

B.A. Programme Outcomes and COs

The Programme Learning Outcomes B.A. Programme

The programme learning outcomes relating to B.A./B.Sc. (Hons.) Programme in geography:

- Demonstrating the understanding of basic concepts in geography.
- Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
- Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.
- Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
- Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration.

It is also suggested that after the completion of B.A./B.Sc. (Hons.) Programme, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

Learning Outcomes

Three distinct and new learning outcomes have been incorporated from each course such as to:

1. Understand the relevance of geographical knowledge to everyday life.
2. Getting the ability to communicate geographic information utilizing both lecture and practical exercises.
3. Inculcate the ability to evaluate geographical problems effectively.
4. Exhibit the skill in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GIScience.

Course Level Learning Outcomes

The course level learning outcomes includes:

1. **Basic Concept:** The fundamental concepts and philosophical foundation of each course need to be discussed.
2. **Understanding Landscape:** An understanding of landscape at different levels needs to be discussed and understood for a thorough knowledge of spatial dimensions.
3. **Understanding Ecosystem Structure and Potential:** To comprehend the dynamic dimensions of human and ecosystem relationships.
4. **Human Perception and Behaviour:** Learning human perception and behaviour to acquire the geographical knowledge evolved over time, is essential to improve decision making process.
5. **Identification of Critical Problems and Issues:** Detection and identification of the critical problems and spatial issues are essential for sustainable development.
6. **Field Based Knowledge:** Field based knowledge is essential to understand the ground reality, spatial patterns and processes.

7. **Spatial Tools and Techniques:** The basics and applications of spatial tools and techniques are essential to make the studies more scientific and applicable.
8. **Statistical Techniques:** Use of statistical tools and techniques is essential for precise and objective geographic analysis and interpretation of complex phenomena.
9. **Applied Dimensions:** Identification of the critical problems and spatial issues form the core of the modern geography for various applications and decision making, including Resources, Environment & Disaster Management, Land Use Planning, and Urban and Regional Development together with Climate Change Mitigation and Adaptation, etc.
10. **Case Study based Analysis:** There is a need to understand the specificities of the problems in specific areas for their in depth comprehension and solution. The case studies are essential, especially to find out the solutions to the lagging regions for their solutions based on first hand information.
11. **Public Policy and Management:** Spatial aspects and dimensions are the integral parts in the policy making for sustainable regional development. Geographical knowledge needs to be inculcated for application and solutions of the various local, regional and national problems.
12. **Communication Skills:** Communication through models, maps, images and other geographical tools form the sound base for the dissemination of geographical information.

Core Courses

B.A. CORE PAPERS: GEOGRAPHY COURSE OUTCOMES

1. Geomorphology

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the functioning of Earth systems in real time and analyze how the natural and anthropogenic operating factors affect the development of landforms
2. Distinguish between the mechanisms that control these processes
3. Assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

Course Content:

1. Geomorphology: Nature, Scope, Key concepts and Systems approach; Earth: Interior Structure.
2. Earth Movements: Isostasy. Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.
3. Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).
4. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.
5. Applied Geomorphology and Environment.

References:

1. Bloom, A. L., (2003): Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
2. Bridges, E. M., (1990): World Geomorphology, Cambridge University Press, Cambridge.
3. Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.
4. Das Gupta, A and Kapoor, A.N., (2001) Principles of Physical Geography, S.C. Chand & Company Ltd. New Delhi.
5. Dayal, P., (1996) A Text book of Geomorphology. Shukla Book Depot, Patna.
6. Huggett, R.J. (2007) Fundamentals of Geomorphology, Routledge, New York.
7. Kale, V. S. and Gupta A., (2001): Introduction to Geomorphology, Orient Longman, Hyderabad.
8. Khullar, D.R., (2012) Physical Geography, Kalyani Publishers, New Delhi.
9. Mal, Suraj, Singh, R.B. and Huggel, Christian (2018): Climate Change, Extreme Events and Disaster Risk Reduction, Springer, Switzerland, pages 309.
10. Selby, M.J., (2005): Earth's Changing Surface, Indian Edition, OUP
11. Singh, S (2009): Bhautik Bhugol ka Swarup (Hindi), Prayag Pustak, Allahabad

2. Cartographic Techniques (Practical)

Learning Outcome:

After the completion of course, the students will have ability to:

1. Read and prepare maps.
2. Comprehend locational and spatial aspects of the earth surface.
3. Use and importance of maps for regional development and decision making.

