Studies (BoS):

13<sup>th</sup> BoS held in the Department of English on 17.6.2021

## Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

LND 1281	பொதுத் தமிழ் - II			L	T	P	C
SDG 16	GENERAL TAMIL - II			2	1	0	3
<b>நோக்கங்கள்</b>							
<ul style="list-style-type: none"> <li>சங்க இலக்கியங்களையும் சங்கப் புலவர்களையும் அறிமுகம் செய்தல்.</li> <li>பழந்தமிழர்களின் அகப் புற வாழ்வினையும் பண்பாட்டினையும் எடுத்துரைத்தல்.</li> <li>அற இலக்கியங்கள், பக்தி இலக்கியங்கள், காப்பியங்களை அறிமுகம் செய்தல்</li> <li>பல்வேறு சமயக் கோட்பாடுகளையும் உண்மைகளையும் உணர்த்துதல்</li> <li>கட்டுரைகளை எழுத மாணவர்களைப் பயிற்றுவித்தல்</li> <li>சந்திப் பிழையின்றி எழுத மாணவர்களைப் பயிற்றுவித்தல்</li> </ul>							
<b>அலகு I</b>	<b>சங்க / அற இலக்கியங்கள்</b>			<b>8</b>			
புறநானூறு - 143 - ஆவது பாடல், நற்றிணை - 19 - ஆவது பாடல், திருக்குறள் - நட்பு, காலமறிதல், நாலடியார் - அவையறிதல், பழமொழி நானூறு - இன்னா செய்யாமை (5 பாடல்கள்), இனியவை நாற்பது - முதலாறு பாடல்கள்							
<b>அலகு II</b>	<b>பக்தி இலக்கியங்கள்</b>			<b>8</b>			
திருவாசகம் - எட்டாம் திருமுறை ( 5 பாடல்கள்), நம்மாழ்வார் - (5 பாடல்கள்) திருமந்திரம் (தேர்ந்தெடுக்கப் பெற்ற 5 பாடல்கள்).							
<b>அலகு III</b>	<b>காப்பியங்கள்</b>			<b>8</b>			
சிலப்பதிகாரம் - வழக்குரை காதை 50-73 (23 அடிகள் மட்டும்), கம்பராமாயணம் - பாலகாண்டம்-நாட்டுப்படலம் (10 பாடல்கள்), இரட்சணிய யாத்ரிகம் - சிலுவைப்பாடு (10 பாடல்கள்), சீராப்புராணம் - மாணாக்குப் பிணை நின்ற படலம் (தேர்ந்தெடுக்கப் பெற்ற 5 பாடல்கள்)							
<b>அலகு IV</b>	<b>கட்டுரைகள்</b>			<b>7</b>			
உ.வே.சாமிநாதையர் - தமிழ்நாட்டு வணிகம், மா.இராசமாணிக்கனார் -சித்தன்வாசல், ம.லெ.தங்கப்பா - எது வாழ்க்கை, பி.எஸ்.அப்துர் ரஹ்மானின் வாழ்க்கை வரலாறு.							
<b>அலகு V</b>	<b>இலக்கிய வரலாறு</b>			<b>7</b>			
எட்டுத் தொகை, பத்துப்பாட்டு							
<b>அலகு VI</b>	<b>மொழிப்பயிற்சி</b>			<b>7</b>			
இலக்கணக் குறிப்புத் தருதல், வல்லினம் மிகுவிடங்களும் மிகாவிடங்களும், மொழிபெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழில் பெயர்த்தல்)கடிதங்களும் வகைகளும்							
				<b>L - 30; T - 15; TOTAL HOURS - 45</b>			

<b>குறிப்புகள்</b>							
1. பொதுத்தமிழ் - செய்யுள்திரட்டு - தமிழ்த்துறை வெளியீடு							
2. தமிழ் இலக்கிய வரலாறு - சோம.இளவரசு							
3. சிறுகதைத் தொகுப்பு (கட்டுரைக் களஞ்சியம்)							
<b>வெளிப்பாடு</b>							
<ul style="list-style-type: none"> <li>சங்க இலக்கியங்கள் குறித்தும் சங்ககால மக்களின் வாழ்வு குறித்தும் உணர்ந்து கொள்வர்.</li> <li>சங்கப் புலவர்கள் பற்றிய தகவல்களையும் அவர்தம் படைப்பாளுமை பற்றியும் அறிந்து கொள்வர்.</li> <li>தமிழர்களின் ஆன்மீகச் சிந்தனைகளைப் பற்றியும் அறச்சிந்தனைகள் பற்றியும் அறிந்து கொள்வர்.</li> <li>மாணவர்கள் பல்வேறு சமயச் சிந்தனைகள் குறித்து தெரிந்து கொள்வர்.</li> <li>தமிழ் இலக்கணங்கள் பற்றி அறிந்து கொள்ளவும் மொழிபெயர்ப்பு செய்யும் திறனும் பெறுவர்.</li> <li>புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும் பெறுவர்</li> </ul>							

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

### **SDG 16:** Peace, Justice and Strong Institutions

**Statement:** Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime through the Quranic, Vedic and Biblical literature.

<b>LND 1282</b>	<b>GERMAN – II</b>	<b>L T P C</b>
<b>SDG: 4</b>		<b>3 0 0 3</b>

**COURSE OBJECTIVES:**

**COB1:** To enable the learners to listen and understand the spoken German language which uses the elementary spoken structures.

**COB2:** To enable the learners to speak and engage in simple dialogues in German.

**COB3:** To enable the learners to read and understand the elementary texts in German.

**COB4:** To enable the learners to write simple sentences and short paragraphs in German.

**COB5:** To demonstrate Proficiency in reading, writing, and speaking in basic German. Learning vocabulary related to profession, education, day-to-day activities, food, culture, sports and hobby, family set up, workplace, market and classroom activities are essential.

**COB6:** To make the students industry oriented and make them adapt in the German culture.

**MODULE I KONTAKTE 7**

To arrange appointments, understand and give instructions, understand and reply letters, find information in the text, identify the situations and understand the conversation; Vocabulary: related to the topic; Grammar: Dative personal pronomen, Possessive Pronomen, verbs and Preposition.

**MODULE II MEINE WOHNUNG 7**

To understand the advertisements related to flats/houses, describe a flat, write a text about a flat; Vocabulary: related to the topic; Grammar: Adjective with sein (sehr/zu), wechselfreposition with Dative.

**MODULE III ALLES ARBEIT? 7**

To describe daily routine, talk about the past, speak about jobs, position, advertisements, prepare telephone conversation; Vocabulary: related to the topic; Grammar: Imperativ -Du form, Simple Past tense (regular & irregular verbs).

**MODULE IV KLEIDUNG UND MODE 8**

**KLEIDUNG UND MODE – LEARNING:** To speak about clothes,

understand the conversation at shopping centers, shopping for dresses, lead a discussion on purchasing dresses, orient oneself about a shopping complex. Vocabulary: related to the topic; Grammar: Trennbare & Untrennbare Verben, Introduction to reflexive pronoun und Reflexive verbs.

#### **MODULE V                    GESUND UND MUNTER                    8**

To make personal statements, name body parts, understand sport activities, conversation with the doctor, get & give tips to healthy life, The prefix Lieblings -Sentence formation; Advanced Conversation skills (pertaining chiefly to simple dialogues in everyday situations), Vocabulary: related to the topic; Grammar: Simple Future Tense, Es gibt, Gibt es? - sentence formation.

#### **MODULE VI                    AB IN DEN URLAUB!                    8**

To suggest a city tour, describe the directions, write a Simple Email and reply, describe the weather, make a complaint in the hotel, speak about the trips; Advanced Text - Reading Comprehension And Translation Practice from German Into English Vice versa; Vocabulary: related to the topic and related to School, University, Professions; Grammar: Adverbs (time), Join sentences with “und”, “oder”, and “aber”.

**L -45; Total Hours – 45**

#### **TEXT BOOKS:**

1. Stefanie Dengler, “Netzwerk A1.2”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2015.

#### **PRACTICE BOOK:**

1. Johannes Gerbes, “Fit fürs Goethe-Zertifikat A1”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2010.

#### **REFERENCES:**

1. Paul Rusch, “Einfach Grammatik”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2012.
2. Hermann Funk, “Studio d A1”, Goyal Publishers & Distributors Pvt. Ltd., Delhi, 2009. 15OH78 German Language.

#### **COURSE OUTCOMES:**

On successful completion of this course learners will be able to

**CO1:** remember greeting people, introducing oneself and understanding basic expressions in German

**CO2:** read and describe basic German sentences relating to routine situations.



**CO3:** introduce him / her and others as well as ask others about themselves and communicate using simple sentences.

**CO4:** write simple sentences and short paragraphs in German.

**CO5:** identify and deal with social and cultural aspects of Germany and other German speaking countries.

**CO6:** listen and identify individual sounds of German and simple day-to-day conversations

**CO7:** speak simple sentences using basic sounds and words

**CO8:** read and understand short passages on familiar topics

**CO9:** apply basic sentence structures while writing

**Board of Studies (BoS):**

14<sup>th</sup> BoS of the Department of Commerce  
held on 22.04.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L
CO6	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Quality Education

**Statement:** The substantially improve the relevant skills which develop the confidence in young people, including technical and vocational skills, help for employment, decent work and entrepreneurship.

<b>LND 1283</b>	<b>MODERN COMMUNICATIVE ARABIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

**COB1:** communication in the situations of marketing clothes, food, etc.

**COB2:** vocabulary about the climates, seasons and hold telephonic conversations

**COB3:** vocabulary related to various games, students' associations.

**COB4:** communication in Work place like ticketing, booking, confirmation & passport procedures

**COB5:** vocabulary related to illness, numbers and communication with doctors.

**MODULE I BUSINESS PLACE COMMUNICATION 9**

Reading and listening Lesson 9: marketing (التسويق) –vocabulary related to marketing clothes, food, different types of contracts- conversation in business place - price, marketing, subject and predicate (المبتدأ والخبر), using interrogating form of (بكم - أي)

**MODULE II USAGE OF TENSES 9**

Situational conversation - Lesson 10: climate (الجو) – vocabulary related to climate, places& seasons, discussion question and answers – telephonic conversations – order (فعل الأمر) – interrogative form (كيف) - negative form of المضارع

Lesson 11: people and places (الناس والأماكن) – vocabulary related to people and places, colours, feminine gender – place of work – transportation – question and answer – past tense – usage of articles (مع - من - إلى - في - استخدام الحروف)

**MODULE III SENTENCES IN COMMUNICATION 9**

Lesson12 : hobby (الهوايات) - vocabulary related to various games, students' associations – adjectives and synonyms – (الفعل المضارع المسند إلى ياء المخاطبة – الإشارة)

**MODULE IV CONVERSATION OF BUSINESS CONVERSATION 9**

Lesson:13 travel (السفر) - vocabulary related to ticket booking – confirmation – passport procedures – resident permits (الحجز والتأكيد والجوازات والإقامة)– lost luggages – four directions – conversation about services – seeking information of luggage lost.

Lesson:14 haj and umrah (الحج والعمرة) - vocabulary related to haj and umrah – expression of arabic numbers – procedefum of umrah and haj – (الاستفهام: متى – كيف)

( – بم - أين )

**MODULE V SITUATIONAL CONVERSATION 9**

Lesson 15: health (الصحة) - vocabulary related to illness – numbers 100 and 1000 – doctor's visit – communication with doctor – (الاستفهام : لماذا)

Lesson 16: vacation (العطلة) - vocabulary related to holidays – festivals – travel – spending holidays – Arabic months – interrogative form ( أين، المضارع مع ) (الاستفهام: كم – أين، المضارع مع ) (واو الجماعة: ستقضون

**L – 45; Total Hours – 45****TEXT BOOKS:**

1. Al Lughathul Arabiya (اللغة العربية ، الصف الأول ، الجزء الأول), Part I, Bukhari Aalim Arabic College, 2004.

**REFERENCES:**

1. Dr. F. Abdur Raheem, Durus Al LugathilArabiyya, Islamic Foundation Trust, Chennai, 2002.
2. Al Qirathul Arabiyya Lil Mubtadiyeen (UmmulQura University, Makkah), Bukhari Aalim Arabic College, 2005.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to

**CO1:** communicate in the situation of marketing clothes, food, etc.

**CO2:** discuss about the climates, seasons and hold telephonic conversations

**CO3:** discuss in the playground, students' gatherings

**CO4:** communicate in certain work places

**CO5:** recognize proper usage of sentences in communication.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	L	M			L	M	H					M	M	M	M	M
CO2	L	M			L	M	M					M	M	M	M	M
CO3	M	M			L	M	M					L	L	L	L	L
CO4	M	M			L	L	M					L	L	L	L	L
CO5	H	M			M	L	H					L	L	L	L	L

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

**SDG 4:** Developing Language skill

**Statement:** Arabic language enhances effective communication in the workplace.

LND 1285	सामान्य हिंदी-II	L	T	P	C
उद्देश्य	General hindi - II	2	1	0	3
<ul style="list-style-type: none"> <li>• प्राचीन और आधुनिक काव्य के बारे में जानकारी देना।</li> <li>• गद्य साहित्य का पाठ पढ़ाना।</li> <li>• कहानियों के बारे में जानकारी देना।</li> <li>• पत्र लेखन के बारे में जानकारी देना।</li> <li>• छात्रों का रचनात्मक ज्ञान को बढ़ाना।</li> </ul>					
भाग - I					9
<ul style="list-style-type: none"> <li>• श्री माखनलाल चतुर्वेदी – ‘ पुष्प की अभिलाषा ’</li> <li>• ‘ चालीस करोड़ कुरते कहाँ से ? ’ – संकलित</li> <li>• कहानी की परिभाषा और उसके तत्व</li> <li>• पूछताछ पत्र (Enquiry letter), संपादक को पत्र (Letter to the Editor)</li> <li>• शब्द रूप (Word Formation)</li> </ul>					
भाग - II					9
<ul style="list-style-type: none"> <li>• श्री अयोध्या सिंह उपाध्याय हरिऔध – ‘ एक बूँद ’</li> <li>• ‘ स्वर्ग की खोज ’ – संकलित</li> <li>• ज्ञापन (Memorandum) कार्यालयी ज्ञापन (Official Memorandum)</li> <li>• एक खाता खोलना पत्र (Opening an A/C), पासबुक / चेकलीफ का गुम होने का पत्र (Missing of Pass Book/ Cheque Leaf)</li> <li>• विलोम शब्द (Opposite)</li> </ul>					
भाग - III					9
<ul style="list-style-type: none"> <li>• ‘डॉ. अब्दुलकलाम’ – डॉ. अब्दुलकलाम</li> <li>• निकासी के लिए आवेदन (Application for Withdrawal), खाता का हस्तांतरण (Transfer of an A/C)</li> <li>• व्यक्तिगत आवेदन पत्र (Personal Application), छुट्टी पत्र (Leave Letter)</li> <li>• परिपत्र (Circular)</li> <li>• पर्यायवाची शब्द (Synonyms)</li> </ul>					

भाग - IV		9
<ul style="list-style-type: none"> <li>• श्री सोहनलाल द्विवेदी – 'नीम का पेड़ '(Poem)</li> <li>• ' हिंदी दिवस ' – संकलित</li> <li>• निबंध लेखन (Essay Writing)</li> <li>• अर्द्ध कार्यालय पत्र (Demi Official Letter), कार्यालय आदेश (Government Order)</li> <li>• मुहावरे (Idioms), किताब मंगवाना पत्र (Ordering for Books)</li> </ul>		
भाग - V		9
<ul style="list-style-type: none"> <li>• ' कबीरदास ' और ' रहीमदास ' के दोहे</li> <li>• ' मैं कित्तूर नहीं दूँगी ' – संकलित</li> <li>• सूचना (Notification), शिकायत पत्र ( Complaint Letter)</li> <li>• संकल्प (Resolution)</li> <li>• वाक्य निर्माण (Sentence Formation)</li> </ul>		
	L=30	T=15 Total Hours = 45
निर्धारितपाठ्य पुस्तक : (Text Book Prescribed)		
<ul style="list-style-type: none"> <li>• पत्र आलेखन – प्रो. श्री रामेश्वरप्रसाद चतुर्वेदी</li> <li>• निबंधमाला – श्री योगेशचन्द्रजैन</li> <li>• सामान्य हिंदी – श्री ललितवत्स/ रेशमासुल्तान</li> <li>• प्रयोजनमूलक हिंदी – डॉ. सैयद रहमदुल्ला पूर्णिमा प्रकाशन</li> <li>• हिंदी प्रचार वाहिनी 2 और 3</li> </ul>		
परिणाम : (Out Come)		
<ul style="list-style-type: none"> <li>• छात्र, प्राचीन एवं आधुनिक काव्य में ज्ञान प्राप्त करेंगे।</li> <li>• छात्र, पत्र लेखन में ज्ञान प्राप्त करेंगे।</li> <li>• छात्र, कहानी साहित्य में ज्ञान प्राप्त करेंगे।</li> <li>• छात्र, गद्य साहित्य में ज्ञान प्राप्त करेंगे।</li> <li>• छात्रों के रचनात्मक ज्ञान विकसित होंगे।</li> </ul>		

	PO 1	PO 2	PO3	PO 4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	H	H	M	H		H	H	H	M	H	M	H			H	
CO2				H		H	H	H	H	H		H				H
CO3				H		H	H	H	H	H		H				H
CO4				H		H	H	H		H		H				
CO5				H		H	H	H		H		H				
CO6				H		H	H	H		H		H				

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Language serves as a medium of communication learners will be able to improve their confidence level which will promote the quality of education

<b>PPD 1201</b>	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To introduce the students the basic principles of sociology.

**COB2:** To make students understand about the different social stratifications in the society.

**COB3:** To teach the students the different theories of social understanding.

**COB4:** To make students understand about the interrelationship between Society, Religion and politics.

**COB5:** To teach students the perspectives of famous social thinkers.

**MODULE I SOCIOLOGY- THE DISCIPLINE 12**

Modernity and social changes in Europe and emergence of Sociology - Scope of the subject and comparison with other social sciences - Sociology and common sense - Sociological imagination - Self-reflexivity - Positivism and its critique - Fact value and objectivity.

**MODULE II SOCIOLOGICAL THINKERS 12**

Karl Marx: Historical materialism, alienation - Emile Durkheim: Social fact, suicide, religion and society - Max Weber: Social action, ideal types, authority, Protestant ethic and the spirit of capitalism - Talcott Parsons: Social system - Robert K. Merton: Latent and manifest functions, conformity and deviance, reference groups – Mead: Self and identity - CH Cooley: Looking Glass Self.

**MODULE III SOCIOLOGICAL THEORY 12**

Functionalism - Social Capital - Conflict perspectives: Marxism, Neo-Marxism and conflict theory - Social action and interpretive perspectives - Symbolic interactionism – Phenomenology – Ethnomethodology - Uniting structural and social action approaches - Modernity, post modernity and postmodernism

**MODULE IV SOCIAL STRATIFICATION 12**

Social inequality and social stratification - Hierarchy, social exclusion, poverty and deprivation – Stratification: functionalist, Market liberal, Marxist and Weberian perspectives - Social stratification of class, caste, status groups, gender, ethnicity and race. Social mobility: open and closed

systems, types of mobility, sources and causes of mobility.

## **MODULE V                      SOCIETY AND RELIGION                      12**

Sociological theories of power - Power elite –Protest, agitation, social movements, collective action and revolution - Sociological theories of religion - Types of religious practices: Animism, Monism, Pluralism, Sects, Cults - Religion in modern society: Religion and Science, Secularization, Religious Revivalism, Fundamentalism.

**L – 60; Total Hours – 60**

### **TEXT BOOKS:**

1. Haralambus; Holborn (2014) *Sociology: Themes and perspectives*. (7<sup>th</sup> ed). Collins.
2. Abraham, Francis (2017) *Modern Sociological Theory*. Oxford.
3. Abraham, Francis; Morgan, JH. (2011) *Sociological Thought*. Macmillan India.
4. Giddens, Anthony. (2021) *Sociology* (9<sup>th</sup> ed).
5. Shankar Rao, CN (2019) *Sociology: Principles of Sociology*. (7<sup>th</sup>) S Chand.

### **REFERENCES:**

1. Scott, John; Marshall, Gordon. (2015) *Oxford dictionary of Sociology*: Oxford.
2. Johnson; Allan G. (2005) *Blackwell's dictionary of Sociology* .(2<sup>nd</sup> Ed) Blackwell.
3. Morrison, Ken. (2006) *Marx, Durkheim, weber: Foundations of Modern Sociological thought*. (2<sup>nd</sup> Ed) Sage India.
4. Ritzer, George; Stepnisky, Jeffery. (2021) *Modern Sociological Theory*. (8<sup>th</sup> Ed). Sage India.
5. Coser, Lewis A. (2012) *Masters of Sociological thought*. (2<sup>nd</sup>). Rawat.

### **COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** understand the difference between fact, value, objectivity and subjectivity of sociological issues.

**CO2:** imagine through sociological perspective.

**CO3:** understand that there are different aspects and context of social reality.

**CO4:** understand different theories of social understanding.

**CO5:** explain the various theories of religion, power and society.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on  
15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 16:** Build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students in building public trust, stronger social cohesion, peaceful and inclusive societies.



<b>PPD 1202</b>	<b>ANCIENT INDIAN HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the ancient history of India, in line with the syllabus of Civil Service Examination.

**COB2:** To teach them about the various ancient empires of India and their contribution.

**COB3:** To make them know about the various philosophies that inherited this land post mauryan period

**COB4:** To make them know about the various philosophies that inherited this land from ancient times.

**COB5:** To make them know about the various philosophies that inherited thisland post gupta period.

**MODULE I PRE / PROTO HISTORY 9**

Palaeolithic – Mesolithic – Neolithic (Harappan Civilisation) – Chalcolithic

**MODULE II VEDIC, LATER VEDIC AND POST VEDIC 9**

Advent of Aryans – Vedas (Philosophies) – Political Systems – Mahajanapadas – Foreign Invasions (Persia / Greece) –Rise of Heterodox Sects - Jainism and Buddhism - Rise of Mauryas.