Course Content:

1. Cartography – Nature and Scope; Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
2. Map Projections – Classification, Properties and Uses; Merits and Demerits of Polar Zenithal, Stereographic, Bonne's and Mercator's Projections.
3. Topographic profiles-Introduction and plotting of Cross and Longitudinal Profiles.
4. Topographical Maps- Interpretation (one each- hilly/plain area) and Slope Analysis (Wentworth's method).
5. Interpretation of Weather Maps (at least one of summer, winter and monsoon seasons)

Practical Record:

A Project File in pencil comprising one exercise each, on scale, map projection, profile, interpretation of topographic sheet and weather maps.

References:

1. Anson, R., and Ormelling F. J., (1994): International Cartographic Association: Basic Cartographic, Vol. Pregmen Press.
2. Singh, Gopal., (1998): Map Work and Practical Geography (4th Edition), Vikas Publishing House, Ahmedabad.
3. Gupta, K.K. and Tyagi V.C., (1992): Working with Map, Survey of India, DST, New Delhi.
4. Kraak, M.J., (2010): Cartography: Visualization of Geospatial Data (3rd edition), Pearson Education Ltd., London.
5. Misra, R.P., (2014): Fundamentals of Cartography (Second Revised and Enlarged Edition), Concept Publishing, New Delhi.
6. Monkhouse, F. J. and Wilkinson, H. R., (1973): Maps and Diagrams, Methuen, London.
7. Rhind, D. W. and Taylor D. R. F., (eds.) (1989): Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
8. Robinson, A. H., (2009): Elements of Cartography (6th Edition), John Wiley and Sons, New York.
9. Sarkar, A., (2015): Practical geography: A systematic approach, Orient Black Swan Private Ltd., New Delhi
10. Sharma, J. P., (2010): Prayogic Bhugol (Hindi), Rastogi Publishers, Meerut.
11. Singh, R.L. and Singh R.P.B., (1999): Elements of Practical Geography, Kalyani Publishers, New Delhi.
12. Singh, R.L. & Dutta, P.K., (2012): Prayogatmak Bhugol (Hindi), Central Book Depot, Allahabad
13. Singh, R.L., & Singh, Rana. P.B., (1991): Prayogtmak Bhugol ke Mool Tatva (Hindi), Kalyani Publishers, New Delhi
14. Steers, J.A. (1970): An Introduction to the Study of Map Projections, University of London Press, London.
15. Khan, Zulfequar Ahmad., (1998): Text book of Practical Geography, Concept Publishing Company, New Delhi.

3. Geography of Human and Cultural Landscape

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Know the changing human and cultural landscape at different levels.

2. Understand patterns and processes of population growth and its implications.
3. Appreciate the nature and quality of human landscapes.

Course Content:

1. Human Geography: Definition, Scope and Principles; Contemporary Relevance.
2. Population: Population Growth and Distribution; Population Composition; Malthusian and Demographic Transition Theories.
3. Space and Society: Cultural Regions; Race; Tribes, Religion and Language.
4. Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.
5. Population-Resource Relationships and Regional Resource Development

References:

1. Chandna, R.C., (2017):Population Geography, Kalyani Publishers, New Delhi.
2. Daniel, P.A. and Hopkinson, M.F. (1989):The Geography of Settlement, Oliver & Boyd, London.
3. Hassan, M.I. (2005):Population Geography, Rawat Publications, Jaipur
4. Hussain, Majid., (2012):ManavBhugol,Rawat Publications, Jaipur.
5. Johnston, R., Gregory, D.,& Pratt, G., et al. (2008):The Dictionary of Human Geography, Blackwell Publication.
6. Jordan-Bychkov., et al., (2006):The Human Mosaic: A Thematic Introduction to Cultural Geography, W. H. Freeman and Company, New York.
7. Kaushik, S.D., (2010):ManavBhugol, Rastogi Publication, Meerut.
8. Maurya, S.D., (2012):ManavBhugol, ShardaPustakBhawan, Allahabad.
9. Rozenblat., Celine., Pumain., Denise and Velasquez., Elkin Eds. (2018): International and Transnational Perspectives on Urban Systems, Springer, Japan, pages 393.
10. Singh, R.B., Ed. (2015): Urban Development Challenges, Risk and Resilience in Asian Mega Cities-Sustainable Urban Future of Emerging Asian Mega Region, Springer, Tokyo, Pages 488, 2015.

5. Climatology and Oceanography

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the elements of weather and climate and its impacts at different scales.
2. Comprehend the climatic aspects and its bearing on planet earth.
3. Understand the oceanic process and availability of resources.

Course Content:

1. Atmospheric Composition and Structure: Variation with Altitude, Latitude and Season; Insolation and Temperature: Factors and Distribution, Heat Budget, Temperature Inversion.
2. Atmospheric Pressure and Winds: Planetary Winds, Forces affecting Winds, General Circulation of Air, Jet Streams; Atmospheric Moisture: Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability; Climatic Regions.
3. Cyclones: Tropical Cyclones, Temperate Cyclones, Monsoon - Origin and Mechanism, El Nino.
4. Ocean Floor Topography and Oceanic water Movements: Waves, Currents and Tides.
5. Ocean Salinity and Temperature: Distribution and Determinants; Coral Reefs and Marine Deposits and Ocean Resources.

References:

1. Anikouchine, W. A. and Sternberg, R. W., (1973): The World Oceans: An Introduction to Oceanography, Prentice-Hall.
2. Barry, R. G., and Chorley, R. J., (2009): Atmosphere, Weather and Climate(9th Edition),Routledge, New York.
3. Bhutani, S., (2000): Our Atmosphere, Kalyani Publishers, Ludhina.
4. Critchfield, H. J., (1987): General Climatology, Prentice-Hall of India, New Delhi
5. Gupta, L.S., (2000): JalvayuVigyan(Hindi),MadhyamKaryanvayNidishalya, Delhi VishwaVidhyalaya, Delhi
6. Kershaw, S., (2000): Oceanography: An Earth Science Perspective, Stanley Thornes, UK.
7. Lal, D. S., (2006): JalvayuVigyan(Hindi),, PrayagPustakBhavan, Allahabad
8. Lutgens, F. K., Tarbuck E. J. and Tasa D., (2009): The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey.
9. Oliver, J. E., and Hidore J. J., (2002): Climatology: An Atmospheric Science, Pearson Education, New Delhi.

10. Pinet, P. R., (2008): Invitation to Oceanography (Fifth Edition), Jones and Barlett Publishers, USA, UK and Canada.
11. Singh, S., (2009): Jalvayu Vigyan (Hindi), Prayag Pustak Bhawan, Allahabad
12. Strahler, A.N., (1987) Modern Physical Geography, John Wiley and Sons, New York, Singapore.
13. Sverdrup, K. A. and Armbrust, E. V., (2008): An Introduction to the World Ocean, McGraw Hill, Boston.
14. Trewartha, G. T., and Horne L. H., (1980): An Introduction to Climate, McGraw-Hill.

Geography of India

Learning outcomes:

After the completion of course, the students will have ability to:

1. Understand the physical profile of the country
2. Study the resource endowment and its spatial distribution and utilization for sustainable development
3. Synthesise and develop the idea of regional dimensions.

Course Content:

1. Physical: Location, Physiographic Divisions, Climate: characteristics and classification; Soil and Natural vegetation
2. Population: Distribution and Growth, Structure; Social: Distribution of Population by Race, Caste, Religion, Language, Tribes and their Correlates.
3. Regionalisation of India: Physiographic (R. L. Singh), Socio-Cultural (Sopher), Economic (Sengupta)
4. Economic: Mineral and Power Resources: Distribution and Utilization of Iron Ore, Coal, Petroleum, Gas; Agricultural Production of Rice, Wheat, Cotton and Sugarcane;
5. Spatial Patterns of Industrial Development: Automobile and Information Technology

References:

1. Deshpande, C. D., (1992): India: A Regional Interpretation, ICSSR, New Delhi.

2. Douglas, L. Johnson.,(2009): World Regional Geography, Tenth edition, Pearson Education Inc, New Jersey.
3. Johnson, B. L. C., ed. (2001):Geographical Dictionary of India. Vision Books, New Delhi.
4. Khullar, D.R. (2014): India: A Comprehensive Geography, Kalyani Publishers, New Delhi.
5. Majid Husain (2009): Geography of India, Tata McGraw hill Education Private Ltd, New Delhi.
6. Mandal, R. B. (ed.), (1990): Patterns of Regional Geography–An International Perspective. Vol. 3–Indian Perspective.
7. Pathak, C. R. (2003): Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
8. Sdyasuk, Galina and P, Sengupta., (1967): Economic Regionalisation of India, Census of India.
9. Sharma, T.C. (2013): Economic Geography of India. Rawat Publication, Jaipur.
10. Singh R. L., (1971): India: A Regional Geography, National Geographical Society of India.
11. Singh, Jagdish.,(2003): India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
12. Singh, R. B. and Prokop, Pawel.,(2016): Environmental Geography of South Asia, Springer, Japan.
13. Spate O. H. K. and Learmonth A. T. A., (1967): India and Pakistan: A General and Regional Geography, Methuen.
14. Tirtha, Ranjit (2002): Geography of India,Rawat Publs., Jaipur & New Delhi.
15. Tiwari, R.C. (2007): Geography of India. PrayagPustakBhawan, Allahabad.