**MODULE III POST MAURYAN PERIOD 9**

Sunga – Kanva – Kharavela – Satavahanas – Indo Greek – Sythians (Shaka) – Parthians – Kushans.

**MODULE IV RISE OF REGIONAL KINGDOM 9**

Gangas – Pallavas – Chalukyas – Vakatakas – Guptas

**MODULE V POST GUPTA PERIOD 9**

Vardhanas – Later Cholas – Rashtrakootas – Golden Age of Tamil Littrature (Sangam Period) – Palas – GurjaraPrathihara.

**L – 45 ; Total Hours – 45**

**TEXT BOOKS:**

1. Singh, Upinder. (2009) History of Ancient and Early Medieval India. Pearsons.

2. Sharma, RS (2020) *India's Ancient Past*. Oxford India.
3. Jha, DN (2020) *Ancient India in Historical Outline*. Manohar Publications.
4. Thapar, Romila.(2020) *Penquin's Early History of India*.Penquin Publishers.
5. Tripathi, Rama Shankar. (2014) *History of Ancient India*. (10<sup>th</sup> Ed) .Motilal Banarasidass.

#### REFERENCES:

1. Reddy, Krishna (2017) *Indian History*. (2<sup>nd</sup> Ed). McGrawhill Education.
2. Basham, AL. (2014) *The Wonder that was India*. Picador India.
3. Majumdar, RC (2017) *Ancient India*. (10<sup>th</sup> Ed) Motilal Banarasidass.
4. Thapar, Romila. (1999) *From Lineage to State*. (2<sup>nd</sup> Ed) Oxford.
5. Naegele, Charles (2011) *Ancient History of India* (1<sup>st</sup> Ed) DK Print.

#### COURSE OUTCOMES:

On successful completion of the course the students are able to

**CO1:** explain the ancient History of India.

**CO2:** describe the contribution of various ancient empires of India.

**CO3:** explain the various philosophies of India post mauryan period.

**CO4:** explain the various philosophies of India in ancient period.

**CO5:** explain the various philosophies of India post gupta period.

#### Board of Studies (BoS):

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

#### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Quality education and promote lifelong learning opportunities for all.

**Statement:** This course will help the students understand that every generation in history has faced global challenges and the learners will develop systems wide understanding of what supports a healthy environment.

<b>PPD 1203</b>	<b>POLITICAL ECONOMY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the meaning and nature of political economy.

**COB2:** To make students understand the various theories of political economy.

**COB3:** To teach students the political economy of India since independence.

**COB4:** To make students understand the necessity of LPG – Liberalisation, privatisation and globalisation in India.

**COB5:** To teach students the current trend in International political economy.

**MODULE I MEANING AND NATURE 12**

Meaning and nature of Political Economy – Different conceptions of Political Economy – Political Economic approach to the study of Politics – Political Economy and Power – Influence of Money and Economic power in Political processes – Influence of Political dynamics in Economic Policy making - Public choice theory.

**MODULE II TRADITIONAL THEORIES 12**

Mercantilism – Physiocrats – Classical political Economy – Marxian Political Economy – Neo-Marxian political economy - Neoclassical Political Economy

**MODULE III MODERN THEORIES 12**

Keynesian Political Economy – Monetarism – Neoliberal Institutionalism – State centered approach – power centered approach – Justice centered approach.

**MODULE IV INDIAN POLITICAL ECONOMY 12**

Political Economy before Independence - Era of Planning in India – Types of Planning - Land reforms in India – Dynamics of Indian agricultural and industrial policy – Socialist era of Political Economy - Economic reforms and Industrialisation in India - Era of Capitalist Political Economy and Globalisation — Corporate economy and Crony Capitalism.

**MODULE V INTERNATIONAL POLITICAL ECONOMY 12**

Governing the world economy – Globalisation and New world order– Dependency Theory – World System Theory – International Monetary

System – Brettonwoods system and its failure – IMF – World Bank – WTO – Economic regionalization.

**L – 60; Total Hours – 60**

**TEXT BOOKS:**

1. Caporaso, James; Levine, David. (1992) *Theories of Political Economy*. Cambridge
2. Gilpin, Robert. (2020) *Global Political Economy*. Orient Blackswan.
3. Frankel, Francine. (2006) *India's Political Economy* (2<sup>nd</sup> Ed) Oxford
4. Loganathan, V. (2020) *History of Economic thought* (10<sup>th</sup> Ed) S Chand.
5. Ragavan, VP (2009) *History of Economic Thought*. Kunal books.

**REFERENCES:**

1. Jalan, Bimal; Balakrishnan, Pulapre. (2014) *Politics trumps economics*. Rupa and Company.
2. Cone, Theodore H. (2011) *Global Political Economy*. (6<sup>th</sup> Ed) Pearson.
3. Nagaraj, R; Motiram Sripad. (2017) *Political Economy of Contemporary India*. Cambridge.
4. Rudolph, Lloyd; Rudolph, Susanne. (1987) *In Pursuit of Lakshmi: The Political Economy of Indian State*. University of Chicago Press.
5. Wittman, Donald; Weingast, Barry. (2008) *Oxford Handbook of Political Economy*. Oxford.

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** successfully explain the meaning of political economy.

**CO2:** understand the various theories of political economy.

**CO3:** understand the logic behind India's decision of accepting LPG in their home land.

**CO4:** understand the interrelationship between politics and economics that exists in India.

**CO5:** understand the political economy of the world in general.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

**SDG 16:** Provide access to justice for all and build effective institutions.

**Statement:** This course helps the students to understand that effective, safe, and people-centered systems are the backbone of social institutions in every country



2. Disha. (2018) Short Cuts to Reasoning. (2<sup>nd</sup> Ed) Disha Publishers
3. Gupta, AK (2021) Logical and Analytical reasoning. (36<sup>th</sup> Ed). Ramesh Publishers.
4. Dipak Kumar, Yugnirmal (2018) Reasoning Verbal, Non-Verbal and analytical: for Competitive examinations. Unicorn Books.
5. Lal, MB. (2015) CSAT, Logical Reasoning and Analytical reasoning. UpkarPrakashan

### COURSE OUTCOMES:

On successful completion of this course students are able to

**CO1:** solve any question related to analytical reasoning.

**CO2:** prepare for any competitive exam with respect to this analytical reasoning.

**CO3:** know the art of reasoning and apply in better in everyday life and personal relations.

**CO4:** apply the analysis of blood relations for competitive exams

### Board of Studies (BoS):

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	M	M					H				H		M	M
CO2	H	M	M	M					M				H		M	M
CO3	M	M	M	M					M				M		H	M
CO4	M	M	M	M					M				M		M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPD 1205</b>	<b>FIELD STUDY –</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>	<b>ARCHAEOLOGICAL SITES</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the various archaeological techniques through real archaeologists.

**COB2:** To take students to field visits of sites which are ancient in nature and give them a live experience of archaeological excavation.

**COB3:** To train the young minds to critically examine the historical writing they have read through the understanding of archaeology.

**Practical:**

The syllabus of the course is dynamic in nature. The visiting archaeologists can prepare their own syllabus and plan their field visits accordingly. The field visits are purely guided visits. The students in batches or in total can be taken to already excavated sites that are maintained by ASI or Live excavations done by the Visiting archaeologist. The dynamic nature of syllabus is required to give freedom to the eminent scholars in the domain the take the class forward in the best way possible.

**P – 30; Total Hours – 30**

**REFERENCES:**

1. Gamble, Clive. (2020) *Archaeology: The Basics*. (3<sup>rd</sup> Ed) Routledge.
2. Catling, C. (2009) *Archaeology: Step by Step*. Hermes House.
3. Smith, Claire; Brooke, Heather; Morrison Michael. (2020) *Archaeologists field Handbook*. (2<sup>nd</sup> Ed) Taylor and Francis.

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** learn the basics of archaeology.

**CO2:** understand the logic of historical writings.

**CO3:** imagine about the land we inherit today in a positive way.

**Board of Studies (BoS) :**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021



	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	M						H				H			
CO2	H	M	M						M				H			
CO3	M	M	M						M				M			

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Productive employment

**Statement:** This course helps the students to enrich themselves as productive workforce and become strong contributors to the economy

**SEMESTER III**

<b>PPD 2101</b>	<b>INDIAN POLITY AND GOVERNANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the salient features of Indian Constitution.

**COB2:** To make the students understand about the fundamental rights they have from the constitution as an Indian citizen and the duties to be performed towards the country.

**COB3:** To make the students understand about the President, Prime minister and their respective duties.

**COB4:** To teach the students about the state government and its duties.

**COB5:** To make students understand about the judicial system of the country.

**MODULE I UNION EXECUTIVE AND STATE EXECUTIVE 9**

President, Powers of the President, Position of the President, Vice-President. Real Executive Authority, The Prime Minister, Deputy Prime Minister, The Governor, Powers of the Governor, Chief Minister, Council of Ministers, The Advocate General.

**MODULE II UNION LEGISLATURE AND STATE LEGISLATURE 9**

Parliament of India. President and legislative functions. Lok Sabha, Rajya Sabha, Sessions of Parliament, Joint Sessions, Powers of Parliament, Privileges of Members, Committee System, Legislative Procedure, Vote of Account, Parliamentary Terms. Legislative Assembly, Legislative Council, Powers of the State Legislature.

**MODULE III CENTRAL STATE RELATIONS 9**

Division of powers in India, Indian Federalism, Co-operative Federalism, Constitutional provisions for Centre-state relations, Finance commission, Sarkaria Commission, Planning Commission, NITI AAYOG, Emergency Provisions.

**MODULE IV INTEGRATED JUDICIARY 9**

Supreme Court. Jurisdiction of the Supreme Court, Supreme Court and Judicial Review, judicial Activism, Public Interest Litigation, Judiciary Vs Legislature.

Basic structure of Indian constitution. Jurisdiction of High Court, Administrative Tribunals, Family Courts, Lok Adalats. Amendment procedure.

## **MODULE V MISCELLANEOUS FEATURES 9**

Official language. Scheduled languages. Local self-Government. Special features for certain states. Other Constitutional bodies and institutions. Important Non- constitutional bodies.

**L– 45; Total Hours – 45**

### **COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Explain the salient features of Indian Constitution

**CO2:** Enumerate the fundamental rights and duties mentioned in the constitution.

**CO3:** Understand the federal system of the country and its various governments.

**CO4:** Understand the nature of Indian parliamentary system and the cooperation between all three organs of government

**CO5:** Explain about the various other dynamics of Indian Polity.

### **Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

### **TEXT BOOKS**

1. Laxmikanth, M. (2019). *Indian Polity*. (6<sup>th</sup> Edition). MCGraw Hill.
2. Basu, DD. (2019) *Introduction to constitution of India*. (25<sup>th</sup> Edition). Lexis Nexis
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### **REFERENCE BOOKS**

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H			H	M		H		L	H	H
CO2	H	H	M	H	H			M	H		M		H	L	H
CO3	H	H	H	H	H			M	M		L		L	L	H
CO4	H	H	H	L	H			M	H		M		H	M	H
CO5	M	H	H	H	H			H	H		H		H	H	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice



Religions, Racial Groups, Tribal Groups. Types of Settlements, Urbanisation in India, Census Definition of Urban Settlements.

**L-45; Total Hours-45**

### **COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Explain the various types of Indian Geography, namely, Physical geography, Human geography of India.

**CO2:** Explicate the human indicators of India like sex ratio etc.

Enumerate the regions where wild life reserves, national parks are situated and are maintained.

**CO3:** Explain the various kinds of climates present in India.

**CO4:** Describe the various soil types of India and explain the kind of vegetation in each soil type.

### **Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

### **REFERENCES**

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2. Jojo Mathew. (2021). *Wizard's Geography for Civil Services*. Wizard Publications.
3. DR Khullar. (2018) *India: A comprehensive Geography*. Kalyani Publications

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H		M		H	H		H	H	H	H
CO2	L	M	M	L	L		M		H	H		M	M	M	H
CO3	H	H	H	H	H		L		H	H		M	M	H	H
CO4	M	H	M	H	M		H		H	H		L	H	M	H
CO5	M	H	L	H	H		M		H	H		M	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 6:** Clean water and sanitation.

**Statement:** This course helps the students to understand the importance of water resources and access to safe water and sanitation is very essential for unlocking economic growth and productivity.

<b>PPD 2103</b>	<b>MEDIEVAL AND EARLY MODERN INDIAN HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the history of India, in line with the syllabus of Civil Service Examination.

**COB2:** To teach them about the various empires of India and their contribution.

**COB3:** To introduce them the various art, architecture and cultural forms of India

**COB4:** To make them know about the various philosophies that inherited this land from ancient times.

**COB5:** To teach them about the various reform movements that happened in Indian- sub continent.

**MODULE I AGE OF SULTANS 9**

The start of slave dynasty, the Khiljis, the Tughlaq Sultans, Sayyid Dynasty, Lodi sultans. Fall of Sultanate and the post Sultanate period in North India. Sultanate in Tamil Nadu.

**MODULE II AGE OF VIJAYANAGARA 9**

Vijayanagara empire foundation. Conflict with Bahmani Kingdom . Mahmud Gawan. Struggle for Empire in Northern India. Disintegration of Vijayanagara Empire.

**MODULE III MUGHALS OF INDIA 9**

Central asia and Babur. Battle of Panipat. Afghans. Humayun and his tussle with Sher shaw. Sher Shaw and sur empire. Age of Akbhar. Manshabdhari and the army. Relations with Rajputs. Expansion of Mughals. Shah Jahan. Aurangzeb.

**MODULE IV ADVENT OF EUROPEANS 9**

The Portuguese, The Dutch, The English, The French, The Danish. The Carnatic Wars, The British Conquest of Bengal and British Expansion. Developments in Britain and India, Judicial System, Law and Order, Army, Indian Civil Service, The Economic Impact of British Rule, Forest Laws, Trade and Industry, Modern Education.

**MODULE V REFORM MOVEMENTS****9**

Kabir, Nanak and Sufi movement. Arya samaj, Brahma Samaj, Ramakrishna and Vivekananda, Theosophical Society, Sayyid Ahmed Khan and the Aligarh School. British legal intervention in socio-cultural setup of India.

**L-45; Total Hours – 45****COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Explain the ancient History of India

**CO2:** Explain the medieval history, the rise of Mughals.

**CO3:** Explicate the advent of Europeans in the sub-continent and political change that happens after that.

**CO4:** Describe the various art, architectural, cultural, music and dance forms of India.

**CO5:** Explain the various philosophies of India.

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2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES**

1. Basham. AL. (2019). *The Wonder That Was India*. Picador India.
2. D N Jha (2012). *Ancient India in Historical Outline*. Manohar Publishers.
3. History of Medieval India – Satish Chandra
4. Indian Art and Culture – Nitin Singhania

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H	L					H	H	H	H
CO2	L	M	M	L	M	H	L					M	M	M	H
CO3	H	H	H	H	H	H	M					M	M	H	H
CO4	M	H	M	H	M	H	H					L	H	M	H
CO5	M	H	L	H	H	H	H					M	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Quality education and promote lifelong learning opportunities for all.

**Statement:** This course will help the students understand that every generation in history has faced global challenges and the learners will develop systems wide understanding of what supports a healthy environment.



<b>PPD 2104</b>	<b>INTRODUCTION TO ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the basic concepts of economics required for a policy maker.

**COB2:** To make students understand how a consumer make economic decision and its impact on Market

**COB3:** To teach students the law of Demand and supply/

**COB4:** To make students understand Money and how Bank's create money

**COB5:** To explain students about the open and closed economy.

**MODULE I INTRODUCTION 9**

The concept and principles of Economics. Resources. Goods and services. Economic decision makers. Microeconomics and Macroeconomics. The basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems

**MODULE II SUPPLY, DEMAND AND HOUSEHOLDS 9**

Markets and competition, demand/supply curve. market versus individual demand/supply. how prices allocate resources. elasticity and its application, controls on prices. Taxes and the costs of taxation, consumer surplus, producer surplus and the efficiency of the markets. The Household consumption decision. consumption and income/price changes.

**MODULE III MARKET STRUCTURE 9**

Perfect market structure. Behaviour of profit maximizing firms and the production process, Imperfect Market Structure. Monopoly and anti-trust policy, government policies towards competition, imperfect competition.

**MODULE IV MONEY AND INFLATION 9**

Functions of money. Quantity theory of money, determination of money supply and demand. How Bank's create money. Credit creation, tools of monetary policy. Inflation and its social costs; hyperinflation, stagflation, deflation, reflation and other related concepts.

**MODULE V OPEN AND CLOSED ECONOMY****9**

Closed economy in the short run. Classical and Keynesian systems. simple Keynesian model of income determination. ISLM model. fiscal and monetary multipliers. Open Economy. International flow of goods and capital. Exports, Imports and net exports. Exchange rate determination. Purchasing power parity. Market for foreign currency exchange. Equilibrium in the open economy. Government policies and open market.

**L-45; Total Hours – 45****COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Explain the meaning of economics, microeconomics and macroeconomics.

**CO2:** Reproduce the law of demand and supply.

**CO3:** Know the basic concepts of economics required to make public policies.

**CO4:** Understand the concept of money and Monetary policy.

**CO5:** Understand the concept of exchange rates and purchasing power parity.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
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**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES**

1. Gregory Mankiv. (2015). *Principles of Economics*. (6<sup>th</sup> Ed). Cengage Learning.
2. William A McEachern (2006). *Economics – A contemporary Introduction*. (7<sup>th</sup> Ed). Thomson Publishers. Ohio.
3. Karl E Case and Ray C Fair. (2017). *Principles of Economics*. (12<sup>th</sup> Ed). Pearson.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H			M				M	H	H	M
CO2	H	M	M	H	H			M				L	M	M	H
CO3	H	H	H	H	H			M				H	M	H	M
CO4	M	H	M	H	M			M				L	H	M	H
CO5	M	H	M	H	H			M				M	M	M	L

**Note:** L- Low Correlation M - Medium Correlation H - High Correlation

**SDG 16:** Provide access to justice for all and build effective institutions.

**Statement:** This course helps the students to understand that effective, safe, and people-centered systems are the backbone of social institutions in every country

<b>PPD 2105</b>	<b>ENVIRONMENTAL STUDY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students about the various aspects of ecology

**COB2:** To teach students about climate change

**COB3:** To make students understand about environmental issues

**COB4:** To make students understand about Kyoto protocol

**MODULE I INTRODUCTION 5**

Ecosystem. Productivity, decomposition. Energy flow. Food chain. Food web. Types of ecosystems, ecological pyramids, ecological succession, nutrient cycling, BIOMES, ecosystem services, Importance of ecosystem. Ecology and its types.

**MODULE II BIODIVERSITY AND CONSERVATION 5**

Levels of biodiversity. Importance of Biodiversity. Biodiversity of India. Loss of biodiversity. Animal welfare. Conservation of Bio-diversity. Bio-diversity hotspots. Wild life conservation. Eco-tourism.

**MODULE III POLLUTION AND DEGRADATION 5**

Types of pollution and pollutants. Impact of pollution and degradation. Ozone layer depletion and ozone hole. Greenhouse gas and global warming. Eutrophication. Desertification. Acid rain. Hazardous waste. Prevention and control.

**MODULE IV ENVIRONMENTAL MANAGEMENT AND REPORTS 5**

EMS model. Environment management in India and its trends. Water resource management, managing river ganga, pollution control, air quality management, waste management, soil management. Environmental summits, Environmental initiative/policies/action plans, forest and wild life reports. TSR Subramanian committee reports.

**MODULE V CLIMATE CHANGE 10**

Factors affecting climate change. Impacts of climate change. International efforts to counter climate change. IPCC. UNFCCC. Kyoto protocol. REDD. REDD++. US – China pact on emission reductions. India's efforts to counter climate change. NAPCC. NAPCD. India's stand on climate change

negotiations. Other current dynamics related to environmental science appeared in newspapers in the preceding one year and during the course of study.

**L - 30; Total Hours - 30**

### COURSE OUTCOMES:

On successful completion of this course students are able to

**CO1:** Understand the various aspects of ecological science

**CO2:** Understand the climate change of the world

**CO3:** Understand the logic behind pollutions

**CO4:** Understand the methods of wild life conservation.

### Board of Studies (BoS):

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

### Academic Council:

18<sup>th</sup> AC held on 24.02.2022

### REFERENCES

1. Disha Experts. (2021). *The ecology and Environment compendium*. Disha Publications.
2. Next IAS. (2021) *Ecology and environment*. Next IAS Publications.
3. Majid Hussain. (2021) *Environment and Ecology*. Access Publishing.
4. Manjunath Thamminidi. (2021) *Environment*. PMF IAS PUBLICATIONS.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H			H			M	H	H	H
CO2	M	M	M	H	H	M			H			M	M	M	H
CO3	H	H	H	H	H	H			H			M	M	H	H
CO4	M	L	L	H	M	M			M			M	H	M	H
CO5	M	L	L	H	H	H			M			M	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 16:** Provide access to justice for all and build effective institutions.

**Statement:** This course helps the students to understand that effective, safe, and people-centered systems are the backbone of social institutions in every country.

<b>PPD 2106</b>	<b>GENERAL MENTAL ABILITY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To develop the student's arithmetic ability and prepare him for competitive exams

**COB2:** To Prepare the students in various kinds of simple and complex mathematical problem solving

**COB3:** To teach students the art of solving problems with short cuts

**COB4:** To teach students to manage time in answering these questions

**COB5:** To teach students the various ways by which data could be interpreted from graphs and charts

**MODULE I TIME AND WORK 9**

Chain rule, Time and work, Pipes and Cistern

**MODULE II AVERAGES, RATIO AND PROPORTION 9**

Percentage, Profit and Loss, Ratio and Proportion, Problems of ages. Averages. Alligation and mixture

**MODULE III TIME, SPEED AND DISTANCE 9**

Time and distance, Problems on trains. Boats and streams

**MODULE IV PERMUTATION, COMBINATION & DATA INTERPRETATION 9**

Calendar, Clocks, Permutation and combinations, Probability, Heights and distances, Tabulation. Bar graphs. Pie charts. Line graphs.