Regional Planning

Learning Outcomes:

After the completion of course, the students will have ability to:

1. Identify notable lagging regions and solutions for their overall development
2. Have comprehensive understanding regarding the different regions and application of different models and theories for integrated regional development.
3. Select appropriate indicators for the measurement of socio-economic regional development.

Course Content:

1. Definition of Region, Evolution and Types of Regional planning: Formal, Functional, and Planning Regions and Regional Planning; Need and types of Regional Planning.

2. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro- Ecological Zones)
3. Theories and Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context; Myrdal, Hirschman, Rostow and Friedmann; Village Cluster.
4. Sustainable Development: Concept of Development and Underdevelopment; Efficiency-Equity Debate: Definition, Components and Sustainability for Development. Indicators (Economic, Social and Environmental).
5. Sustainable Development Policies and Programmes: Rio+20; Goal-Based Development; Financing for Sustainable Development; Principles of Good Governance.

References:

1. Agyeman, Julian, Robert, D. Bullard and Bob, Evans., (Eds.) (2003):Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.).
2. Anand, Subhash.,(2011):Ecodevelopment : Glocal Perspectives, Research India Press, New Delhi.
3. Ayers, Jessica and David Dodman., (2010): “Climate change adaptation and development I: the state of the debate”. Progress in Development Studies 10 (2): 161-168.
4. Baker, Susan., (2006): Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, “The concept of sustainable development”).
5. Blij, H. J. De., (1971): Geography: Regions and Concepts, John Wiley and Sons.
6. Friedmann, J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
7. Gore C. G., (1984): Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
8. Haynes J., (2008): Development Studies, Polity Short Introduction Series.
9. Johnson E. A. J., (1970): The Organization of Space in Developing Countries, MIT Press, Massachusetts.
10. Misra, R. P., Sundaram, K.V.andV.L.S.Prakasa Rao, (1974): Regional Development planning in India, Vikas Publishing House Delhi.
11. Peet, R., (1999): Theories of Development, The Guilford Press, New York.
12. Singh, R.B. (2002): Human Dimensions of Sustainable Development, Rawat Pub., Jaipur, pages
13. UNDP (2001-04): Human Development Report, Oxford University Press.

Field Techniques, Surveying and Research Methods (Practical)

Learning Outcome:

After the completion of course, the students will have ability to:

1. Conduct proper field work for the collection of primary data to bring out grassroots realities.
2. Make use of proper tools and surveying methods for measurement in context of collection and processing of data.
3. Prepare a report based on field data.

Course Content:

1. Meaning, Significance, Types and Approaches to Research in Geography; Literature review; Field Work in Geographical Studies –Defining the Field and Identifying the Case Study.
2. Research Design: Identification of Research Problem; Research questions. Data Collection: Type and Sources of Data; Methods of Collection; Data Analysis, Data Representation Techniques.
3. Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non-Participant), Questionnaires (Open/ Closed / Structured/ Non-Structured); Interview with Special Focus Group Discussions.
4. Surveying Use of Field Tools: Plain Table survey, Prismatic Compass, Theodolite.
5. Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.

Practical Record:

1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The duration of the fieldwork should not exceed 10 days.
3. The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
4. One copy of the report on A 4 size paper should be submitted in soft binding.

References:

1. Creswell, J., (1994): Research Design: Qualitative and Quantitative Approaches Sage Publications.
2. Dikshit, R. D.,(2003):The Art and Science of Geography: Integrated Readings, Prentice-Hall of India, New Delhi.
3. Evans, M., (1988): “Participant Observation: The Researcher as Research Tool” in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.