**MODULE V GEOMETRY AND MENSURATION 9**

Logarithms, Area, Volume and surface areas.

**L – 30; T – 15; Total Hours - 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** solve any kind of mathematical question with ease.

**CO2:** solve any problems with less time taken

**CO3:** solve any question of data interpretation with ease.

**CO4:** be confident in appearing in any competitive exams in the future.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES:**

1. Dr. R.S. Aggarwal (2021), *Quantitative aptitude*. S.Chand.
2. Rajesh Verma (2018). *Fast Track objective arithmetic*. Arihant publishers.
3. Quantitative aptitude. Pearson. Dinesh Khattar.
4. Analytics Publishing (2021) *Quantitative Ability*.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H			H			M	L	H	H	H
CO2	H	M	M	L	H			H			H	M	M	M	H
CO3	H	H	H	H	H			H			H	H	M	H	H
CO4	M	H	M	H	M			H			M	M	H	M	H
CO5	M	L	M	H	H			H			L	L	M	M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

<b>PPD 2107</b>	<b>FIELD STUDY: VILLAGE STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**COURSE OBJECTIVES:**

**COB1:** To make the students visit villages with subject experts and study the villages.

**COB2:** To make the students get the privilege to work closely with great sociological minds of the world through these village studies.

**COB3:** To positively impact the young minds with real life village visits and study.

**COB4:** To cultivate good moral values in the students by such village visits.

The course is designed in such a way that, prominent sociologists will come and deliver lectures in guest basis. Hence, the syllabus is left to the Sociologists themselves. Field study is a purely guided field study. Students can be taken in batches if needed. The research design of the village studies is left to the sociologist. Innovative methods like focus group discussion are recommended, which will also enrich the students with different points of view about the village society.

**P - 30; Total Hours – 30.**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Understand the social reality in villages

**CO2:** Understand the technique of doing village studies.

**CO3:** Imagine about the villages in a more positive way which would help them be a good policy maker.

**Board of Studies (BoS):**

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18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
<b>CO1</b>	H	H	H	H	H	H	H	H		H	M	H	H	H	H
<b>CO2</b>	H	M	M	H	H	M	H	H		H	M	L	M	M	H
<b>CO3</b>	H	H	H	H	H	M	H	H		H	M	M	M	H	H
<b>CO4</b>	L	H	M	H	M	M	L	H		H	M	L	H	M	H
<b>CO5</b>	M	H	M	H	H	M	L	H		H	M	H	M	M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.



**SEMESTER IV**

<b>PPD 2201</b>	<b>PUBLICADMINISTRATION: THEORYAND PRACTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the principles of public administration that is required to understand the practical administration.

**COB2:** To give a practical understanding of Indian and Tamil Nadu public administration through real administrators.

**COB3:** To teach about the various departments of union and state governments and its functions through real administrators.

**COB4:** To teach about the basics of police administration in Tamil Nadu through top-ranked police officers of Tamil Nadu.

**COB5:** To make students understand the basics of district administration in Tamil Nadu through real district collectors.

**MODULE I PRINCIPLES OF PUBLIC ADMINISTRATION 12**

Defining administration. Defining public administration. Nature of public administration – Managerial view and integral view. Differences between private and public administration. The planning process. Organisational structure. Departmentation in government. Hierarchy. Authority. Line and Staff. Different kinds of staff agencies. Centralisation and decentralisation. Delegation. Matrix organisation.

**MODULE II BUREAUCRACY AND DECISION MAKING 12**

Bureaucracy. Types of Bureaucracy. Politicians and administrators. Street-level Bureaucracy. Representative Bureaucracy. Neutrality vs commitment. Advantages and disadvantages of Bureaucratic system. Recruitment. Merit and spoils system. Decision making. Approaches to decision making. Garbage-can model. Simon's behaviour alternative model. Organisational context of decisions.

**MODULE III DEPARTMENTATION IN UNION & STATE GOVERNMENT 12**

Various ministries of central government. Departments of ministries. Organisation of departments. Functions of departments. Departmental communication. All India civil service. Recruitment for each department, posting and cadre. Ministries and public relations. Various ministries of Tamil Nadu

government. Departments of ministries. Organisation of departments. Functions of departments. Departmental communication. All India civil service and Tamil Nadu civil service. Coordination and control. Recruitment for each department, posting and cadre. Tamil Nadu Ministries and public relations.

#### **MODULE IV DISTRICT ADMINISTRATION**

**12**

District collector. Appointment and functions of district collector. Revenue administration. Development administration. Block development officer. Village administrative officer. Land administration. Law and order. Coordination and communication with various departments and the district collector office. Panchayat Raj and district administration. Public relations.

#### **MODULE V POLICE ADMINISTRATION**

**12**

Theories and perspectives of police administration. British legacy in Madras state. Police administration in Tamil Nadu today. Hierarchy and structure. Different branches of police force in Tamil Nadu. Recruitment and placement. Police force and politicians. Anti-corruption and accountability. Public relations.

**L - 60; Total Hours - 60**

#### **COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Understand the basic principles of public administration

**CO2:** Understand the ways by the departments are organised in union and central governments.

**CO3:** Understand the functions of each department and administrative limits.

**CO4:** Explain the basic features of district administration.

**CO5:** Gain real life insights into Indian administration from real administrators.

#### **Board of Studies (BoS):**

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#### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

#### **REFERENCES:**

1. Mohit Bhattacharya.(2018). *New Horizons of Public administration*. Jawahar Publishers.
2. Alka Dhameja and Sweta Mishra. *Public administration: Approaches and Applications*. Pearsons Education.
3. S R Maheshwari. (2018). *Indian administration*. (6<sup>th</sup> Ed). Orient Blackswan.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	M	H	H	M	H			H		M			H	H	L
CO2	M	M	M	M	L			H		M			H	M	H
CO3	M	H	L	H	H			H		M			L	H	L
CO4	M	H	M	H	M			H		M			H	M	H
CO5	M	H	L	H	H			H		H			M	M	L

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

<b>PPD 2202</b>	<b>INDIAN NATIONAL MOVEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the India's struggle for acquiring independence from the British through a syllabus similar to that of UPSC- Civil Service Examinations.

**COB2:** To introduce the various peasant uprisings, Tribal uprisings happened in India during British times

**COB3:** To explain the work of Indian National Congress in getting independence.

**COB4:** To explicate the role of Mahatma Gandhi in Indian Freedom Struggle

**COB5:** To delineate the constitutional development of India from British times.

**MODULE I INDIAN RESPONSE TO BRITISH RULE 9**

Peasant movement and tribal uprisings in the 18th and 19th centuries including the Rangpur Dhing (1783), the Kol Rebellion (1832), the Mopla Rebellion in Malabar (1841-1920), the Santal Hul (1855), Indigo Rebellion (1859-60), Deccan Uprising (1875) and the Munda ulgulan (1899-1900); Vellore Sepoy Mutiny. The Great Revolt of 1857.

**MODULE II BIRTH OF INDIAN NATIONALISM 9**

Politics of Association; The Foundation of the Indian National Congress; The Safety-valve thesis relating to the birth of the Congress; Programme and objectives of Early Congress; the social composition of early Congress leadership; the Moderates and Extremists; The Partition of Bengal (1905); The Swadeshi Movement in Bengal; the economic and political aspects of Swadeshi Movement; The beginning of revolutionary extremism in India.

**MODULE III RISE OF GANDHI 9**

Character of Gandhian nationalism; Gandhi's popular appeal; Rowlatt Satyagraha; the Khilafat Movement; the Non-cooperation Movement; National politics from the end of the Non-cooperation movement to the beginning of the Civil Disobedience Movement; the two phases of the Civil Disobedience Movement; Simon Commission; The Nehru Report; the Round Table Conferences

**MODULE IV OTHER STRANDS OF NATIONAL MOVEMENT 9**

The Revolutionaries: Bengal, the Punjab, Maharashtra, U.P. the Madras Presidency, Outside India. Bhagat Singh. The Left; The Left within the Congress: Jawaharlal Nehru, Subhas Chandra Bose, the Congress Socialist Party; the Communist Party of India, other left parties. Ambedkar and struggle of depressed classes. The Communal Award, The Poona Pact. Nationalism and the Peasant Movements; Nationalism and Working-class movements; Women and Indian youth and students in Indian politics (1885-1947).

**MODULE V BIRTH OF INDEPENDENT INDIA 9**

Hindu Mahasabha. Muslim league and two-nation theory. Indian National Army. Cripps Mission; the Quit India Movement; the Wavell Plan; The Cabinet Mission, Mountbatten Plan. Communalism and the politics of partition. The Indian Independence Act, 1947. Sardar Vallabhbhai Patel and unification of princely states.

**L - 45; Total Hours - 45**

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Explain the various methods used by Indians to get Independence

**CO2:** Explain the Role played by Mahatma Gandhi in Indian Independence movement

**CO3:** Explain of role of Hindustan Republican army and other revolutionaries in getting freedom from British

**CO4:** Explicate the various stages of development of India's constitution from British times

**CO5:** To describe the various movement like Non-cooperation movement, Quit India Movement with necessary data.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES:**

1. Bipin Chandra, et al. (2016). *India's Struggle for Independence*. Penguin.
2. Bipin Chandra, et al. (2011). *Freedom Struggle*. National Book Trust.
3. Ramachandra Guha. (2018). *Gandhi, The Years that changed the world*. Penguin.
4. Rajiv Ahir IPS. (2019). *A brief History of Modern India*. Spectrum Publications.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	M	H	H	H								L	H	H
CO2	L	M	M	M	L								H	M	H
CO3	H	M	H	H	H								M	H	L
CO4	H	H	M	H	H								H	M	H
CO5	M	H	L	L	M								L	M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels

<b>PPD 2203</b>	<b>INDIAN ECONOMIC AND SOCIAL DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The intentions of this course are

**COB1:** To train the students in the methodology employed to compute national income.

**COB2:** To teach the students about money and inflation.

**COB3:** To make the students understand about the various sectors of Indian economy and its contribution towards India's National Income.

**COB4:** To educate the students about the Poverty, unemployment, inequality and Human development statistics of India.

**COB5:** To teach the students about the style of functioning of Indian Money market and capital market.

**MODULE I NATIONAL INCOME AND HUMAN DEVELOPMENT 9**

Measurement of National Income in India – A History, CSO and NSSO, Trends in National Income, GDP, Growth rate and related indicators. Measurement of Development, Human Development and related concepts. Unemployment, Employment Strategy – 11th Plan, Employment Strategy – 12th Plan, Employment Strategy – Niti Aayog. Measurement of Poverty, Poverty Line. Poverty Alleviation. Inequality and its measurement.

**MODULE II SECTORS OF INDIAN ECONOMY 9**

Agricultural sector. Agricultural Infrastructure, Agricultural Regions. Rural Credit, Agricultural Marketing, Agriculture Price Policy, Crop Insurance, New Agricultural Policy (NAP), Public Distribution System (PDS). Five year plans and agricultural sector. e-technology in the aid of farmers, Minimum support prices; Industrial Licensing, Public Sector Policy, Joint Sector, Sengupta Committee, Rangarajan Committee, Disinvestment Policy. Energy, Transport, Private Participation in Infrastructure, Telecommunication, Information Technology, Energy, Ports, Roads, Airports, Railways etc., Investment models. Growth of services sector and its contribution to GDP.

**MODULE III PUBLIC FINANCE 9**

Fiscal Policy, Union Budget, Taxation Policy, Indian Tax Structure, Public Expenditure, Measures to Reduce Public Expenditure, Deficit Financing, Black

Money, Fiscal Federalism, Finance Commission, 12th and 13th Finance Commission (CFC).

#### **MODULE IV MONEY AND MONEY MARKET 9**

Money and inflation. Measures to control inflation. Monetary aggregates. Monetary Policy, Indian Monetary Policy, Functions of RBI, Foreign Exchange Management, Convertibility of Rupee, Money Market, Tools of money market. Government bonds. Capital Markets, Stock Exchange, Securities and Exchange Board of India (SEBI), Demat, Foreign Portfolio Investment.

#### **MODULE V FOREIGN TRADE AND CAPITAL 9**

Historical Background, Composition of Trade, Direction of Foreign Trade, SAPTA and SAFTA, India's Balance of Payments, Rangarajan Panel on BOP, BOP in the Post – 1991 Period, Trade Policy, Foreign Trade Policy (2015-2019), World Trade Organisation (WTO), Doha Declaration, Cancun Meet, Geneva Framework Agreement and Beyond, Trade in Services. Role of Foreign Capital, Types of Foreign Capital, Foreign Capital in Indian Plans, Foreign Debt, Role of IMF.

**L - 45; Total Hours - 45**

#### **COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Understand the basic concepts of National Income and growth.

**CO2:** Understand the Fiscal and monetary policy of India.

**CO3:** Understand the sector-wise statistics of India.

**CO4:** Understand the nature and extent of foreign capital that flows inside and outside the country.

**CO5:** Understand about the nature of India's Public finance.

#### **Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy held on 11.01.2022

#### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

#### **REFERENCES:**

1. Ramesh Singh. (2022). *Indian Economy*. (14<sup>th</sup> Ed). McGraw Hills.
2. Sankarganesh Karuppiah (2022). *Indian Economy: Key concepts*. (7<sup>th</sup> Ed). TMH publication.
3. Uma Kapila. (2018). *Indian Economy*. (17<sup>th</sup> Ed). Academic foundation.
4. Economic Survey of India. (every year new one).



	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H		H		H	H		H	H	H	H
CO2	M	M	M	H	H		H		H	M		L	M	M	H
CO3	H	H	H	H	H		M		H	H		M	M	H	H
CO4	M	H	M	H	M		H		M	M		L	H	M	H
CO5	M	H	L	H	H		M		M	H		H	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

<b>PPD 2204</b>	<b>INTERNATIONAL RELATIONS AND ORGANISATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To make students learn the topic with respect to the syllabus of various civil service examinations of the country.

**COB2:** To teach the students about the various theories of International relations.

**COB3:** To make students think as a International decision maker in the international political scene.

**COB4:** To explain about various organisations like IMF, UNO, WTO and World Bank to the students.

**COB5:** To teach the students about various other regional organisations of the world.

**MODULE I THEORIES OF INTERNATIONAL RELATIONS 9**

Meaning of international relations. Idealism. Liberalism in International relations. Hans J Morgenthau's realism. Neo-Realism. Offensive Realism. Defensive Realism. Neo-Idealism. Democratic Peace Theory. Strategic interaction Theory. Marxism in International Relations. World System Theory. Dependency Theory. Neo-liberal institutionalism. Social-Constructivism. Game Theory. Morton Kaplan's Systems Theory.

**MODULE II CONCEPTS AND THEMES 9**

Concept of power. Elements of National Power. National Interest. Balance of Power. Deterrence. Cold War. New Cold War. De'tente. Non-Alignment. De-colonisation and Asian-African resurgence. Third world in international relations. North-south Dialogue. New international economic order. Impact of Nuclear weapons. Disarmament and arms control. Diplomacy. Crisis Management. Universalism and World Order. Globalisation. Terrorism.

**MODULE III UNITED NATIONS SYSTEM, WTO, WORLD BANK AND IMF 9**

Background of evolution of organisations. United nations Organisation. Principles. Principal Organs. Special organisations. Specialised agencies of UN. Various institutions affiliated to UNO. International monetary fund. World Bank. GATT and WTO.

**MODULE IV OTHER ORGANISATIONS 9**

Europe's continental organisations, America's organisations, Asia and Pacific continental organisations. West Asia's organisations. Africa's organisations. Inter-continental organisations based on concept and ideology. NGOs of the World. Important treaties, conventions and agreements.

**MODULE V INTERNATIONAL REPORTS, MEETS AND SUMMITS 9**

This chapter is based on current happenings. The current reports, meets and summits of the various above organisations should be discussed and studied.

**L - 45; Total Hours - 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Think like a rational decision maker in International arena.

**CO2:** Be aware of the various dimensions of international politics.

**CO3:** Understand the reason behind the formation of various organisations in the global sphere.

**CO4:** Understand the reason for the rise and fall of cold war.

**CO5:** Explain in detail about the various concepts of international relations.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES:**

1. Vinay Kumar Malhotra. (2019). *International Relations*. (5<sup>th</sup> ed). Surjeet Publications)
2. Mahendra Kumar. (2020). *Theoretical aspects of International Politics*. Shiva Lal Agarwala and company.
3. J.K.Chopra. (2014). *International affairs and Institutions*. Unique Publishers...

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	M	H	M			M		L	H	H	H	L	H
CO2	H	M	M	L	M			H		M	H	H	M	M	M
CO3	H	H	H	H	H			H		L	H	M	M	M	M
CO4	M	H	M	H	M			L		L	H	M	M	M	H
CO5	M	M	M	H	M			H		M	H	M	M	M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels

<b>PPD 2205</b>	<b>LOGICAL REASONING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To develop and increase logical reasoning ability of the student

**COB2:** To teach the students the art of Verbal reasoning

**COB3:** To teach students the art of analytical ability

**COB4:** To teach students the art of logical reasoning

**COB5:** To make students understand the logic behind the art of non-verbal reasoning

<b>MODULE I</b>	<b>CODING AND DECODING</b>	<b>9</b>
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Analogy, Classification, Series completion, coding and decoding

<b>MODULE II</b>	<b>VENN DIAGRAMS</b>	<b>9</b>
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Puzzle test, Direction sense test, Logical Venn diagrams, Number ranking and time sequence test.

<b>MODULE III</b>	<b>MATHEMATICAL OPERATIONS</b>	<b>9</b>
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Assertion and reason, Situation reaction test, Mathematical operations, Inserting the missing one, Logical sequence of words

<b>MODULE IV</b>	<b>LOGICAL DEDUCTION</b>	<b>9</b>
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Syllogism. Analogy. Decision making

<b>MODULE V</b>	<b>NONVERBAL REASONING</b>	<b>9</b>
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Series Classification, problems of cubes and dices, Mirror images, water images, rule detection.

**L - 30; T - 15; Total Hours - 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Solve any question related to logical reasoning in any competitive exam.

**CO2:** Solve any question related to analytical reasoning in any competitive exam.

**CO3:** Solve any question related to verbal reasoning in any competitive exam.

**CO4:** Solve any question related to non-verbal reasoning in any competitive exam.

**CO5:** Be prepared for any competitive exam with respect to this topic

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES**

1. R.V.Praveen.(2021). Quantitative aptitude and Reasoning. (2<sup>nd</sup> Ed). PHI learning.
2. MK Pandey . (2009) Analytical Reasoning. BSC publishing.
3. BS Sijwali and Indu Sijwali. (2021). New approach to Reasoning. Arihant.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H	H		H	H	H	H	L	H	M
CO2	L	M	M	M	M	H	M		M	M	H	L	M	L	H
CO3	H	H	H	M	L	H	H		H	M	H	L	M	L	H
CO4	M	M	M	L	M	H	H		M	M	H	L	L	M	L
CO5	M	L	L	H	H	H	M		M	H	H	M	L	M	H

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country"s competitiveness

<b>PPD 2206</b>	<b>ART OF PUBLIC SPEAKING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**COURSE OBJECTIVES:**

**COB1:** To inculcate the leadership qualities inside the student.

**COB2:** To train the students in personality development

**COB3:** To enrich the organisational capabilities of the student

**COB4:** To Make students understand the various requirements in terms of skills, knowledge and resources required for becoming a good leader

**COB5:** To give students the confidence to become a successful policy maker in the future.

**Guidelines:**

Art of Public Speaking is a comprehensive study of the fundamental principles and skills of public speaking. Students will read, analyse, and evaluate various resources of public address. They will examine the purposes, methods, and steps in preparing public speeches. The students will also be taught to develop communication skills in listening, speech criticism, and writing. A discussion of various effective delivery techniques for the presentation of a variety of speeches will allow the students to improve their knowledge of public speaking.

**P - 30; Total Hours - 30**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Develop as a leader with multiple capabilities.

**CO2:** Become a organisational expert and true leader

**CO3:** Become a very good organiser with great organisational skills

**CO4:** Learn the art of listening to others in conversations and decision making, a most required art for personality development

**CO5:** Become a most admiring personality in the future.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	M	H	H		M		M	M		H	L	H
CO2	M	M	M	M	M	H		H		M	M		M	M	H
CO3	H	H	H	H	H	H		H		M	H		M	M	M
CO4	M	H	M	H	M	H		H		M	H		H	M	H
CO5	M	H	M	H	H	H		M		L	H		M	L	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Quality education and promote lifelong learning opportunities for all.

**Statement:** This course will help the students understand that every generation in history has faced global challenges and the learners will develop systems wide understanding of what supports a healthy environment.



**SEMESTER V**

<b>PPD 3101</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

**COB1:** To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**COB2:** To develop an understanding of the concept of learning, motivation and individual differences with the goal to promote self-reflection and understanding of self and others.

**COB3:** To understand the concepts of emotions and memory.

**COB4:** To introduce the basic concepts of social psychology.

**COB5:** To understand social problems and gain knowledge about intervention strategies.

**MODULE I INTRODUCTION 12**

Definition of Psychology; Historical antecedents of Psychology and trends in the 21st century; subfields of psychology, Psychology in modern India, Early schools of psychology - Associationism, Structuralism and Functionalism; Psychology in relation to other social sciences and natural sciences; Application of Psychology to societal problems. Research methods of psychology (experiment, scientific method, qualitative research and case study), Importance of research in psychology.

**MODULE II LEARNING AND MEMORY 12**

Concepts and theories of learning; Classical conditioning, operant conditioning and observational learning (Behaviourists and Gestalt theory). Memory- definition and types: Encoding and remembering, information processing model; Short-term memory, Long-term memory, Sensory memory, Iconic memory, Echoic memory: The Multistore model, levels of processing; Organization and Mnemonic techniques to improve memory. Forgetting: Definition and Theories of forgetting: decay, interference and retrieval failure: Metamemory; Amnesia- definition and types (Anterograde and retrograde amnesia).

**MODULE III                      SENSATION, ATTENTION AND PERCEPTION                      12**

Sensation: concepts of threshold, absolute and difference thresholds, signal-detection and vigilance; Factors influencing attention including set, and characteristics of stimulus; Definition and concept of perception, biological factors in perception; Perceptual organization-influence of past experiences, perceptual defence-factor influencing space and depth perception, size estimation and perceptual readiness; The plasticity of perception; Extrasensory perception; Culture and perception, Subliminal Perception. Skinner Stimulus Response theory.

**MODULE IV                      DEVELOPMENT OF HUMAN BEHAVIOUR                      12**

Growth and development; Principles of development, Role of genetic and environmental factors in determining human behaviour; Influence of cultural factors in socialization; Erickson's psychosocial stages of development, Freud's psychosexual stages of development.

Attachment- definition and Bowlby and Ainsworth theories of attachment. Development tasks, promoting psychological well-being across major stages of the life span.

Personality-Theories of personality: Psychoanalytic perspective, Humanistic perspective, Trait perspective, Social cognitive perspective

**MODULE V                      THINKING AND PROBLEM SOLVING                      12**

Definition and concepts (resources, heuristics, control and beliefs), Thinking and language, mental imagery, nature of language and language development. Piaget's theory of cognitive development; Concept formation processes; Information processing, Reasoning and problem solving, Facilitating and hindering factors in problem solving, Methods of problem solving: Creative thinking, fostering creativity; Factors influencing decision making and judgement.

**L – 60; TOTAL HOURS – 60**

**TEXT BOOKS:**

1. Baron, R. A., & Branscombe, N. R. (2006). Social psychology. Pearson Education India.
2. Atkinson, R., Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (1987). Atkinson & Hilgard's introduction to psychology. Kansas: Wadsworth Pub Co
3. Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.

4. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities* Wadsworth: Cengage Learning.
5. Mikkelsen, B. (1995). *Methods for development work and research: a guide for practitioners*. Sage Publications.
6. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications.
7. Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). *Understanding social psychology across cultures: Engaging with others in a changing world*. Sage.
8. Passer, M. W., & Smith, R. E. (2004). *Psychology: The science of mind and behavior*. McGraw-Hill.

#### REFERENCES:

1. Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.
2. Chadha, N. K., & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
3. St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company.
4. Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt CollegePublishers/ Latest edition available.
5. Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

#### COURSE OUTCOMES:

On successful completion of the course the students are able to

**CO1:** To apply the principles of psychology and understand the nature of psychology.

**CO2:** The course illustrates on the concepts of motivation, learning and self.

**CO3:** Understand the significance of various theories of Psychology.

**CO4:** Illustrate the social influence on human behaviour.

**CO5:** Analyze various behavior of human being, in the group, as a crowd or an audience.

**Board of Studies (BoS):****3<sup>rd</sup> BoS of Department of Public Policy  
held on 27.03.2023.****Academic Council:****20<sup>th</sup> AC held on 13.04.2023.**

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1					L										
CO 2		H		L										L	
CO 3								M	M						
CO 4				M											
CO 5										H			M		

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice.

B.A.	Public Policy	Regulations 2021			
<b>PPD 3102</b>	<b>INDIA'S FOREIGN POLICY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

- COB 1:** To teach the students about the foreign policy of various Prime Ministers of India.
- COB 2:** To teach students about the India's relationship with its neighbours.
- COB 3:** To make students understand about the kind of association India has with super powers and other countries.
- COB 4:** To enable the students to know about India and international organisations.
- COB 5:** To understand the India's security concerns and other aspects.

**MODULE I INDIA AND SAARC 6**

Factor's shaping India's Foreign policy - Institutions and actors involved in Policy making- Regional Economic Cooperation- Foreign policy of Nehru, Indira Gandhi, Rajiv Gandhi, Narasimha Rao, IK Gujral, Vajpayee, Manmohan Singh and Narendra Modi.

**MODULE II INDIA AND HER NEIGHBOURS 6**

India's relationship with Pakistan, Afghanistan, Bangladesh, China, Nepal, Bhutan, Srilanka and Maldives since independence.

**MODULE III INDIA'S RELATIONSHIP WITH OTHER COUNTRIES 6**

India's relationship with USA - India's changing relationship with USSR and Russia - India's relationship with, Australia, European Union, Arab Nations, African Nations, Latin American Nations.

**MODULE IV INDIA AND INTERNATIONAL ORGANISATIONS 6**

India and UN. India and World Bank. India and IMF. Multilateralism and India. India and other regional groupings.

**MODULE V INDIA'S SECURITY CONCERNS 6**

International terrorism and India- International Drug trade and India- National Security objectives, policy and planning- Nuclear testing and Disarmament- NPT and FMCT and India's Position - Traditional and Latest conventions on security.

**L –30; TOTAL HOURS - 30****TEXT BOOKS:**

1. Malone, D. M. (2017). Oxford Handbook of India's Foreign Policy.
2. Khanna, V. N. (2018). *Foreign Policy Of India-7E*. Vikas Publishing House.
3. Chopra, J.K. (2014). India and the World. Unique Publishers.

**REFERENCES:**

1. Ganguly, S. (Ed.). (2010). *India's foreign policy: retrospect and prospect* (pp. 155-156). New Delhi: Oxford University Press.
2. Pant, H. V. (2019). Indian Foreign Policy. Strategic studies publications.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1.** Discuss about the various strands of India's foreign policy Nehru to Modi's times.

**CO2:** Explain the various agreements that India have with its neighbours.

**CO3:** Understand the various kinds of relationship India has with other international sovereign states.

**CO4:** Understand about Indian and international organisations.

**CO5:** Explain the India's security concerns and aspects.

**Board of Studies (BoS):**

**3<sup>rd</sup> BOS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1					L			M		H			H		
CO 2			H										M		
CO 3		H		L				M	M		L	H			H
CO 4					L					H					
CO 5	M					M				H					H

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.

<b>PPD 3103</b>	<b>POLICY SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

- COB1:** To teach the principles of public policy.
- COB2:** To make student understand the relation between law, Administration, Politics and Public Policy.
- COB3:** To teach the students the various approaches available in policy making and evaluation.
- COB4:** To make students understand the agencies involved in the policy Process.
- COB5:** To teach students the ways by which policy is formulated, implemented and monitored in the country.

**MODULE I UNDERSTANDING POLICY SCIENCE 9**

Defining Public Policy - Policy science - Relation between Politics, Public administration, Law and Public policy - Nature of Public policy - Scope of public policy - Importance of Public policy - Policy Cycle.

**MODULE II MODELS OF PUBLIC POLICY 9**

Systems Model for Policy Analysis - Institutional Approach to Policy- Analysis - function of higher educational institutions-Rational Policy-Making Model. Lindblom's Incremental Approach- Dror's Normative-Optimum Model. Political Public Policy Approach –Mixed approach by Hogwood and Gunn.

**MODULE III POLICY FORMULATION 9**

Role of Inter-Governmental Relations in Policy-Making - Role of Planning Commission, National Development Council and NITI AAYOG in Policy Formulation - Role of Cabinet Secretariat and Prime Minister's Office in Policy-Making - Role of Civil Society Organizations in Policy-Making. Role of International Agencies in Policy-Making - Constraints in Public Policy Formulation.

**MODULE IV POLICY IMPLEMENTATION 9**

Approaches and models - Top-down model - Bottom-up model – Policy action relationship model - Inter-organizational interaction approach. A synthesis of Bottom-up and Top-down approaches - Elements of policy Implementation - Modes of Policy delivery and implementation - Role and responsibilities of

legislative bodies, judiciary bodies, civil society in implementation – Role of Pressure Groups and Non-Governmental Organizations-Policy implementation problems.

**MODULE V POLICY MONITORING, EVALUATION AND ANALYSIS. 9**

Approaches to Policy Monitoring- Significance of Monitoring of Public Policy - Techniques of Policy Monitoring – Policy Outcomes - Effective Policy Monitoring Mechanism – Constraints in Policy Monitoring - Remedial Measures for Effective Monitoring.

Types, approaches and methods of policy evaluation – Criteria for Evaluation - Evaluating Agencies - Significance of policy evaluation- Problems in Policy Evaluation.

**L –45; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Chakrabarty, B., & Chand, P. (2016). *Public policy: concept, theory and practice*. Sage
2. Chakrabarti, R., & Sanyal, K. (2017). *Public policy in India*.
3. Sapru, R. K., & Sapru, Y.(2019). *Public Policy: Formulation, implementation and evaluation*. Sterling Publications.
4. Briggs, A. (1968). *Public Policymaking Re-Examined* by Yehezkel Dror. Chandler Publishing Company, San Francisco.

**REFERENCES:**

1. *Public Policy and Politics in India*. Kuldeep Mathur. 2015. Oxford.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand the meaning and features of policy cycle.

**CO2:** Describe the significance of policy formulation.

**CO3:** Illustrate on various approaches available in Public policy making and evaluation.

**CO4:** Describe the various agencies linked to public policy.

**CO5:** Demonstrate the problems behind the formulation, implementation and monitoring of public policy.

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**



	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1		H			L								H	H	L
CO 2							L				L				
CO 3		H			M			M		M		H		M	
CO 4															
CO 5		M	H			H				H			H		

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

<b>PPD 3104</b>	<b>INDIA'S ART AND CULTURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>	<b>PRE-HISTORY TO POST-MODERN TIMES</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students Indian Art and architecture.

**COB2:** To learn various Literature on India.

**COB3:** To familiarize them with the various Architectural features.

**COB4:** To generate knowledge of various Sculptures, paintings, religions, and philosophies inherited from prehistory to post modern times.

**COB5:** To make them know about the various Music, Festivals, languages, and classical dance forms in India.

**MODULE I ART AND ARCHITECTURE 9**

Pre-historic cave art. Indus valley civilization- Buddhist Rock-cut architecture- Stupas - Sculpture – Mathura, Gandhara, Amravati - Temple architecture- Gupta, Chalukya, Rashtrakudas, Hoysalas, Vijayanagara – Style of Architecture - Dravida, Nagara, Vesara - Indian Bronze Sculpture - South Indian Architecture- Pallava, Chola and Pandya. Indo-Islamic Architecture - Paintings-Mural/Wall Painting, Miniatures, Modern Painting - Indian Heritage Sites- world and national.

**MODULE II RELIGIONS AND LANGUAGES 9**

Religions of India. Hinduism. Sects of Hinduism. Bhakti movement. Buddhism. Jainism. Sikhism. Christianity. Islam. Sufi movement. Zoroastrianism. Judaism. Indian Philosophy. Schools of Indian Philosophies. Languages in India- Classical and official scripts.

**MODULE III MUSIC AND DANCE 9**

Indian Music. Hindustani Music. Carnatic Music. - Musical instruments - Classical dance forms -Bharatanatyam, Kathak, Kuchipudi, Manipuri, Kathakali, Mohiniyattam, Sattriya, Odissi. Folk Dances.

**MODULE IV INDIAN THEATRE AND FESTIVALS 9**

Indian Theatre. Indian puppetry. Indian Cinema. Indian Circus. Indian martial arts. Fairs and Festivals, Handicrafts. Cultural institutions in India - Promotion and preservation of Indian Heritage.

**MODULE V ANCIENT SCIENCE AND TECHNOLOGY 9**

Calendars, Astronomy, Mathematics and Science of ancient and medieval India. Metallurgy. Agricultural technology. Writing technology. Pyrotechnics. Weights and measures. Indian Coinage. Indian Medicine. Ayurveda, Siddha etc.

**L –45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Singhanian, N. (2018). *Indian Art and Culture for UPSC and State Civil Services Examinations*. McGraw Hill Education (India) Private Limited
2. S Baliyan. (2020). *A compendium of Indian art and culture*, Oxford university press.

**REFERENCES:**

1. Agrawal, P. K., & Chaturvedi, K. N. (2020). *Commentary on the Constitution of India*. Prabhat Prakashan.
2. Bhagat Madhukar Kumar, (2022). *Indian heritage, art, and culture*, 3<sup>rd</sup> edition, Access publication.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand the various art and architectural forms of India

**CO2:** Evaluate the importance of Know the religions, philosophies, languages and literatures of India.

**CO3:** Analyse the nature of religions, philosophies, and philosophers rooted in India.

**CO4:** Understand the features of classical music and dance forms in India

**CO5:** Identify various scientific and cultural aspects of India.

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	M				L			H				H			M
CO 2			H			H				H			M		
CO 3		H				L		M		H					M
CO 4			H										H		
CO 5			M			M				H					L

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong Learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

<b>PPD 3105</b>	<b>VALUE EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**SDG: 04**

### **COURSE OBJECTIVES:**

The objectives of the course are,

**COB1:** To make the students know about Individual values and group values

**COB2:** To Inculcate good manners at home and outside

**COB3:** To make the students appreciate social values

**COB4:** Helps in understanding professional values

**COB5:** Helps in understanding the commonness of religions

### **MODULE - I VALUE SYSTEM 6**

Introduction – Definition of values–Need for Inculcation of values – Object of Value Education-Sources of Value.

### **MODULE - II PERSONAL VALUES 6**

Definition of Person - Self-confidence – Self-discipline – Self Assessment – Self- restraint – Self Motivation – Determination – Ambition – Contentment – Humility and Simplicity – Sympathy and Compassion –Gratitude – Forgiveness – Honesty – Courtesy.

### **MODULE - III SOCIAL VALUES 6**

Definition of Society – Units of Society – Individual, family, different groups – Community – Social Consciousness – Equality and Brotherhood – Dialogue – Tolerance – Responsibility – Co-operation - Freedom –Repentance and Magnanimity.

### **MODULE - IV PROFESSIONAL VALUES 6**

Definition – Competence – Confidence – Devotion to duty – Efficiency – Accountability –Respect for Learning / learned – Willingness to Learn-Open and balanced mind – Team spirit – Professional Ethic – Willingness for Discussion – Aims – Effort – Avoidance of Procrastination and slothfulness.

### **MODULE - V BEHAVIORAL VALUES 6**

Individual values and group values – Good manners at home and outside – Equality Purity of thought, speech and action –

Understanding the role of religion – Faith – Understanding the commonness of religions – Respect for other faiths – unity diversity – Living together – Tolerance – Non-violence – Truthfulness – Common aim – Unified efforts towards peace – Patriotism.

**L-30, TOTAL HOURS: 30**

**TEXT BOOK:**

1. Suresh, J., & Raghavan, B. S. (2005). *Human Values and Professional Ethics: Values and Ethics of Profession*. Chand.

**REFERENCES:**

1. "Touchstone: Synergy of Values", University of Madras, 2003.
2. "In harmony- Value Education at College Level", Dept. of Ethics and Religious Studies Loyola College, Madras. Value Education: Need of the Hour, by Yojana Patil

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Explain and illustrate the theoretical foundations of Values

**CO2:** Appreciate life and reality in life

**CO3:** Give life value experience

**CO4:** Recognize essential characteristics of Human Values

**CO5:** Develop competence on Science and Technology and Economic Awareness value.

**Board of Studies (BoS):**

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**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H				L			H	M			H			
CO 2			M										M	M	
CO 3		H		M				M							
CO 4				L								H		H	
CO 5				H				L		H					

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts

<b>PPD 3106</b>	<b>VERBAL REASONING (OBJECTIVE TYPE)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>

**SDG: 04****COURSE OBJECTIVES:**

**COB 1:** To learn Verbal ability for competitive examination

**COB 2:** To learn basics of Communication Skills.

**COB 3:** To have knowledge in various Vocabulary Skills.

**COB 4:** To frame Different Quality Sentences.

<b>MODULE I</b>	<b>VOCABULARY</b>	<b>6</b>
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Synonyms of words, Antonyms of words, Test of Spelling, Homonym – Homophone- Homograph

<b>MODULE II</b>	<b>SENTENCE COMPLETION</b>	<b>6</b>
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Completion of sentences, Error Spotting, Prefixes and Suffixes, One-word substitution, Idioms and Phrases.

<b>MODULE III</b>	<b>PARA JUMBLES</b>	<b>6</b>
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Arrangement of Sentences, Verbal Analogy, Error Spotting.

<b>MODULE IV</b>	<b>ENGLISH COMPREHENSION AND READING COMPREHENSION</b>	<b>6</b>
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Comprehension - Basic Concepts & Practice, Reading and English Comprehension based on the paragraphs.

<b>MODULE V</b>	<b>CRITICAL REASONING</b>	<b>6</b>
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Critical Reasoning, Comprehension Based on the inferences.

**L –15, T-15; TOTAL HOURS: 30**

**TEXT BOOKS:**

1. Sinha, N. K. (2016). *Verbal Ability and Reading Comprehension for the CAT*. Pearson Education India.
2. Gautam Puri, *Verbal Ability and Reading Comprehension* – CL
3. Ajay Singh, *Mastering Verbal Ability and Comprehension*– Arihant



**REFERENCES:**

1. Arun Sharma and Meenakshi Upadhyay. (2022) How to prepare for Verbal Ability and Reading Comprehension for CAT. (9th ed). Mcgraw hill.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Use appropriate vocabulary and communicate easily

**CO2:** Effectively use the appropriate words to structure a meaningful sentence

**CO3:** Improves the quality of writing.

**CO4 :** Apply the concepts in problem solving

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy  
held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1		H			L		H								H
CO 2	M								H			M			
CO 3	H	H	L				H	M					M		H
CO 4					M						M				
CO 5	L		H				M			H					

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

<b>PPD 3107</b>	<b>SUMMER INTERNSHIP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** Provide industrial exposure to the students, which cannot be simulated in the classroom and hence creating competent professional's in the industry.

**COB2:** Provide possible opportunities for interns to learn, understand and sharpen the real time technical / managerial skills required at the job.

**Guidelines**

- Students have to undergo a summer internship after the fourth semester for the period of 30 days comprising of minimum 75 hours.
- At the end of the internship, the student shall submit a report on the internship along with the company certificate.
- The evaluation will be made based on this report and a Viva-Voce Examination, conducted by a Departmental Committee constituted by the Head of the Department.
- Viva-Voce Examination will be held during the fifth semester and the credit will be awarded in the same semester itself.
- Other details relating to summer internships are given in the regulation.

**COURSE OUTCOMES:**

At the end of this course, the student will be able to:

**CO1:** Write an Internship report upon completion of their internship.

**CO2:** To work and gain knowledge and experience of working environment at different atmospheres

**CO3:** To analyze practices, system, processes, procedures and policies of a company/industry in different functional areas and bringforward the deviations.

**Board of Studies (BoS):**  
**3<sup>rd</sup> BoS of Department of**  
**Public Policy held on**  
**27.03.2023**

**Academic Council:**  
**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO
CO1			H	H		H			H	H		H		H	H	H
CO2			H	H		H			H	H		H		H	H	H
CO3			H	H		H			H	H		H		H	H	H

**Note:** L- Low Correlation

M -Medium Correlation

H -High Correlation

#### **SDG 4:** Quality Education

**Statement:** The substantially improve the relevant skills which develop the confidence in young people, including technical and vocational skills, help for employment, decent work and entrepreneurship.

## SEMESTER VI

<b>PPD 3201</b>	<b>SUSTAINABLE DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>GOALS AND DISASTER</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	<b>MANAGEMENT</b>				

### **COURSE OBJECTIVES:**

- COB1:** To teach the students understand about the basic concept of sustainable development, the environmental, social and economic dimensions.
- COB2:** To make the students know about in-depth learning and analysis of factors that support to achieve sustainability.
- COB3:** To explore the demonstrate knowledge and understanding of the current sustainable development policies.
- COB4:** To make students to understand the concepts of disaster management.
- COB5:** To teach students to understand the eco system based disaster risk reduction.

<b>MODULE I</b>	<b>INTRODUCTION TO SUSTAINABLE DEVELOPMENT</b>	<b>9</b>
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Broad introduction to SD - its importance, need, impact and implications; definition coined; evolution of SD perspectives (MDGs AND SDGs) over the years; recent debates; 1987 Brundtland Commission and outcome; later UN summits (Rio summit, etc.) and outcome

<b>MODULE II</b>	<b>ECOSYSTEM &amp; SUSTAINABILITY</b>	<b>9</b>
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Introduction to sustainability & its factors, requirements for sustainability: food security and agriculture, sustainability conflicts, a conceptual framework for linking sustainability and sustainable development.

<b>MODULE III</b>	<b>DIMENSIONS TO SUSTAINABLE DEVELOPMENT</b>	<b>9</b>
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society, environment, culture and economy; current challenges - natural, political, socio-economic imbalance; sustainable development initiatives and policies of various countries: global, regional, national, local; needs of present and future generation - political, economic, environmental.

**MODULE IV                                  DISASTER PREPAREDNESS                                  9**

Concepts and definitions of Disaster, Types of Disasters in India, Vulnerability mapping, Risk Analysis and Capacity Building- Disaster Management Cycle, Basic Concepts of Disaster Risk Reduction (DRR).

**MODULE V                                  DISASTER MANAGEMENT                                  9**

NDMA, National Disaster Management Act, National Disaster Management Policy, Organisations and Institutions of Disaster Management. Hyogo Framework and Sendai Framework.

**L-45; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Franco, I.B. and Tracey, J. (2019), "Community capacity building for sustainable development: Effectively striving towards achieving local community sustainability targets", International Journal of Sustainability in Higher Education, Vol. 20 No. 4, pp.691-725
2. Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C. Soubbotina, T. P. 2004.
3. Elliott, Jennifer. 2012. An Introduction to Sustainable Development. 4<sup>th</sup> Ed. Routledge, London.
4. Coppola D P, 2007. Introduction to International Disaster Management, Elsevier Science (B/H), London.
5. Manual on natural disaster management in India, M C Gupta, NIDM, New Delhi
6. An overview on natural & man-made disasters and their reduction, R K Bhandani, CSIR, New Delhi.

**REFERENCES:**

1. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).
2. Sachs, J. D. 2015. The Age of Sustainable Development. Columbia University Press, New York.
3. Encyclopedia of disaster management, Vol I, II and III. Disaster management policy and administration, S L Goyal, Deep & Deep, New Delhi, 2006
4. Disaster Management Act 2005, Publisher by Govt. of India

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Illustrate the fundamental principles of sustainable development in environmental, social and economic dimensions.

**CO2:** Enumerate the in-depth learning and analysis of factors that support to achieve sustainability.

**CO3:** identify and explain the significance of sustainable development policies.

**CO4:** Understand the concepts of disaster management.

**CO5:** Understand the eco system based disaster risk reduction.

**Board of Studies (BoS):**

**Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy 20<sup>th</sup> AC held on 13.04.2023.  
held on 27.03.2023**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	M			H	L			H	H						
CO 2	H	L				M						H			M
CO 3		H		H				M		M			M		
CO 4	H														
CO 5		L			M				H	H				L	

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

<b>PPD 3202</b>	<b>POST-MODERN INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES:**

**COB1:** To teach the students about the immediate challenges in post-independent era.

**COB2:** Explain the steps taken to integrate India

**COB3:** To learn about the language and ethnic politics and statehood in India

**COB4:** To know about the nature of India's democracy and its governments.

**COB5:** To elaborate about the various popular movements in India.

### **MODULE I POST MODERN INDIA 9**

Partition of India and aftermath. Communal riots. Radcliff commission and challenges before the commission. Division of sources. Finances -Resettlement of refugees.

### **MODULE II INTEGRATION OF INDIA 9**

Policy of Equal federation (1935-1947). Plan of consolidation. Role of Vallabhai Patel. Integration of Princely states. Junagadh, Kashmir, Hyderabad, Manipur. Integration of Goa and Pondicherry. Tribal integration.

### **MODULE III LANGUAGE, ETHNICITY AND STATEHOOD 9**

The issue of language and statehood. Official language policy. Linguistic reorganisation of states. Separatist movements. Ethnic movements. Khalistan movement. Dravidian Movement. Son of the soil movements in different regions of India.

### **MODULE IV DEMOCRACY AND GOVERNMENT 9**

Prime ministers and Government of India. Different political parties and their ideologies. Congress system. JP Movement. Emergency and crises of democracy. Janata experiment. Coalition Governments. Pressure group, Politics and Religion in India.

### **MODULE V POPULAR MOVEMENTS 9**

Peasant movements. Trade union and Workers movements. Tribal movements. Dalit Movements. Women Movements. Environmental Movements. Naxalite Movement.

**L –45; TOTAL HOURS - 45****TEXT BOOKS:**

1. Atul Kulkarni(2021) ,*Post -independence India*, Oak Bridge publication.
2. Bipin Chandra & Mridula Mukherji *India since independence*, ,2008,penguin Random India publications.

**REFERENCES:**

1. Ramachandra Guha., (2017) *India after Gandhi*,Picador India publication.
2. Sonali Basal&Snehil Tripathi,(2018).*Post -independence India*,Mc graw hill publication.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** To identify and apply the strategies and policies of national integration.

**CO2:** To understand the important features, and significance of Indian constitution.

**CO3:** Illustrate the ideologies of various political parties in India.

**CO4:** Elaborate about India's democracy and governments.

**CO5:** Illustrate on popular movements in India.

**Board of Studies (BoS):****Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy    20<sup>th</sup> AC held on 13.04.2023.  
held on 27.03.2023**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H			H	L				H				H		
CO 2						H				H				H	
CO 3	M	H	L					M			L				M
CO 4						M						M			
CO 5	M		M				H			H					L

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.



<b>PPD 3203</b>	<b>INDIA'S INTERNAL SECURITY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the challenges in Internal Security.

**COB2:** To make them understand the different ways of extremism

**COB3:** To make them learn different policies in cyber Security

**COB4:** To teach the students about the importance of Security Forces and army.

**COB5:** To make students understand the contemporary issues related to internal security.

**MODULE I INTERNAL SECURITY CHALLENGES 6**

Social Diversity as Issues of Security Threat, Challenges from within India - Neighbours as an Issue of Security Threat - Non-State Actors as an Issue of Security Threat - Law and Order vs. Internal Security.

**MODULE II EXTREMISM AND SECURITY CHALLENGES IN BORDER AREAS 6**

The biggest threat to internal security - Issues & Conflicts in North Eastern states - Issues Faced in Border Management - Community Participation for Border Management.

**MODULE III CYBER SECURITY AND SOCIAL MEDIA 6**

Types of Cyber Crimes - Impact and Steps needed - National Cyber Security Policy of India 2013 - Cyber Warfare- Factors Contributing rise of Cyber Attack - Recent Initiatives for Tackling Cyber Warfare - Different Spywares - Regulation of Social Media in India for Internal Security - Challenges in Monitoring Social Media - Money Laundering and its Harmful Effects - Black Money in India.

**MODULE IV ROLE OF SECURITY FORCES****6**

Various Security Forces and Their Mandate CRPF, BSF, ITBP, SSB, CISF. etc.- Role of the Indian Army in Internal Security: LOC, LAC, AFSPA, etc. The Long-term Challenge - Threat (Nuclear, Biological and Chemical) - Aerospace Threats, Air space, role of Indian Air Force - Maritime Security - Role of Indian Navy, Coast Guards, Marine Police, - Energy Security - Indian Diaspora - Economic Warfare.

**MODULE V CONTEMPORARY ISSUES****6**

Issues related to Internal Security - Issues related to Security Forces, Sir Creek, Issues of Infiltration, Proxy warfare- Defence Procurement – DRDO Make in India in Defence - Military Related Policies in India.

**L –30; TOTAL HOURS - 30****TEXT BOOKS:**

1. Kumar, Ashok & Vipul Anekant (2021) &. *Challenges to Internal Security of India* English 4th Edition. Mc Graw Hill.
2. Singh, Pavneet (2011) *Internal Security*. Mc Graw Hill.

**REFERENCE:**

1. Aashirvad Kumar. *Internal security of India, Challenges and Management*.
2. LR Tandon, Hamid Khan, Yogita Hooda ,*Internal security of India*,

**COURSE OUTCOMES:**

- CO1:** To make students understand the contemporary issues related to internal security.
- CO2:** Understand the concepts of terrorism and extremism.
- CO3:** analyse various concepts of cyber-Security and Social Media.
- CO4:** Illustrate on various governance issues related to internal security.
- CO5:** Analyze the current internal security related concerns.

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1	M			H	L		M			H			H		
CO 2			M									L			
CO 3	H	H		L		M		M		M			H		H
CO 4			L												
CO 5	M		M			M				H		M			M

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.

<b>PPD 3204</b>	<b>ADMINISTRATIVE ETHICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The intentions of this course are

**COB1:** To develop the good ethics and attitude in student

**COB2:** To make them know about attitude, ethical philosophies, and emotional intelligence.

**COB3:** To teach them the ethics in public administration.

**COB4:** To make them learn about probity in governance

**COB5:** To teach them the various case studies regarding ethics in governance.

**MODULE I ETHICS AND ATTITUDE**  
**9**

Ethics and its scope. Essence, determinants, and consequence of ethics in human actions. Dimensions of Ethics. Ethics in private and public relationships. Human values. Role of family and others in inculcating values. Components, structure and function of attitude. Attitude and influence. Attitude relation with thought and behaviour. Moral and political attitudes.

**MODULE II APTITUDE, ETHICAL PHILOSOPHIES, AND EMOTIONAL INTELLIGENCE**  
**9**

Values and public values. Aptitude. Foundational values for civil service. Theory of descriptive ethics. Emotional intelligence (EI). Emotional Quotient. EI in administration, leadership and Bureaucracy.

**MODULE III ETHICS IN PUBLIC ADMINISTRATION**  
**9**

Ethics in Public administration. Ethical dilemmas in public and private institutions. Strengthening ethical and moral values in governance. Accountability and ethics. Corporate governance.

**MODULE IV PROBITY IN GOVERNANCE**  
**9**

Concept of public service. Philosophical basis of governance and probity. Information sharing and transparency. RTI. Codes of ethics. Codes of conduct. Citizen's charters. Work culture. Quality of service delivery. Utilisation of public funds. Challenges of corruption.

**MODULE V CASE STUDIES****9**

Understanding terminologies/concepts through case studies. Meaning of case studies. Minimum Five case studies must be studied in this chapter.

**L – 45; TOTAL HOURS - 45****TEXT BOOKS:**

1. N Karthkeyan. ( 2021) *Ethics, integrity, and aptitude*. McGraw Hill publications. 4<sup>th</sup> edition.
2. G. Subba rao, ( 2022) PN Roychowdhury. *Ethics, integrity, and aptitude*. Access publications. 8<sup>th</sup> edition.
3. Ajithkumar Jha.( 2021.) *200 Ethics, integrity case studies*. Disha publications.

**REFERENCE BOOKS:**

1. Garg. (2023) *Ethics, integrity, and aptitude*. McGraw Hill publications.
2. Lexicon for Ethics (2021), Integrity and Aptitude. Chronicle Books.

**COURSE OUTCOMES:**

On successful completion of this course students can

**CO1:** Develop good ethics and attitude

**CO2:** Understand ethical philosophies, and emotional intelligence.

**CO3:** Analyse ethics in public administration.

**CO4:** Identify probity in governance

**CO5:** Understand various case studies regarding ethics in governance

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy  
held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1		H			L			H					H	M	
CO 2	M		M							L			H		
CO 3		H					H	M			M				M
CO 4	H		M		M										
CO 5			L				L			H			H		

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

<b>PPD 3205</b>	<b>CURRENT EVENTS OF NATIONAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>	<b>AND INTERNATIONAL IMPORTANCE</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

- COB1:** To train the students in the current developments in history, geography and polity of the world
- COB2:** To teach the students about the current developments in science and technology.
- COB3:** To teach the students about the current developments in environmental management of the world.
- COB4:** To make students understand about the current schemes and programmes of Indian Government.
- COB5:** To make students understand the various bilateral and multilateral relations of India.

**MODULE I HISTORY, GEOGRAPHY AND POLITY 6**

Current events related to Indian history and geography. Current events related to world history and geography. Current events related to Indian Polity

**MODULE II SCIENCE AND TECHNOLOGY 6**

Current events related to the developments in science and technology in India and World.

**MODULE III ENVIRONMENTAL SCIENCE 6**

Current events related to the developments in world's environment and ecology management with special reference to India.

**MODULE IV NATIONAL PROGRAMMES AND SCHEMES 6**

Current events related to the government schemes and programmes in India.

**MODULE V INTERNATIONAL AFFAIRS 6**

Current events related to the important international affairs and bilateral, multilateral relations of India

**L –30; TOTAL HOURS - 30**

**REFERENCES:**

1. The Hindu Newspaper
2. The frontline Magazine
3. THE week Magazine.
4. Competition success review magazine
5. IAS Chronicle Magazine

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand the recent trends in Indian history and geography

**CO2:** Illustrate on the current developments in science and technology.

**CO3:** Explain in detail about the current developments in environmental management of the world.

**CO4:** Significance of various programmes launched by the government of India

**CO5:** Enumerate the various bilateral and multilateral relations of India.

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy  
held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	M			H	L		H				H		M		L
CO 2	H														
CO 3		H			M			M		H		L		M	
CO 4	H						M								L
CO 5			L			L				H		H		M	

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.



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<b>PPD 3206</b>	<b>INTERPERSONAL SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB 1:** Develop the soft skills in students

**COB 2:** Develop ethics and integrity among the students

**COB 3:** To improve the skills to present an interview

**COB 4:** To build the correct required for civil services

**COB 5:** To train the students in writing effective essays.

**MODULE I      SOFT SKILLS      9**

"Introduction to Soft Skills / Go-getter Skills / Execution / Goal Setting, Learning Tuners: How to ask one's requirement, Sharing suggestions, About difference in perception - How to move from misunderstanding point towards understanding point, How oral feedback will be, How written feedback will be, expressing Positive Words & Polite words, expressing negative points"- Letter writing/email writing/ Resume Writing.

**MODULE II      ETHICS, INTEGRITY AND APTITUDE      9**

Ethics and Human Interface, Attitude, Aptitude and Foundational Values for Civil Service, Integrity, Impartiality and Non-partisanship, Objectivity, Dedication to Public Service, Empathy, Tolerance and Compassion towards the weaker sections – Emotional Intelligence - Concepts, and their Utilities and Application in Administration and Governance - Public/Civil Service Values and Ethics in Public Administration: Probity in Governance: Concept of Public Service Case Studies on above issues.

**MODULE III      INTERVIEW SKILLS AND MOCK INTERVIEW      9**

Social Etiquette/Grooming & Appearance, Interview Skills, Mock Interview

**MODULE IV      ATTITUDE BUILDING AND DECISION MAKING      9**

Personality Assessment through Decision Making, Attitude Building, Case study based on societal and Environmental Issues

**MODULE V      ESSAY WRITING      9**

Writing of Medium and Large Essay based on the requirements of Competitive examinations.

**L –30; P-15; TOTAL HOURS- 45**

**NOTE:** Mock interview should be conducted for every student individually.  
80% mark to be given for examination and 20% for interview.

**TEXT BOOKS:**

1. Maxwell, John C (2010) *Everyone Communicates Few Connect*. Thomas Nelson.
2. Carnegie, Dale (1998) *How to Win Friends and Influence People*. Pocket Books.

**REFERENCES:**

1. Arun Sharma & Meenakshi Upadhyay (2012). *Interpersonal Skills and decision making*.
2. Daniel Goleman, *Emotional Intelligence: Why it can matter more than IQ*
3. Giblin, Les. (2001). *The art of dealing with people*. Embassy Books.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Develop the soft skills required for an administrator.

**CO2:** Inculcate the ethical values required for an administrator.

**CO3:** Improve their skill in various ways; interview, group discussion, presentation etc.

**CO4:** Build the required attitude to be an effective administrator.

**CO5:** Develop the necessary disposition to be an effective administrator.

**Board of Studies (BoS):****Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy    20<sup>th</sup> AC held on 13.04.2023  
held on 27.03.2023**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H		M		L					H		H			M
CO 2					H		M			L				H	
CO 3	M	H	L					M				H	L		M
CO 4						H									
CO 5	H		L	M						H		M		M	

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.

<b>PPD 3207</b>	<b>PUBLIC POLICY DRAFTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>SKILLS</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**COURSE OBJECTIVES:**

- COB1:** To inculcate the leadership qualities inside the student.
- COB2:** To train the students in policy making
- COB3:** To enrich the organisational capabilities of the student
- COB4:** To Make students understand the various requirements in terms of skills, knowledge and resources required for good policy making
- COB5:** To give students the confidence to become a successful policy maker in the future.

This a Flagship program of this course. In this program, the students will discuss and create a public policy document themselves with the help of faculties. For example, students can create a 'New Sports Policy', 'New Education Policy' etc. One single policy document of around 100 pages should be created by the students. The students among themselves should be segregated as members of drafting committee, scrutinising committee etc. Similarly, the students can also be arranged into groups with opposite interests. Like, if the drafting committee is going to make 'New Agricultural policy', group of agriculturalists, group representing labourers, group representing seed companies etc. could be created and they can submit their requirements to the drafting committee. They should also be present during amending procedure of the draft policy and should be given votes. Such an exercise would give students training in Policy making and the output could be published as a book and circulated to general public. This will also give a lot of Publicity to our university. This will create good discussion in the media and will impact the society in a positive way. Dedicated class hours should be allotted every week for this exercise.

If needed, an Inter college policy competition could also be conducted by our students in future.

**P-45: TOTAL HOURS - 45**

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H		L	H	L		H			M		H	H		H
CO 2			H					L			M				
CO 3	M	H		M		M		M		M			H		H
CO 4				M								H			M
CO 5	H	L					M			H					

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

**GENERAL ELECTIVE COURSES**

<b>PPDX 01</b>	<b>NCC:GENERAL ORIENTATION AND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:08</b>	<b>DRILL</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVES**

**COB1:** Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets

**COB2:** To create interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

**COB3:** To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

**THEORY**

NCC: General	6 Hours
National Integration and Awareness	4 Hours
Personality Development	3 Hours
Social Service and Community Development.	2 Hours

**PRACTICAL**

Drill	12 Hours
Field Craft and Battle Craft	3 Hours
Map Reading	3 Hours
Weapon Training	5 Hours
Social Service and Community Development	7 Hours

**L – 15; P – 30; Total Hours - 45**

**COURSE OUTCOMES:**

NCC Training is aimed to achieve following

**CO1:** Develop discipline and leadership qualities

**CO2:** Learn the work ethos of armed forces and be ready to join armed forces if required

**CO3:** They also develop limited ability to address real life problems by applying problem solving and critical thinking skills in addition to undertaking tasks as

members or leaders of small teams and groups

**Board of Studies (BoS) :**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M							H				H		H	H
CO2	H	M							M				H		H	H
CO3	M	M							M				M		H	H

**Note:** L - Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 08:** Productive employment

**Statement:** This course helps the students to enrich themselves as productive workforce and become strong contributors to the economy

<b>PPDX 02</b>	<b>UNDERSTANDING YOUTH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

On successful completion of the course, the student will be able to

**COB1:** understand the concept and perspective of Youth.

**COB2:** familiarize the different approaches to youth.

**COB3:** analyse the challenges and opportunities of young people in new millennium.

**MODULE I INTRODUCTION 10**

Defining Youth - Social Construction of Youth – Changing conceptions of Youth - Perspectives of youth: cultural, comparative and biographic - Youth Demographics - Youth power: youth as social capital, youth as change agents in socio and political movements.

**MODULE II APPROACHES TO UNDERSTANDING YOUTH 10**

Youth in Society and Culture - Youth as Action - Transition and Identity formation - Citizenship and Civic engagement - Youth: Inequality and dependence – Social inclusion – Equity and Access.

**MODULE III YOUTH IN NEW MILLENNIUM: CHALLENGES AND OPPORTUNITIES 10**

Youth in the context of globalization - Education and Skill Development, Employability and Employment - Health-Physical, Mental and spiritual well-being.

**L – 30 ; Total Hours – 30**

**TEXT BOOKS:**

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing.Sarup Book Publishers Pvt. Ltd., New Delhi.
3. Verma. M. L. (2010) Youth and Revolutionary Upsurge,Sarup Book Publishers Pvt. Ltd., New Delhi.



**REFERENCES:**

1. Kumar, Sanjay (2019) Youth in India: Aspirations, attitudes and anxieties. Taylor and Francis.
2. Kumar, Vikash (2020) Youth in Contemporary India: Issues, Challenges and Opportunities.
3. Ramu, Dhatdinamurty (2020) Youth Leads India to Achieve SDG in 2030. Notion Press.
4. Sivakumar, P; Rajan, Irudaya. (2018) Youth Migration in emerging India: Trends, Challenges and opportunities. Orient Blackswan.

**COURSE OUTCOMES:**

**CO1:** Understand the nature of youth power and the way to use it effectively.

**CO2:** Learn the nature of challenges faced by youth in the new millennium and get equipped to face it.

**CO3:** Develop the concepts behind the concept of education and skill development and their usefulness in youth development.

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M	H						H				H		H	H
CO2	H	M	H						M				H		H	H
CO3	M	M	H						M				M		H	H

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 03: Healthy Lives**

**Statement:** This course helps the students to strengthen their Health Physically, Mentally and spiritually.

<b>PPDX 03</b>	<b>HUMAN RIGHTS AND SOCIAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>	<b>LEGISLATION</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

The students will able to

**COB1:** gain knowledge about human rights and social legislations

**COB2:** acquire the skills of applying the principles of human rights and social legislation in social work practice

**COB3:** understand about India's role in upholding universal human rights.

**MODULE I HUMAN RIGHTS 10**

Human Rights: Concept, Scope - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights. Human Rights in the Constitution of India. Roles and Powers of National Human Rights Commissions. Responsibilities of State Human Rights Commission - Social Work profession and Human Rights. Rights of vulnerable groups.

**MODULE II SOCIAL LEGISLATION 10**

Social Legislation: Meaning and Scope. Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation and Right to Information Act (2005). Right to Education (RTE). Protection of Civil Rights Act 1955. Protection of Women from Domestic Violence Act-2005, Sexual Harassment of women at Workplace Act and Rules-2013. POCSO Act, 2012, PNDDT Act 1994, The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities), Act, 2015.

**MODULE III OTHER SOCIAL LEGISLATION 10**

The Special Marriage Act, 1954, Hindu Adoption and Maintenance Act 1956, Juvenile Justice act 1986, Child Labor Prohibition and Regulation Act 1986, Bonded Labor Abolition Act 1976. The Maintenance and Welfare of Parents and Senior Citizens Act 2007, Persons with disabilities Act, 1995, Mental Health Act, 1987. Prevention of Immoral Traffic Act 1956, Protection of Consumer Act. 1986. Transplant of human Organ Act 1994. Role of social worker in promoting social legislation – LGBT Rights and Acts.

**L – 30 ; Total Hours – 30**

**TEXT BOOKS:**

1. Gangrade K.D., (2011)Social Legislation in India, (2 Volumes) Concept

Publishing Company, New Delhi

2. Aish Kumar Das. (2007) Human Rights in India. Sarup and Sons. New Delhi
3. Deshpande, Bhagyashree. (2019) Human Right, Law and Practice. Central Law Publications
4. Ghai, KK. (2015) Indian Constitution and Human Rights. (6<sup>th</sup> Ed) Kalyani Publishers.

#### REFERENCES:

1. Chiranjeevi, Nirmal. (2002) Human Rights in India: Historical, Social and Political Perspectives. Oxford India.
2. Agarwal, HO. (2021) International Law and human rights. (23<sup>rd</sup> Ed) Central Law Publishers.
3. Narayan, RS (2007) Human Rights, Democracy and Development: Identity, Independence, Integration. Indian Publishers distributors.

#### COURSE OUTCOMES:

**CO1:** Learn the concept of universal human rights and the fundamentals behind it.

**CO2:** Learn the debates behind the universality of human rights and challenges faced by the concept in regional spaces.

**CO3:** Understand the meaning and importance of social legislation in India.

#### Board of Studies (BoS):

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

#### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	H	M							H				H		M	M
CO2	H	M							M				H		M	M
CO3	M	M							M				M		M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

<b>PPDX 04</b>	<b>NCC: SOCIAL SERVICE,</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 01</b>	<b>COMMUNITY DEVELOPMENT AND</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>
	<b>DRILL</b>				

**COURSE OBJECTIVES:**

NCC course is aimed to achieve following learning objectives

**COB1:** Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets

**COB2:** To create interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

**COB3:** To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

**THEORY**

Personality development	5 hours
Leadership	5 hours
Social service and community development.	5 hours

**PRACTICAL**

Drill	12 hours
Field craft and battle craft	4 hours
Map reading	5 hours
Weapon training	4 hours
Social service and community development	5 hours

**L – 15; P – 30; Total Hours - 45**

**COURSE OUTCOMES:**

NCC Training is aimed to achieve following

**CO1:** Develop discipline and leadership qualities

**CO2:** Learn the work ethos of armed forces and be ready to join armed forces if required

**CO3:** Develop the character, perseverance, balanced state of mind required for competing in any competitive exam

**Board of Studies (BoS) :**

4<sup>th</sup> BoS meeting of SSSH held on  
30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4
CO1	H	M							H				H		H	H
CO2	H	M							M				H		H	H
CO3	M	M							M				M		H	H

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 1:** No poverty

**Statement::** This course helps the students to understand that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

<b>PPDX 05</b>	<b>HUMAN DEVELOPMENT: THEORY,</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>	<b>POLICY AND PRACTICE</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:** The students will able to

**COB1:** understand the key concepts of the Human Development approach

**COB2:** develop the knowledge of Human Development and related development approaches

**COB3:** acquire knowledge on measuring Human Development

**COB4:** Acquire knowledge in Governance

**COB5:** Understands the Indian perspective in context to human development

#### **MODULE I CONCEPT OF HUMAN DEVELOPMENT AND ITS EVOLUTION 6**

Definition of Human Development- Conceptual foundation of HD – choices, functioning and capabilities.

#### **MODULE II DIMENSIONS OF HUMAN DEVELOPMENT 6**

Equity, Productivity/Efficiency, Participation/Empowerment and Sustainability Applications- education – health -economic opportunities - people’s participation – gender equality – environment - freedom and democracy - cultural liberty.

#### **MODULE III MEASURING HUMAN DEVELOPMENT 6**

Emergence of HDI - method of computing HDI - critique of HDI - Other indices - Human povertyIndex (HPI) - Gender related development Index (GDI) - Gender Empowerment Measure - Multidimensional Poverty index – Reports – National Human Development Report- State Human Development Reports – District Human Development Reports – Happiness Index / Report.

#### **MODULE IV GOVERNANCE AND INSTITUTIONS FOR HUMAN DEVELOPMENT 6**

Defining Governance- Actors in Governance – Elements of Governance - Institutions, Delivery Mechanisms, Laws, Rules and Procedures- Linkages between Governance and Human Development – Political Freedom – Participation – Decentralization - Empowerment, Equity and Efficiency – Accountability.

**MODULE V SELECT ISSUES IN HUMAN DEVELOPMENT 6  
AND INDIAN PERSPECTIVES**

Migration and Human Development - Globalization and Human Development  
- Education-Health - Social Security - Food Security and Environment.

**L – 30 ; Total Hours – 30**

**TEXT BOOKS:**

1. Sen, Amartya, (2000) Development as Freedom. Anchor Publishers.
2. Rice, Philip (2002) Human Development: A Life Span Approach. Prentice Hall.
3. Papalia, Diane; Olds, Sally et al. (2017) Human Development. (9<sup>th</sup> Ed)McGraw Hill.
4. Sushila, Srivastava; Sudha, rani (2016) Textbook of Human development. S Chand.

**REFERENCES:**

1. Nussbaum, Martha. (2001) Women and Human Development: The Capabilities Approach. Cambridge University Press.
2. Green, Michael; Piel John (2010) Theories of Human Development: A Comparative Approach. Routledge.
3. Bhattacharya, DK. (2016) Human Resource Development. Himalaya Publishing.

**COURSE OUTCOMES:**

After the end of this lesson, it is expected that

**CO1:** students will share their theoretical understanding and experiences of Human Development issues, in social life to make the world more justifiable.

**CO2:** student will able to comprehend the public institutions and governance system for Human development Achievement.

**CO3:** students will grasp the basic technique to measure the Human Development Index.

**CO4:** students can compare the countries on Human Development parameter.

**CO5:** The learners will understand the Indian perspective of human development

**Board of Studies (BoS):**

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



<b>PPDX 06</b>	<b>CORPORATE SOCIAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 10</b>	<b>RESPONSIBILITY (CSR)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

The students will

**COB1:** understand basic and current information on CSR.

**COB2:** develop skills to work in CSR setting.

**COB3:** develop their analytical understanding about role of corporate in social life.

**MODULE I INTRODUCTION TO CSR 10**

Definitions and Concept of CSR - History and Evolution of CSR (International) - History and Evolution of CSR (Indian) - Corporate Governance and CSR.

**MODULE II MONITORING AND EVALUATION IN CSR 10**

Monitoring Mechanism and Tools - Evaluation (Concurrent and Final Evaluation) - Social Impact Assessment and CSR Audit - Reporting and Documenting in CSR.

**MODULE III ROLE OF PROFESSIONAL SOCIAL WORK IN CSR 10**

Application of Social Work methods in CSR - Models of social work intervention in CSR - Role and functions of social workers in CSR - Social work techniques and skills in CSR.

**L – 30; Total Hours – 30**

**TEXT BOOKS:**

1. Sanjay K Agarwal (2008), Corporate Social Responsibility, SAGE Publications, New Delhi
2. David E Hawkins, (2006), Corporate Social Responsibility, Palgrave Macmillan, New York
3. Williams, Oliver (2014) Corporate Social Responsibility: The Role of Business in Sustainable Development. Routledge.

**REFERENCES:**

1. William B Werther, Jr, David Chandler, (2010); Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second

Edition, SAGE Publications, New Delhi

2. Paleri, Prabhakaran. (2020) Corporate Social Responsibility: Concept, Cases and Trends. Cengage publishers.
3. Nedumaran, G; Manida, M. (2021) Agriculture Development through Corporate Social Responsibility. Lambert Academic Publishing.
4. Rasche, Andreas; Morsing Mette et al. (2017) Corporate Social Responsibility: Strategy, Communication, Governance. Cambridge.

### COURSE OUTCOMES:

After the end of this course students will be able to

**CO1:** conceptualize the Basic functions of CSR involved in the corporate related affairs.

**CO2:** apply the social work methodologies, technique and skill in CSR.

**CO3:** learn about tool, mechanism and auditing process of CSR.

### Board of Studies (BoS):

4<sup>th</sup> BoS meeting of SSSH  
held on 30.06.2021

### Academic Council:

17<sup>th</sup> AC held on  
15.07.2021

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	M					L	H	H				H	M	L	L
CO2	M	M					L	M	M				H	M	M	L
CO3	L	M					L	M	M				M	H	L	L
CO4	M	M					L	M	M				M	M	M	L
CO5	M	M					L	H	H				H	M	M	L

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

### SDG 10: Reduced Inequality

**Statement::** Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

<b>PPDX 07</b>	<b>NCC: PERSONALITY DEVELOPMENT,</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:08</b>	<b>LEADERSHIP &amp; OBSTACLE TRAINING.</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

### **COURSE OBJECTIVES:**

NCC course is aimed to achieve following learning objectives

**COB1:** Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets

**COB2:** To create interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

**COB3:** To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

**COB4:** To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.

**COB5:** To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

### **THEORY**

PERSONALITY DEVELOPMENT	5 HRS
LEADERSHIP	4 HRS
DISASTER MANAGEMENT	3 HRS
ADVENTURE	1 HR
BORDER AND COASTAL AREAS	2 HRS

### **PRACTICAL**

DRILL	8 HRS
FIELD CRAFT AND BATTLE CRAFT	4 HRS
MAP READING	4 HRS
WEAPON TRAINING	4 HRS
SOCIAL SERVICE AND COMMUNITY DEVELOPMENT	5 HRS
OBSTACLE TRAINING	5 HRS

<b>NCC CAMP TRAINING SYLLABUS (COMBINED FOR BOTH CAMPS)</b>				
<b>COMMON SUBJECTS</b>				
<b>S.No</b>	<b>Subjects</b>	<b>Periods</b>		<b>Total</b>
1	Physical Training	-	18	18
2	Drill	-	32	32
3	Weapon Training	08	28	32
4	National Integration and Awareness	08	-	04
5	Personality Development	08	12	20
6	Leadership	08	-	04
7	Disaster Management	08	-	04
8	Social Service and Community Development	-	08	08
9	Health & Hygiene	08	-	04
10	Obstacle Training	-	04	04
11	Military History	04	-	-
12	Communication	04	-	-
13	Games	-	18	18
14	Culture	-	18	18
15	Spare	-	04	04
	<b>TOTAL</b>	56	142	170
<b>SPECIALISED SUBJECTS</b>				
1	Map Reading			
2	Infantry Weapons	04	24	24
3	Field Craft & Battle Craft	-	02	04
	<b>TOTAL</b>	04	12	12
		60 (4cr)	180 (6 cr)	240 (10 cr)

**L-15; P – 30; Total Hours - 45**

**CAMP TRAINING OBJECTIVES:**

Focus is more on outdoor training and develop esprit di corps among the cadets. This includes: -

- Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.
- To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

- To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.
- To provide cadets an opportunity to improve upon their mental and physical endurance and stamina by sustained, consistent and high pace of activity throughout the period they undergo in the camp.
- To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

### COURSE OUTCOMES:

NCC Training is aimed to achieve following:

**CO1:** Develop discipline and leadership qualities

**CO2:** Learn the work ethos of armed forces and be ready to join armed forces if required

**CO3:** Develop the character, perseverance, balanced state of mind required for competing in any competitive exam

**CO4:** They also develop limited ability to address real life problems by applying problem solving and critical thinking skills in addition to undertaking tasks as members or leaders of small teams and groups

**CO5:** After acquiring the basic awareness through theoretical training at their respective academic institutions, cadets are exposed to the much-awaited excitement of camp life, where they can apply their knowledge.

### Board of Studies (BoS):

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

### Academic Council:

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H	M	M	H	H	H	M	H	H	H
CO2	H	M	M	H	H	H	H	H	L	L	H	M	M	M	H
CO3	H	H	H	H	H	H	H	H	M	M	H	M	M	H	H
CO4	M	H	M	H	M	H	M	H	M	H	H	M	H	M	H
CO5	H	H	M	H	H	H	L	H	M	H	H	M	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

<b>PPDX 08</b>	<b>RIGHT TO INFORMATION ACT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** To explore various dimensions of the right to information, from its origin to the current day application under the RTI Act 2005

**COB2:** To comprehend the nature, scope and application of the right from a Constitutional and a legal right perspective.

**COB3:** To make students able to synthesize with the concept of 'right' with 'reasonable restriction'

**COB4:** To make students appreciate the various aspect of development of law and policy in this area.

<b>MODULE I</b>	<b>HISTORY OF RTI</b>	<b>10</b>
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History and Background to RTI. Legislating RTI, Official Secrets Act and RTI, Role of NGOs and activist in RTI, Mis-use of RTI, Important SC and HC judgments in RTI.

<b>MODULE II</b>	<b>CONSTITUTION AND RTI</b>	<b>10</b>
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Constitution and RTI. Salient Features of RTI. Powers and Functions of Information Commission. Public Authority. Exempted Information.

<b>MODULE III</b>	<b>RTI AND ITS INTERFACE</b>	<b>10</b>
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RTI & Its interface, Public Records Act, Whistleblower Protection Act, Judiciary and RTI. Ecological perspective on RTI, Lessons from RTI: Sakala: Public Service Guarantee Act. RTI: How to Draft RTI Application and Appeals: Do it yourself

**L - 30; Total Hours - 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Know about the history of RTI

**CO2:** Understand the RTI from the constitutional perspective

**CO3:** Know to write a RTI form themselves

**CO4:** Know the interface of RTI act.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES**

1. Dr. R.K. Verma. (2009). *Right to Information: Law and Practice*. (2<sup>nd</sup> Ed). Taxmann Publishers.
2. Dr. RK Verma. (2011). *PIO's guide to RTI*. (3rd Ed). Taxmann Publishers
3. Devendra Kumar Singh. (2021). *Right to Information act, 2005, in simple words*. Notion Press.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	M	H				H	H	H	H	H
CO2	H	M	M	H	L	M	H				M	H	M	M	H
CO3	H	H	H	H	H	M	M				L	H	M	H	H
CO4	M	H	M	H	M	M	H				H	H	H	M	H
CO5	M	H	M	H	H	M	L				M	H	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels

<b>PPDX 09</b>	<b>LOCAL SELF GOVERNMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** To explore history of local self-government

**COB2:** To understand the constitutions provisions of local self-government

**COB3:** To make students realise the latest provisions in the urban and rural areas about the local self-government

**COB4:** To make students learn the dynamics of local self government

**MODULE I HISTORY OF LOCAL SELF GOVERNMENT 10**

Evolution of local Self Government Pre-independence Period: British Period, Post-independence Period: Community Development Programme, Balwant Rai Mehta Committee and Ashok Mehta Committee. 73rd and 74th Amendments, 73rd amendment-various Provisions, 74th Amendment-various Provisions Features and Importance.

**MODULE II BODIES OF LOCAL SELF GOVERNMENT 10**

Rural Local Bodies: Composition, Power and Functions. Urban Local bodies: composition, power and Functions. Finance Commission and management of finances of local self-government.

**MODULE III CHALLENGES OF LOCAL SELF GOVERNMENT 10**

Challenges for local self-government institutions in India: Gender, Caste, and Class dimensioned, Diversity of local structures-financial Constraints, Administrative constraints, political Constraints. Issues of participation. Emerging patterns of Leadership. Impact of Leadership on development.

**L - 30; Total Hours - 30**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Know about the history of local self-government

**CO2:** Know about the constitutional provisions of local self-government

**CO3:** Understand the latest dynamics of local self-government.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022



**REFERENCES:**

1. S.R maheshwari.(2020). *Local Government in India*. Lakshmi Narain Agarwal Publishers. Agra.
2. Abdual Aziz. (1992). *Decentralised Planning, the Karnataka Experiment*. Sage. New Delhi.
3. Amitav Mukherjeeed. (1994). *Decentralisation: Panchayat Raj in the Nineties*. Vikas. New Delhi.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	M	H	H	H	M		H		M		H		H	H	H
CO2	M	M	M	H	M		M		M		H		M	L	L
CO3	M	H	H	H	H		M		M		H		M	H	L
CO4	M	H	H	H	M		M		M		M		H	M	H
CO5	M	H	L	H	H		H		M		M		M	M	L

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 10</b>	<b>NCC:DISASTER MANAGEMENT AND WEAPON TRAINING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

### **COURSE OBJECTIVES**

NCC course is aimed to achieve following learning objectives

- Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets
- To create interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.
- To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.
- To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.
- To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

### **THEORY**

PERSONALITY DEVELOPMENT	4 HRS
LEADERSHIP	3 HRS
DISASTER MANAGEMENT	10 HRS
ENVIRONMENTAL AWARENESS AND CONSERVATION	3 HRS
GENERAL AWARENESS	4 HRS
ARMED FORCES	6 HRS

### **PRACTICAL**

DRILL	7 HRS
FIELD CRAFT AND BATTLE CRAFT	4 HRS
MAP READING	4 HRS
WEAPON TRAINING	4 HRS
SOCIAL SERVICE AND COMMUNITY DEVELOPMENT	6 HRS
HEALTH AND HYGIENE	5 HRS

### COURSE OUTCOMES

NCC Training is aimed to achieve following

- Develop discipline and leadership qualities
- Learn the work ethos of armed forces and be ready to join armed forces if required
- Develop the character, perseverance, balanced state of mind required for competing in any competitive exam
- They also develop limited ability to address real life problems by applying problem solving and critical thinking skills in addition to undertaking tasks as members or leaders of small teams and groups

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	M	H	M	H	M	H	H	H	M	M	H	H	H
CO2	H	M	M	L	L	H	M	L	L	H	H	M	M	M	H
CO3	H	H	H	H	H	H	M	M	M	H	H	M	M	H	H
CO4	L	H	M	H	M	H	L	L	L	H	H	M	H	M	H
CO5	H	H	L	H	H	H	M	M	M	H	M	L	M	M	M

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

<b>PPDX 11</b>	<b>GENERAL KNOWLEDGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES**

The intentions of this course are

- To develop the general knowledge in every student
- To make them know the famous personalities of the world
- To make them know about the various discoveries and inventions that happened around the world from ancient times

#### **MODULE I BASIC GENERAL KNOWLEDGE 9**

Largest things in the world. Important dates and the famous personalities of the world. Important dates. Computer and related fields, Books and authors. International awards.

#### **MODULE II INVENTIONS AND DISCOVERIES 9**

Discoveries of the world. Ancient inventions in science and technology of India. Latest discoveries. Latest inventions.

#### **MODULE III RELIGION AND CULTURE 9**

Animism. Older religions. Spiritualism in eastern world. Advent of modern religions around the world. Important festivals of the world. Various important cultural forms of the world. Musical Instruments and world famous musicians.

#### **MODULE IV ARTS AND SPORTS 9**

Different art forms of the world. Famous artists of the world and their contribution. Ancient and medieval sports. Modern sports of the world. Important tournaments.

#### **MODULE V OTHER DYNAMICS 9**

National Emblems. National Flags. Intelligent agencies. World Parliaments. Famous tourist spots of India and the World.

**L - 45; Total Hours - 45**

### **COURSE OUTCOMES:**

On successful completion of this course students are able to

- Develop the general knowledge of the students
- Know the various religions of the world and their dynamics
- Know various sports of the world and the various sports personalities of the world.

**REFERENCES**

4. Manvendra Mukul, et.al.(2019) *General Knowledge*. Lucent Publications.
5. Tarun Goyal.(2022) *General Knowledge*. Dhankar Publications.
6. Manohar Pandey. (2022). *General Knowledge*. Arihant Publications.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H	M	H	H	M	H	M	H	H	H
CO2	M	M	M	M	M	H	M	M	M	M	H	H	M	M	H
CO3	H	H	H	H	H	H	H	H	L	M	H	M	M	H	H
CO4	M	H	M	H	M	H	M	M	M	M	H	H	H	M	H
CO5	M	H	H	H	H	H	H	H	H	M	L	H	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 4:** Quality education and promote lifelong learning opportunities for all.

**Statement:** This course will help the students understand that every generation in history has faced global challenges and the learners will develop systems wide understanding of what supports a healthy environment.

<b>PPDX 12</b>	<b>GENERAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES**

The intentions of this course are

- To teach the students about the general biology, both botanical forms and zoological forms
- To make students understand about the various laws of physics that operate in the scientific world
- To teach the students about the dynamics of nuclear physics and its applications
- To make students learn about the general chemical compounds, the differences between acids and bases.

#### **MODULE I INTRODUCTION 9**

Evolution of Scientific Thinking. Ancient Science. Ancient understanding of physics, chemistry and Biology. Development of Science and technology today.

#### **MODULE II PHYSICS 9**

Nature of Universe - General Scientific Laws – Mechanics - Properties of Matter, Force, Motion and Energy - Everyday application of the basic principles of Mechanics, Electricity and Magnetism, Light, Sound, Heat, Nuclear Physics, Laser, Electronics and Communications.

#### **MODULE III CHEMISTRY 9**

Substance and its nature. Atomic structure. Elements and Compounds. Oxidation and reduction. Acids, Bases, Salts. Behaviour of Gases. Electrolysis. Carbon and its components. Fuels. Metallurgy. Non-metals. Fertilizers. Pesticides.

#### **MODULE IV BOTANY 9**

Introduction to Biology. Classification of organisms. Cytology. Genetics. Organic evolution. Classification of plant kingdom. Plant Morphology. Plant Tissue. Photo-synthesis. Plant hormones. Plant diseases.

#### **MODULE V ZOOLOGY 9**

Classification of Animal Kingdom. Animal Tissue. Human blood. System of Human body. Nutrients. Human diseases. Miscellaneous.

**L - 45; Total Hours - 45****COURSE OUTCOMES**

On successful completion of this course students are able to

- Identify different biological forms of the world and its basic physiological operations
- Understand the different botanical names associated with the plant forms of the world
- Understand the various laws of physics that operate around us
- Learn the various chemical compounds around us and its dynamics.

**REFERENCES**

1. Disha Experts. (2021). *General science*. Disha Publication.
2. Magbook. (2021). *General Science*. Arihant Publications.
3. T.Prakash Kumar. (2016). *General Science*. Sura Books.
4. NCERT books 6<sup>th</sup> std to 12<sup>th</sup> standard.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H	H	M	H	H	M	H	M	H	H	H
CO2	M	M	M	M	M	H	M	M	M	M	H	H	M	M	H
CO3	H	H	H	H	H	H	H	H	L	M	H	M	M	H	H
CO4	M	H	M	H	M	H	M	M	M	M	H	H	H	M	H
CO5	M	H	H	H	H	H	H	H	H	M	L	H	M	M	M

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

**SEMESTER V**

<b>PPDX 13</b>	<b>NCC: INFANTRY WEAPONS AND MAP</b>	<b>L T P C</b>
<b>SDG: 08</b>	<b>READING</b>	<b>1 0 2 2</b>

**COURSE OBJECTIVES:**

NCC course is aimed to achieve following learning objectives

**COB1:** Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets

**COB2:** To create interest in cadets by including and laying emphasis on those aspects of institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

**COB3:** To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

**COB4:** To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.

**COB5:** To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

**THEORY**

PERSONALITY DEVELOPMENT	6 HRS
BORDER AND COASTAL AREAS	2 HRS
INFANTRY WEAPONS	3 HRS
MILITARY HISTORY	4 HRS

**PRACTICAL**

DRILL	3 HRS
FIELD CRAFT AND BATTLE CRAFT	4 HRS
MAP READING	4 HRS
WEAPON TRAINING	4 HRS
SOCIAL SERVICE AND COMMUNITY DEVELOPMENT	5 HRS
HEALTH AND HYGIENE	5 HRS
OBSTACLE TRAINING	5 HRS



<b>NCC CAMP TRAINING SYLLABUS (COMBINED FOR BOTH CAMPS)</b>				
<b>COMMON SUBJECTS</b>				
<b>S.No</b>	<b>Subjects</b>	<b>Periods</b>		<b>Total</b>
1	Physical Training	-	18	18
2	Drill	-	32	32
3	Weapon Training	08	28	32
4	National integration and Awareness	08	-	04
5	Personality Development	08	12	20
6	Leadership	08	-	04
7	Disaster Management	08	-	04
8	Social Service and Community Development	-	08	08
9	Health & Hygiene	08	-	04
10	Obstacle Training	-	04	04
11	Military History	04	-	-
12	Communication	04	-	-
13	Games	-	18	18
14	Culture	-	18	18
15	Spare	-	04	04
	<b>TOTAL</b>	56	142	170
<b>SPECIALISED SUBJECTS</b>				
1	Map Reading			
2	Infantry Weapons	04	24	24
3	Field Craft & Battle Craft	-	02	04
	<b>TOTAL</b>	04	12	12
		60 (4cr)	180 (6 cr)	240 (10 cr)

**Camp Training Objectives.** Focus is more on outdoor training and develop esprit di corps among the cadets. This includes: -

- a) Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.
- b) To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

- c) To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.
- d) To provide cadets an opportunity to improve upon their mental and physical endurance and stamina by sustained, consistent and high pace of activity throughout the period they undergo in the camp.
- e) To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

**L-15; P-15: TOTAL HOURS-30**

### **COURSE OUTCOMES:**

NCC Training is aimed to achieve following

**CO1:** Develop your discipline and leadership skills.

**CO2:** Acquire an understanding of the nature of military's work and be prepared to attain the skills required for the force.

**CO3:** Develop the character, perseverance, balanced state of mind required for competing in any competitive exam

**CO4:** They also learn some problem-solving and critical thinking abilities and do work as members or leaders of small teams and organisations.

**CO5:** Attaining theoretical instruction at their different academic institutions, cadets are exposed to the social life of camp where they can gain new living experiences.

**Board of Studies (BoS):**

**Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy**

**20<sup>th</sup> AC held on 13.04.2023.**

**held on 27.03.2023**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H	H		H	L							H		H	
CO 2	H		H		H		H			M			M		H
CO 3		H			M			M				M			
CO 4	M	M					H			L	H			H	H
CO 5			H	M						H			H		

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 14</b>	<b>WORLD HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 04</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students World History in line with the Civil Service

Examination syllabus.

**COB2:** To develop a critical understanding of the modern world

**COB3:** To familiarize the revolutions of the world

**COB4:** To generate knowledge about the World Wars

**COB5:** To learn about the Decolonisation process across the globe

**MODULE I BEGINNING OF THE MODERN WORLD 6**

Renaissance in Italy and its spread in Western Europe - Art, Science and technology – Discovery of the sea route to East - Commercial revolution - Protestant Reformation - Counter-Reformation - Rise of the slave trade - Rise of new monarchies and Nation states.

**MODULE II AGE OF REVOLUTIONS 6**

Industrial Revolution-Agrarian Revolution- English civil war- Glorious revolution - American war of Independence- French revolution- Revolutions in Latin America - Mexican revolution.

**MODULE III EUROPE IN TURMOIL 6**

Nationalism in Southern and Eastern Europe - Unification of Italy- Unification of Germany - The long Depression (1873-1896) - Rise of Imperialism-World war I-Causes -Balkan crisis-course of the War - Central powers and Allies- Peace conference - Foundation of League of nations, Functions - failure of the League of nations - The Great depression - Rise of fascism and Nazism – Dictatorship.

**MODULE IV WORLD WAR II AND UNO 6**

World war II- causes- Outbreak of the war - Munich agreement - Nazi-soviet pact - Pearl harbour incident- Dropping to Atomic bombs- Peace Making-Results- United nations origination and Features.

**MODULE V                      DECOLONISATION AND REDRAWS                      6**

Post war conditions in Europe - Emergence of Bi-Polar world - Cold war-Strategies- Military pacts-NATO, SEATO, WARSAW PACT, CENTO - Third world countries and Non -Alignment and Global disputes - Problem of Palestine - Suez crisis -1956 Hungarian revolution- Arab-Israeli war - End of cold war - Korean wars - Vietnam Wars - Cuban Crisis - The collapse of the Soviet Union.

**L –30; TOTAL HOURS- 30**

**TEXT BOOKS:**

1. Lowe, N., & Traynor, J. (2022). *Mastering modern world history*. Bloomsbury Publishing.
2. Rao, B. V. (2012). *World history from early times to AD 2000*. Sterling Publishers Pvt. Ltd.

**REFERENCE:**

1. Dev, A., & Dev, I. A. (1995). *Contemporary World History. A History Textbook for Class XII, Part I, National Council of Educational Research and Training, New Delhi*.
2. Jain and Mathur. (2017). *History of modern world*. Jain Prakashan Mandir.

**COURSE OUTCOMES:**

**CO1:** Analyse the process of evolution of the modern world.

**CO2:** Able to critically understand the revolutions.

**CO3:** To compare the world wars and their organizations.

**CO4:** Illustrate on struggle of various Colonies for independence.

**CO5:** To assess and compare the current state of affairs in the modern world

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public**

**Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H		H		L		H				H	M			
CO 2			H		M	L			M				M		H
CO 3	M	H		H				M		H		H			
CO 4				M		L					L			M	H
CO 5	M									H		H			

**Note:** L- Low Correlation                      M - Medium Correlation                      H -High Correlation

**SDG 04:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Statement:** This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts

<b>PPDX 15</b>	<b>HUMAN GEOGRAPHY OF INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 06</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

- COB1:** To teach the students the human geography through a syllabus similar to that UPSC- Civil Service Examination.
- COB2:** To make the students understand the basic facts about human geography.
- COB3:** To explain the students about economic, population, migration and Settlement Geography.
- COB4:** To make the students understand the types of Mineral Resources and agricultural patterns in India
- COB5:** To teach the students about the manufacturing industries in India

**MODULE I POPULATION 6**

Distribution of Population - Density of Population - Growth of Population - Regional Variation in Population Growth - Population Composition - Linguistic Composition and Classification - Religious Composition - Composition of Working Population

**MODULE II MIGRATION, HUMAN DEVELOPMENT AND SETTLEMENT 6**

Migration - Streams of Migration - Spatial Variation in Migration - Causes of Migration - Consequences of Migration - Human Development in India - Indicators of Economic Attainments - Indicators of a Healthy Life - Indicators of Social Empowerment - Human Development Index in India - Population, Environment and Development - Urban and Rural Settlement in India – Urbanization in India

**MODULE III LAND RESOURCE, AGRICULTURE AND WATER RESOURCE 6**

Land Use Categories - Land-use Changes in India - Common Property Resources - Agricultural Land Use in India - Cropping Seasons in India - Types of Farming – Foodcrops – Cash crops – Plantation crops - Agricultural Development in India - Problems of Indian Agriculture - Water Resources of India - Emerging Water Problems- Water Conservation and Management

**MODULE IV - MINERAL AND ENERGY RESOURCES**

Types of Mineral Resources - Distribution of Minerals in India - Ferrous Mineral - Non-Ferrous Minerals - Non-metallic Minerals - Energy Resources - Conservation of Mineral Resources

**MODULE V MANUFACTURING INDUSTRIES**

Types of Industries - Locational aspect of Industries - Major Industries in India - Liberalisation, Privatisation, Globalisation (LPG) and Industrial Development in India - Industrial Regions in India

**L- 30: TOTAL HOURS -30**

**TEXT BOOKS:**

1. Goh, C. L. (1974). *Certificate physical and human geography*. Oxford University Press
2. M, Husain. (2021). *Human geography (6<sup>th</sup> edition)*. Rawat Publication.

**REFERENCES:**

1. Leong, G. C. (1982). *Human and economic geography. OUP Catalogue*
2. Khullar, D.R. (2016). *Physical, Human and Economic Geography*. Access Publications.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Describe various concepts of human geography.

**CO2:** Illustrate varied approaches to India's culture, industries, and natural resources.

**CO3:** Describe the ideas of population and settlement geography.

**CO4:** Able to examine how regions are using regional planning programmes.

**CO5:** Demonstrate human geography concepts, theories, and laws

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H			H	L			H				M			
CO 2			M		M		H			H				M	
CO 3	H	H				L		M				M	H		H
CO 4				L	M				M					L	
CO 5	M		H							H		H			M

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 6:** Clean water and sanitation.

**Statement:** This course helps the students to understand the importance of water resources and access to safe water and sanitation is very essential for unlocking economic growth and productivity.



**GENERAL ELECTIVE COURSES****SEMESTER VI**

<b>PPDX 16</b>	<b>NCC: MILITARY THEORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

**COURSE OBJECTIVES:**

NCC course is aimed to achieve following learning objectives

**COB1:** Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets

**COB2:** To create interest in cadets by including and laying emphasis on those aspects of institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

**COB3:** To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

**COB4:** To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.

**COB5:** To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

**THEORY**

PERSONALITY DEVELOPMENT	3 HRS
BORDER AND COASTAL AREAS	2 HRS
ARMED FORCES	3 HRS
COMMUNICATION	3 HRS
MILITARY HISTORY	19 HRS

**PRACTICAL**

DRILL	3 HRS
FIELD CRAFT AND BATTLE CRAFT	3 HRS
MAP READING	4 HRS
WEAPON TRAINING	4 HRS
COMMUNICATION	3 HRS
INFANTRY WEAPONS	3 HRS
SOCIAL SERVICE AND COMMUNITY DEVELOPMENT	10 HRS

**COURSE OUTCOMES**

NCC Training is aimed to achieve following

**CO1:** Develop your discipline and leadership skills.

**CO2:** Acquire an understanding of the military's work ethics and culture.

**CO3:** Develop the character, perseverance, balanced state of mind required for competing in any competitive exam

**CO4:** acquired with capacity to solve various issues by using problem-solving and critical thinking abilities.

**L-30, P-15: TOTAL HOURS-45**

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public Policy  
held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H				L			H		M			M		H
CO 2			M	H		H			H		H			H	
CO 3	H	H						M				H			
CO 4				M		M				M		L		H	M
CO 5	H		H			H		M		H			M		

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 17</b>	<b>INDIAN BANKING SECTOR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

- COB1:** To teach the students about the various dynamics of Indian Banking sector online with the requirements of various competitive examinations.
- COB2:** To educate the students about the role of RBI in maintaining Indian economy in good shape.
- COB3:** To make students understand about the various financial Institutions of the country.
- COB4:** To teach students about the various reports of GOI regarding Financial stability in the country.
- COB5:** To educate the students about the BASEL norms.

**MODULE I      INDIAN BANKING SECTOR      9**  
History of Banking – classification of banks – Indian banking system  
Nationalization of banks – banking regulation act, 1949 – SBI and its associates  
- banking and economic development.

**MODULE II      RBI AND INDIAN CURRENCY      9**  
History of RBI – RBI act 1935 – Functions of RBI – Indian currency system –  
Method of issuing currency – Exchange rate system – Foreign exchange  
reserves – Convertibility of a rupee – Facts about Indian currency – Foreign  
exchange reserves. Demonetisation policy

**MODULE III      BANKING REFORMS, REPORTS AND      9**  
**COMMITTEE’S**  
Banking reforms during Liberalization –Major banking reforms of 21<sup>st</sup> Century –  
Chakravathy report on the working of monetary system (1985) – Narasimhan  
committee report 1 and 2 – Goiporia committee report on cooperative banking  
reform – Important committee’s of RBI.

**MODULE IV      FINANCIAL SERVICE AND PRODUCTS      9**  
Types of banking – Bank reports – Types of bank accounts – Lending risk and  
Non-Performing Assets – Micro Finance – Negotiable instruments and  
Negotiable instrument act 1881 – Cheque – Demand Draft – Cheque  
Truncation system – Payment and settlement systems act, 2007 - NEFT,  
RTGS, IMPS, ATM, Credit and Debit card, POS – Mobile banking and UPI-

Letter of credit – Risk management in Banks – BASE Norms – KYC Norms

## MODULE V REGULATORY BODIES AND OTHER FINANCIAL INSTITUTIONS

SEBI – IRDAI – PFRDA – CIBIL – NABARD – DICGC – NHB – SIDBI – IFCs – Mutual Funds.

**L –45; TOTAL HOURS- 45**

### TEXT BOOKS:

1. Rao, K Srinivasa. (2022). *Changing Dimensions of Banking in India*. Notion Press.
2. Parameshwaran, R. & S Natarajan. (2013) *Indian Banking*. S Chand Publications.

### REFERENCES:

1. Banking Awareness. Arihant Publications. 2022.
2. Banking Awareness. Disha Publications. 2022.
3. Handbook on Banking awareness. IBC academy publication.

### COURSE OUTCOMES:

On successful completion of the course the students are able to

**CO1:** Prepare thoroughly for any competitive tests

**CO2:** Understand the role of Banks is money creation

**CO3:** Describe the various types and roles of banks in the country.

**CO4:** Understand the logic behind RRBs and Local Area banks

**CO5:** Analyse the various insurance providers in the nation as well as the principles of insurance.

### Board of Studies (BoS):

### Academic Council:

**3<sup>rd</sup> BoS of Department of Public Policy held 20<sup>th</sup> AC held on 13.04.2023. on 27.03.2023**

	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PSO2	PSO 3
CO 1	H				L		M					L			
CO 2	M		M			L			H		H			H	
CO 3		H			M			M				H			
CO 4	M											H		M	M
CO 5	H		H	M		H		M		H			M		

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG08:** promote sustained inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 18</b>	<b>DESIGN THINKING AND FRUGAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>INNOVATION</b>				
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

- COB1:** To teach the students about the human centred innovation and user needs
- COB2:** To educate the students about ideation, prototyping and testing
- COB3:** To make students understand about product and service Management
- COB4:** To teach students about the frugal innovation and innovation Management
- COB5:** To educate the students about the methods used to lead innovation in organisations.

<b>MODULE I</b>	<b>HUMAN CENTERED INNOVATION AND USER NEEDS</b>	<b>9</b>
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Introduction to human centred design - Roots of design thinking - Design thinking as celebration - Digital Disruption & Technology Evolution - Knowing Your Users - Identifying Needs of Customers - Designing with Empathy - Designing for Diversity & Inclusion.

<b>MODULE II</b>	<b>IDEATION, PROTOTYPING AND TESTING</b>	<b>9</b>
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Ideation Techniques - Tools for Fostering Creativity - Immersive Learning Exercises - Visualisation & Storytelling - Proof of prototyping Concept-Minimum Value Proposition- Designing, Tooling and Building - Learnings from Failed Designs.

<b>MODULE III</b>	<b>PRODUCT AND SERVICE DEVELOPMENT</b>	<b>9</b>
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New Product Development Processes - Design for Products & Services - Sustainability through Design Thinking - Lean & Agile Product/ Service Design.

<b>MODULE IV</b>	<b>INNOVATION MANAGEMENT AND FRUGAL INNOVATION</b>	<b>9</b>
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Innovation Project Life-cycle - Innovation Management Models, Frugal Innovation - Entrepreneurship Vs Intrapreneurship - Disruptive innovation - Innovation for Growth - Data-driven Innovation- Integrating Design & Technology for Impact.

**MODULE V LEADING INNOVATION IN ORGANISATIONS 9**

Collaborative Ideation & Innovation - Transforming Businesses - Leadership and Commitment.

**L –45; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Cross, N., & Thinking, D. (2011). Understanding how designers think and work. *Design thinking*.
2. Martin, R., & Martin, R. L. (2009). *The design of business: Why design thinking is the next competitive advantage*. Harvard Business Press.

**REFERENCES:**

1. Liedtka, J., & Ogilvie, T. (2019). *The designing for growth field book: A step-by-step project guide*. Columbia University Press.”.
2. Liedtka, J., Hold, K., & Eldridge, J. (2021). *Experiencing design: The innovator's journey*. Columbia University Press.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand human-centered innovation.

**CO2:** Analyse the techniques of ideation and prototyping

**CO3:** Learn about managing products and services

**CO4:** Understand the concept of frugal innovation and innovation management

**CO5:** Know the different strategies for fostering innovation in organisations.

**Board of Studies (BoS):****Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H	L			H			M				H			H
CO 2		H		H		M					H			M	
CO 3	H	M		H			M		H			H			
CO 4										M			H	M	
CO 5	M		H	H		H			L				M		H

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG08:** promote sustained inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 51</b>	<b>POLITICAL IDEOLOGIES OF THE WORLD</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the different ideologies of the world

**COB2 :**To make students understand the difference between Left-right and center in Politics

**COB3:** To Make students learn the basic elements of liberalism and its variants

**COB4:** To make students understand the elements of Marxism and its contemporary variants.

**COB5:** To teach students the other competing ideologies which is force in political decision making today.

**MODULE I                      MEANING AND CLASSIFICATION                      9**

Meaning of Ideology. Importance of ideology. Ideology as false consciousness. End of Ideology debate. Difference between political ideology, political theory, political philosophy and political science. Classification of ideologies into Left-Right-Center.

**MODULE II                      LIBERALISM                      9**

Origins and development. Liberty, Reason, Tolerance, Justice, Diversity and democracy. Liberal individualism. Classical liberalism. Utilitarianism. Social Darwinism. Economic liberalism. Minimal state. Welfare state. Modern Liberalism. Liberal pluralism. Multiculturalism. Neoliberalism.

**MODULE III                      LEFT-WING IDEOLOGIES                      9**

Socialism. Communism. Utopian socialism. Marxism. Ideas of Marx and Engels. Historical materialism. Theory of Revolution. Class struggle. Dialectical materialism. Marxism-Leninism. Marxism and Antonio Gramsci. Revisionism. Maoism. Neo-Marxism. Guild socialism. Fabian Socialism. Social Democracy. Syndicalism. Anarchism. Anarcho-Syndicalism.



**MODULE IV RIGHT-WING IDEOLOGIES 9**

Conservatism. Human imperfection. Organic society. Hierarchy and authority. Fascism. Nazism. Anti-Semitism. New Right.

**MODULE V GANDHISM, FEMINISM AND NATIONALISM. 9**

Gandhism. Politics and truth. Truth and Non-Violence. Doctrine of trusteeship. Philosophical anarchism. Rural democracy. Classless society. Patriarchy and Feminism. Liberal Feminism. Marxist Feminism. Stages of Feminist Movement. Radical Feminism. Nationalism. Imagined communities. Patriotism. Identity Politics. Beyond Nationalism.

**L- 45; Total Hours- 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Explain the Meaning of ideology.

**CO2:** Understand Left-Right-Centre in Politics

**CO3:** Understand the variants of liberalism and Marxism

**CO4:** Understand the various kinds of religious fundamentalism in the world

**CO5:** Understand the notion of Nationalism and forces behind the feminist movement.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES**

1. Paul Brass. (2003). *The Politics of India since Independence*. (2<sup>nd</sup> Ed). Cambridge University Press.
2. Ramachandra Guha. (2017). *India after Gandhi*. Picador
3. India after Independence: 1947 – 2000. Bipin Chandra et al
4. India in Turmoil – Ved Marwah.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	M	H	H	H	H		L	M				H	H	H	H
CO2	M	M	M	H	H		L	M				H	L	M	M
CO3	H	H	H	H	H		M	H				H	M	M	H
CO4	M	H	M	H	M		H	H				L	L	H	M
CO5	M	H	L	M	M		L	H				M	M	M	H

**Note:** L- Low Correlation M - Medium Correlation H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice.

<b>PPDX 53</b>	<b>HISTORY OF TAMIL LAND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The intentions of this course are

**COB1:** To make student learn about Tamil land's antiquity, culture and polity.

**COB2:** To teach students about the empires that existed in the region.

**COB3:** To inform the students about the continuous trade activities that is happening in the region from ancient times till today.

**COB4:** To teach the students about the development of Tamil script from Brahmi script.

**COB5:** To teach the students about the socio-cultural change that happened in the Tamil society with the advent of Non-Brahmin movement.

**MODULE I                      ANCIENT TAMIL LAND                      9**

Pre historic times, Megalithic culture, Iron age. Antiquity of Tamil Language and culture, related archaeological, numismatical, epigraphical evidences. Geographical boundary of ancient Tamil land. Sangam literature. Cholas, Cheras, Pandyas and other small kings during sangam times. Trade between Tamils, Greeks, Arabs and Romans during ancient times. Trade between Tamils and South east Asian nations during ancient times. Ancient Tamil land as depicted through Silapathigaram and other epics. Thirukural and its way of life.

**MODULE II                      EMPIRES OF TAMIL LAND                      9**

Rise of Pallavas. Cave temples of Tamil Nadu. Mahabalipuram and the art of Monolithic rock cut temples. NarashimhaPallava and Empire building. Flourishing foreign trade during Pallava times. Kailasanatha temple and rise of structural temples and subsequent rise of Dravidian school of art and architecture. Bhakthi movement and development of Saiva-Siddhanta and Vaishnavist school of thought. Rise of Imperial cholas. Rajaraja and Rajendra Chola's exploits and empire building. Chola administration. Zenith of Chola art - Chola bronzes, musical pillars and musical staircase. Development of Tamil script – Brahmi, Grantha, Vattaletu and Modern Tamil Script. Musical tradition from ancient times. Drama and theatres from ancient times.

**MODULE III POLIGAR SYSTEM AND ADVENT OF EUROPEANS 9**

Pandyas and Malik kafur's invasion of Madurai. Madurai Sultanate. Vijaya Nagara kingdom and Nayaks of Madurai. Poligar system in Tamilnadu and Poligar wars. Geo-political changes in the Tamil Land during the 16<sup>th</sup> and 17<sup>th</sup> centuries. Advent of Europeans into Tamil Land and the colonies of European powers in Tamil Land. Development of Chennai by the British and the rise of Madras presidency.

**MODULE IV REVOLT AGAINST THE BRITISH 9**

Poligar revolt against the British. TheeranChinnamalai, VeerapandiyaKattabomman, Maruthu brothers, Oomathurai, Velunachiyar and other Poligars who fought against the British. Vellore Sepoy Mutiny 1806. Rise of Indian National Congress in Tamil Nadu. Contribution of VO Chidambaram, Subramaniam Siva, Bharathiyar, and other freedom fighters in Tamil Nadu. Revolutionary nationalism in Tamilnadu. Rise of Gandhi and its impact in Tamil Nadu. Early communists and their role in freedom struggle.

**MODULE V SOCIAL MOVEMENTS AND SOCIAL JUSTICE 9**

The work of Christian missionaries and the early stage of social awakening in Tamil Nadu. Robert Caldwell and his theory of Dravidian languages. U V Swaminathan Iyer's contribution to resurgence of Tamil language and literature. AyotheedossPandithar and start of Dravidian consciousness. Justice Party and Dravidian solidarity. Self -respect movement and Thanthai Periyar. Rise of rationalistic outlook in Non-Brahmin movement. Role of Arigner Anna in Non-Brahmin movement. Early communists and their role in social justice.

**L- 45; Total Hours- 45**

**COURSE OUTCOMES:**

On successful completion of this course students are able to

**CO1:** Understand the development of Tamil language and literature.

**CO2:** Understand the development of Tamil Script.

**CO3:** Explain the rise of various empires and the rivalries between them in Tamil region.

**CO4:** Explain the advent of Europeans in the region and subsequent socio-political change.

**CO5:** Describe the nature of Non-Brahmin movement that happened in the state.

**Board of Studies (BoS):**

2<sup>nd</sup> BoS of the Department of Public Policy  
held on 11.01.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

**REFERENCES:**

1. KK Pillay (2021). *Historical heritage of Tamils*. MJP Publisher.
2. Nilakanda Sashty. (1997). *History of South India*. Oxford.
3. G. Venkatesan.(2018). *History of Indian Freedom struggle*. G. Venkatesan. VC Publications.
4. K. Rajayyan.(1974). *Rise and Fall of Poligars in Tamil Nadu*. University of Madras Publications.
5. MSS Pandian. (2006). *Brahmin and Non-Brahmin: Genealogies of Tamil political present*. Permanent Black Publications.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	H	H	H	H								H	H	H
CO2	H	M	L	L	M								L	M	H
CO3	H	M	H	H	H								M	H	L
CO4	M	H	M	H	M								H	M	H
CO5	M	H	L	H	M								L	L	H

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

<b>PPDX 54</b>	<b>INDIAN SOCIETY AND SOCIAL PROBLEMS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES**

The intentions of this course are

- To introduce the students the basic features of Indian society.
- To make students understand about the different social stratifications in Indian society.
- To teach the students the different perspectives of Indian Sociology.
- To make students understand about the caste system of India.
- To make student realise the nature of social change that is happening in the Indian Society today.

#### **MODULE I INTRODUCING INDIAN SOCIETY 9**

Social stratification of Indian Society. Class, Gender, Caste, tribe, Ethnicity, religion and language groups in Indian society. Hierarchy, inequality, exclusion and poverty in Indian Society. Perspectives on the study of Indian society – Indology, Structural functionalism and Marxist Sociology.

#### **MODULE II FAMILY AND KINSHIP 9**

Lineage and descent in India. Types of kinship systems. Family and marriage in India. Household dimensions of the family. Patriarchy, entitlements and sexual division of labour.

#### **MODULE III CASTE AND TRIBES IN INDIA 9**

Perspectives on the study of caste systems: G. S. Ghurye, M. N. Srinivas, Louis Dumont, Andre Beteille. Features of caste system. Untouchability-forms and perspectives. Changing nature of caste in contemporary India. Definitional problems of tribes. Colonial policies and tribes. Issues of integration and autonomy.

#### **MODULE IV SOCIAL CLASSES AND SOCIAL CHANGE 9**

Agrarian class structure. Industrial class structure. Middle classes in India. Constitution, law and social change. Education and social change. Growth of Urban settlements. Informal sector, child labour. Slums and deprivation in

urban areas. Peasants and farmers movements. Women's movement. Backward classes & Dalit movements. Environmental movements. Ethnicity and Identity movements.

### MODULE V CHALLENGES OF SOCIAL TRANSFORMATION 9

Migration. Crisis of development: displacement, environmental problems and sustainability. Poverty, deprivation and inequalities. Violence against women. Caste conflicts. Ethnic conflicts, communalism, religious revivalism. Illiteracy and disparities in education.

**L - 45; Total Hours - 45**

### COURSE OUTCOMES

On successful completion of this course students are able to

- Understand the types of family, lineage and kinship in India.
- Understand the nature of caste system and its dynamics.
- Understand nature of communalism and religious revivalism in India.
- Understand the challenges of social transformation in India
- Explain the different kinds of social movements that happened in India.

### REFERENCES

1. Ram Ahuja. (1999). *Society in India*. Rawat Publications.
2. BK Nagla. (2012). *Indian Sociological Thought*. Rawat Publications.
3. Yogendra Singh. (1986). *Modernisation of Indian Tradition*. Penguin Books.
4. Neera Chandoke and Praveen Priyadarshi .(2009). *Contemporary India*. Pearson.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	M	H	M	H	H		H		H	H		M	H	H	H
CO2	H	M	M	H	H		H		H	H		M	M	M	H
CO3	H	H	H	H	H		H		M	H		M	M	M	H
CO4	H	H	H	H	M		H		H	H		L	H	M	H
CO5	M	H	L	H	M		H		M	H		L	M	H	M

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness

<b>PPDX 55</b>	<b>COMPARATIVE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>CONSTITUTION</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students about the constitution of United Kingdom.

**COB2:** To make the students learn about the constitution of United States.

**COB3:** To explain the students about the constitution of Switzerland.

**COB4:** To explicate the students about the constitution of China.

**COB5:** To make them understand about the constitution of Russian federation of 1993.

**MODULE I CONSTITUTION OF UNITED KINGDOM 9**

Nature of the constitution. Crown. Cabinet. Civil Service. British Parliament: House of Lords, House of Commons. British Judiciary. Local Government.

**MODULE II CONSTITUTION OF UNITED STATES 9**

Salient features of US constitution. American federalism. Separation of Powers. American federalism. Congress. Senate. Federal Judiciary.

**MODULE III CONSTITUTION OF SWITZERLAND 9**

Salient features of Switzerland constitution. Federal Parliament. The Swiss executive. Judiciary. Direct democracy. Cantonal Government.

**MODULE IV CONSTITUTION OF CHINA 9**

Features of old communist constitution. Features of 1978 constitution. Salient features of 1982 constitution. Standing committee of NPC. President of China. State Council. Judicial system. Communist party of China.

**MODULE V CONSTITUTION OF RUSSIAN FEDERATION 9**

Earlier USSR constitutions. Salient features of 1993 constitution. President. Federal assembly. Judiciary. Federation and federal relations.

**L –45; TOTAL HOURS 45**



**TEXT BOOKS:**

1. Vishnoo Bhagwan, Vidya Bhusan. (2022). *World constitutions: A comparative study* 12<sup>th</sup> edition. Sterling Publications.
2. SC Singhal. (2021). *World constitutions..* Laxmi Narayan Agarwal education publishers.
3. UN Gupta. (2022). *Select constitutions of the world.* Atlantic Publications.

**REFERENCE:**

1. JC Johari. (2012). *Select world constitutions.* Lotus Press.
2. SN Dubhey. (2021). *World constitutions.* Laxmi Narayan Agarwal education publishers.

**COURSE OUTCOMES:**

**CO1:** Understand about the constitution of United Kingdom.

**CO2:** Explain the features of United States constitution

**CO3:** Illustrate about the constitution of Switzerland.

**CO4:** Comment on various features of constitution of China.

**CO5:** Understand about the constitution of Russian federation of 1993.

**Board of Studies (BoS):****Academic Council:**

**3<sup>rd</sup> BoS of Department of Public Policy held on 27.03.2023**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO 1	H				L			H		M			M		H
CO 2			M	H		H			H		H			H	
CO 3	H	H						M				H			
CO 4				M		M				M		L		H	M
CO 5	H		H			H		M		H			M		

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 16:** promote peaceful and inclusive societies for sustainable development provide access to justice for all and build an effective, accountable and inclusive institutions at all levels.

**Statement:** the course helps the students to promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice.

<b>PPDX 56</b>	<b>POLITICS IN INDIA SINCE INDEPENDENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES**

The intentions of this course are

- To make the students understand the political history of India after Independence.
- To teach the students the conditions that led to various wars and its aftermath
- To teach students about important moments of Indian politics like Emergency in detail.
- To make students understand the social conditions that led to the revivalism of religious politics in India
- To make students learn about the various issues of internal security in India.

### **MODULE I INITIAL YEARS 9**

Two nation theory. Partition of India and Birth of Nation. Role of Sardar Vallabai Patel and Nehru in National consolidation before and after independence. Ambedkar and Constitution of social justice. Integration of tribes. Communists and their failed attempts of revolution. First general election and stupendous victory of congress. Linguistic reorganisation of states.

### **MODULE II CONGRESS SYSTEM AND EMERGENCY 9**

Domination of INC in Indian political scene. Congress and its Socialist policies. Two wars and Economic slump. Nehru – Shastri – Indira Gandhi. Rise of Indira. Power struggle within Congress. Split of Congress. 'Garibi Hatovo' and Stupendous Victory of Indira. Indira Gandhi and Independence of Bangladesh. Domination of Indira and Stamp of Emergency. Jeyaprakash Narayan and civil rights movements.

### **MODULE III RISE OF REGIONAL PARTIES AND COALITION ERA 9**

Janata Government and aftermath. Rise of regional parties in Indian states and decline of Congress system. Khalistan and Assassination of Indira. Rajiv Years and seeds of capitalist India. Mandal commission and VP Singh. LTTE and Rajiv assassination. Decade of instability at centre. Coalition governments in

centre and states. Rise of caste politics in India. Rise of linguistic chauvinism in Indian States.

#### **MODULE IV RELIGIOUS REVIVALISM AND HINDU NATIONALISM 9**

Religious revivalism in India. Failure of congress system and rise of Hindu nationalism. Rise of Bharatiya Janata Party. India under Vajpayee. Kargil War. Various peasant and social movements in India. Decline of communist parties in Indian states. Rise of Modi in Gujarat. India under Sonia Gandhi and Manmohan Singh. Rise of Modi in the National Scene.

#### **MODULE V INDIA IN TURMOIL 9**

Linguistic Nationalism and separatist forces. Separate Dravida Land and Separate Tamil Land. Khalistani movement. Ethnic nationalism and insurgency in Assam and other north eastern states. Kashmiri question. Caste wars. Violence on Dalits and Tribes. Naxalbari movement and Maoism in India. Red Corridor. Pakistan backed terrorism in India. Mumbai 26/11 attack.

**L - 45; Total Hours - 45**

#### **COURSE OUTCOMES:**

On successful completion of this course students are able to

- Understand the complete political history of independent India.
- Understand the political dynamics in national politics.
- Understand the rise of regionalism in India and impact of regionalism in national politics
- Understand the reason and impact of the rise of Religious nationalism in India.
- Explain the various threats to internal security of India and other dynamics like caste violence in detail.

#### **REFERENCES**

1. Paul Brass. (2003). *The Politics of India since Independence*. (2<sup>nd</sup> Ed). Cambridge University Press.
2. Ramachandra Guha. (2017). *India after Gandhi*. Picador
3. India after Independence: 1947 – 2000. Bipin Chandra et al
4. India in Turmoil – Ved Marwah.

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	H	M	H	H	M								M	M	M
CO2	H	M	M	H	H								M	M	M
CO3	H	H	H	H	H								M	M	H
CO4	M	H	M	H	M								H	L	H
CO5	M	H	M	M	M								M	M	H

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice

<b>PPDX 57</b>	<b>PRINCIPLES OF SCIENTIFIC RESEARCH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 13</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB1:** To teach the students the meaning of research.

**COB2:** To teach them the difference between qualitative and quantitative research.

**COB3:** To make them understand different data collection techniques.

**COB4:** To make them understand different techniques of sampling.

**COB5:** To teach them the nuances of theory building.

**MODULE I RESEARCH AND RESEARCH PROBLEM 9**

Meaning of research, objectives of research, motivation in research - Types of Research - Research approaches - Significance of research - Research methods vs research methodology - Research and scientific method - Research process - Defining a research problem - Selecting a problem.

**MODULE II RESEARCH DESIGN AND HYPOTHESIS 9**

Meaning of research design - Need for design. Features of good design - Important concepts related to research design - Different research designs - Qualitative research design/quantitative research design - Basic principles of experimental design - Review of literature - Research gap - Aim and objectives of research. Research questions - Hypothesis. Pilot study -Variable -Dependent variable and Independent variable - Operational definitions.

**MODULE III TECHNIQUES OF DATA COLLECTION 9**

Primary data vs secondary data - Reliability and validity – Participant observation - Case study method - Interview method - Survey method - Difference between interview schedule and questionnaire - Techniques of secondary data collection - Content analysis - Measurement scales.

**MODULE IV SAMPLING TECHNIQUES 9**

Census and sample survey - Need for sampling - Population and universe Criteria for selecting a sampling procedure - Random sampling and non-random sampling - Types of random sampling - Types of non- random sampling - Random sampling from infinite universe.

**MODULE V DATA PROCESSING, ANALYSIS AND THEORY 9  
BUILDING**

Data processing - Data distribution - Tabulation of data - Data analysis and interpretation - Diagrammatic representation - Introduction to statistical techniques - Report writing and presentation of data - Rules of generalization – Constructing a theory - Relationship between theory and research.

**L –45 ; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Research Methodology: Methods and techniques. C R Kothari and Gaurav Garg. 2019. New Age international.
2. Research Methodology: Concepts and cases. Deepak Cawl and Neena Sondhi. 2016. Rawat Publications.
3. Research Methodology: For PhD course Work. Ranjit Singh. 2021. RT Publications.

**REFERENCES:**

1. Research Methodology. Rachna Jain. 2023. Maximax Publications
2. Research Methodology. Chandra Vinod and Hareendran Anand. 2017. Pearsons Publications.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Do a scientific quantitative research.

**CO2:** Do a scientific qualitative research.

**CO3:** Devise any kind of sampling design themselves.

**CO4:** Process, analyse and report any data in the scientific manner.

**CO5:** To construct a valid theory based on the collected data themselves.

**Board of Studies (BoS):**

**3<sup>rd</sup> BoS of Department of Public  
Policy held on 27.03.2023**

**Academic Council:**

**20<sup>th</sup> AC held on 13.04.2023.**

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1		H		M	L			H				L			
CO 2	H			M			L			H		M		M	
CO 3		H		H		L		M			H		L		
CO 4	M		M			H	M			L					
CO 5		H			M			L		H			L		

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 13:** Promoting Peace, justice and strong institutions.

**Statement:** Promoting peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective accountability at all levels.

<b>PPDX 58</b>	<b>INDIAN PROGRAMS AND POLICIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 08</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**COB 1:** To train the students in every aspect of India Year Book released by Government of India, a useful resource for Civil Service Preparation.

**COB 2:** To teach the students about the various programmes and policies of Indian Government.

**COB 3:** To teach the students about the programmes and policies related to agriculture and allied activities.

**COB 4:** To make students understand about the various programmes launched by central government for poverty alleviation.

**COB 5:** To make students understand the various policies of central government regarding Labour and Skill development.

**MODULE I AGRICULTURE, COMMERCE AND DEFENCE 9**

Programmes and policies related to Agriculture, Culture and tourism, Commerce, Communications and Information Technology and Defence.

**MODULE II EDUCATION, ENERGY AND ENVIRONMENT 9**

Programmes and policies related to Education, Energy, Environment, Finance and Corporate affairs.

**MODULE III FOOD, HEALTH AND FAMILY WELFARE 9**

Programmes and policies related to Food and civil Supplies, Health and family welfare, housing, Industry and Law and Justice.

**MODULE IV LABOUR, RURAL AND URBAN DEVELOPMENT 9**

Programmes and policies related to Labour, Skill Development, employment, Mass communication, Rural and Urban development, Scientific and technological developments.

**MODULE V TRANSPORT, YOUTH AFFAIRS AND SPORTS 9**

Programmes and policies related to Transport, Water resources, Welfare, Youth affairs and sports.

**L –45; TOTAL HOURS- 45**



**TEXT BOOKS:**

1. India Year Book. Reference annual. Published by Publications Division. GOI.
2. Indian Policy and development. Saumitra Mohan. 2018. Mc graw hill publications
3. Government schemes, Missions, Campaigns and programmes in India. Team Prabhat Prakashan. 2018.

**REFERENCES:**

1. Government schemes and Policies in India. Drishti IAS publications. 2022.
2. India: Programme and Policies. Wizard Publications. 2021.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand every aspect of India Year Book released by Government of India.

**CO2:** Explain the various policies and programmes of Union Government.

**CO3:** Explain in detail the programmes launched by central government for rural employment.

**CO4:** Discuss about the programmes launched by the government for fostering youth development

**CO5:** Enumerate the policies and programmes launched by Indian Government for Housing of common people.

**Board of Studies (BoS):**

**3rd BoS of Department of Public Policy held on 27.03.2023**

**Academic Council:**

**20th AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1	H		H		L		M		L		M		H		
CO 2	M			L		H		M		L					
CO 3		H			H		L	M		M			M		
CO 4		M		L		H			M					L	
CO 5	H			M		L		H		H		H			

**Note:** L- Low Correlation

M - Medium Correlation

H -High Correlation

**SDG 08:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Statement:** This course helps the students to enrich themselves as human capital as they can dramatically strengthen a country's competitiveness.

<b>PPDX 59</b>	<b>POLITICS IN TAMILNADU SINCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>INDEPENDENCE</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

- COB1:** To enrich the students' knowledge of politics of the state of Tamil Nadu
- COB2:** To teach the students about the nature of Dravidian politics of the state.
- COB3:** To Educate the students about the different Tamil nationalist parties that existed in the state.
- COB4:** To teach the students about the interconnection between cinema and Tamil Nadu politics.
- COB5:** To teach the students about the dynamics of caste politics in Tamil Nadu.

**MODULE I PARTIES AND GOVERNMENT BEFORE INDEPENDENCE 9**

Profile of Important Political Parties-Origin of Justice Party, Justice Party period 1921-1937, Victorious parties and opposition in each election-Governments that ruled Madras state and Tamil Nadu - Trends in voting behaviour and voting pattern in Tamil Nadu.

**MODULE II DRAVIDIAN YEARS AND WELFARE POLITICS 9**

Thanthai Periyar and Dravidar Kazhagam- Separate 'Dravida Country' demand- Formation of DMK. Fight for reservation- DMK's entry into electoral politics. DMK foregoes the demand and integrates into Indian politics- Rise of MGR, Populist manifesto in 1967 by DMK and electoral victory- Kalaingar Karunanidhi- Formation of ADMK and welfare politics in large scale- Rise of Jayalalitha- Freebie populism and electoral victories- Contrasting styles of Kamaraj's nation building politics and Dravidian Parties' Welfare politics.

**MODULE III TAMIL NATIONALISM AND CASTE POLITICS 9**

Ayothedoss Pandithar and 'Oru Paisa Tamilan'. Rise of Tamil nationalism during times of Dravidian movement- Maraimalai adigal and Pure Tamil movement- Ma. Po. Sivagnanam and Tamilarasu Kazhagam- Anna, Karunanidhi and Tamil nationalism- Tamil Nationalism inside Communist Parties- C P Adithanar and Naam Tamilar Iyakkam- Other Tamil Nationalist Parties- Kaliyaperumal, Thozar Tamilarasan and Radical Tamil Nationalism

**MODULE IV COMMUNIST PARTIES AND SOCIAL JUSTICE 9**

Singaravelu and Early Communism in Tamil Nadu- Trade union movements- P. Jeevanandam- Social situation in Old Tanjore District- B. Srinivasarao and rise of agrarian radicalism in 1940s and 1950s- Struggle for decent wages and self-respect under CPI leadership - Farmer unions and Agricultural labour unions by communist party of India - Tanjore Pannaiyal Protection Act - Struggle for Land Reforms in Tamil Nadu- Land reforms- Split of Communist Party. Venmani Massacre- Formation of CPI-ML and Naxalbari Movement in Tamil Nadu.

**MODULE V CINEMA AND POLITICS IN TAMILNADU 9**

Dramas and folk theatres for spreading Dravidian movement - Kalaigarnar Karunanidhi and dialogues in Tamil cinema - Rise of MGR as a saviour of masses - MGR image and DMK victory in 1967 - MGR and ADMK and continuous electoral victories - Path of Jayalalitha from actress to CM- Successful cinema personalities in Tamil Nadu politics - Rise and fall of actor Vijayakanth and DMDK - Kamal Hassan and Makkal Needhi Mayyam.

**L –45; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Agrarian Radicalism in south India. Marshall M Bouton
2. Ethnicity and Populist Mobilisation. Narendra Subramanian
3. Cut-outs, Caste and Cine Stars. Vaasanthi.

**REFERENCES:**

1. Towards and Non-Brahmin Millennium. V.Geetha and S.V. Rajadurai.
2. Caste politics and Society in Tamil Nadu. G. Palanithurai
3. Dravidian Years. S.Narayan.

**COURSE OUTCOMES:**

On successful completion of the course the students are able to

**CO1:** Understand the political history of Tamil Nadu.

**CO2:** Explain the logic and forces behind the rise of Dravidian nationalism and Tamil nationalism at the same time.

**CO3:** Understand the relation of caste system and electoral politics of Tamil Nadu.

**CO4:** Discuss the relation between drama, cinema and that of Tamil Nadu politics.

**CO5:** Explain the nature of agrarian radicalism in Tanjore and surrounding

regions that happened in early independent era.

**Board of Studies (BoS):**

**3rd BoS of Department of Public Policy**

**held on 27.03.2023**

**Academic Council:**

**20th AC held on 13.04.2023.**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1	H		H		L		M		M			L		M	
CO 2		M		M			L			M			H		
CO 3	M	H		L		H		M		L				L	
CO 4		M		H		M			L			H		M	
CO 5	H		M			M		L		H			H		

**Note:** L- Low Correlation      M - Medium Correlation      H -High Correlation

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Statement:** This course helps the students to Promote peaceful and inclusive societies for sustainable development, and the students will inculcate the habit of standing up for justice.