4. Misra, R.P., (2014). Fundamentals of Cartography. (Second revised, enlarged Edition). Concept Publishing, New Delhi.
5. Mukherjee, Neela.,(1993): Participatory Rural Appraisal: Methodology and Application, Concept Publs. Co., New Delhi.
6. Mukherjee, Neela.,(2002):Participatory Learning and Action: with 100 Field Methods. Concept Publs. Co., New Delhi
7. Robinson, A., (1998): "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak,Publishing: Los Angeles.
8. Singh, R.L., & Dutta, P.K., (2012): Prayogatmak Bhugol (Hindi). Central Book Depot, Allahabad.
9. Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
10. Stoddard, R. H., (1982): Field Techniques and Research Methods in Geography, Kendall/Hunt.
11. Wolcott, H., (1995): The Art of Fieldwork, Alta Mira Press, Walnut Creek, CA.

Evolution of Geographical Thought

Learning Outcome:

After the completion of course, the students will have ability to:

1. Distinguish the paradigms in geography discipline through time
2. Understand the geographical thinking in different regions of world
3. Appreciate the past and future trends of world geography in general and Indian geography in particular

Course Content:

1. Paradigms in Geography
2. Pre-Modern – Early Origins of Geographical Thinking with reference to the Classical and Medieval Philosophies.
3. Modern – Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America.
4. Debates – Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomothetic.
5. Trends – Quantitative Revolution and its Impact, Behaviouralism, Systems Approach, Radicalism, Feminism; Towards Post-Modernism – Changing Concept of Space in Geography, Future of Geography.

References:

1. Bhat, L.S., (2009): Geography in India (Selected Themes). Pearson
2. Bonnett, A., (2008): What is Geography? Sage.
3. Dikshit, R. D., (1997): Geographical Thought: A Contextual History of Ideas, Prentice– Hall India.
4. Freeman, R., (1970): Hundred year of Geography, Hutchinson. London.
5. Hartshorne, R., (1959): Perspectives of Nature of Geography, Rand MacNally and Co.
6. Harvey, David., (1969): Explanation in Geography, London: Arnold.
7. Holt-Jensen, A., (2011): Geography: History and Its Concepts: A Students Guide, SAGE.
8. Hussain, M., (2005): Bhogolik Chintan Ka Itihas, Rawat Publications
9. Johnston, R. J., (1997): Geography and Geographers, Anglo-American Human Geography since (1945), Arnold, London.
10. Johnston, R. J., (Ed.): Dictionary of Human Geography, Routledge.
11. Kapur, A., (2001): Indian Geography Voice of Concern, Concept Publications.
12. Martin Geoffrey J., (2005): All Possible Worlds: A History of Geographical Ideas, Oxford.
13. Singh, R.B. (2016): Progress in Indian Geography, Indian National Science Academy, New Delhi.
14. Soja, Edward (1989): Post-modern Geographies, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.
15. Sudepta, Adhikari., (2015): Fundamentals of Geographical Thought, Orientblackswan private limited.

B.A. CORE PAPERS POLITICAL SCIENCE -

Understanding Politics

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

- a. The students would be able to explain different approaches to politics and build their own understanding of politics.
- b. They will be able to answer why the state plays so much central place in the discourses on politics.
- c. They will be able to make a distinction between nation and state.
- d. They will come to know about different theories on nationalism.
- e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Indian Constitution

Course Objective: The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

Learning Outcomes:

- a. Students will be able to understand the terms of partition and how princely states were integrated.
- b. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- c. They will come to know the importance of the Preamble in the constitutional design of India.
- d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- e. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

Globalization and Politics

Course Objective: The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of

globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Learning Outcomes:

Students will be able to explain

- a. Meaning of globalization and how different schools have understood this.
- b. About the global institutional drivers of the globalization.
- c. How the globalization has impacted the traditional notion of sovereignty of the state?
- d. How globalization has impacted the domestic market and culture of societies.

Political Theory

Course Objective: The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:

- a. Students will be able to learn key concepts needed to understand the political phenomenon.
- b. They will come to know about the role and functions of Political theory.
- c. They will come to know how liberal and Marxist traditions look at and understand politics.
- d. They will learn what is power and how does it operate in society and politics.
- e. They will be able to explain the debates on the distributive theory of justice.
- f. They will come to understand and explain different theories and contemporary debates in democracy.

Comparative Government and Politics

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

each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

Learning Outcomes:

- a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- b. They will be able to compare democratic regimes and evaluate their functioning.
- c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
- d. They will be able to explain how media has changed the contours of elections and electoral democracy.

Theories of International Relations

Course Objective: The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism. The term ‘Geopolitics’ was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter- imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a ‘realist’ and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of ‘global’ or more ‘international’ international relations that is inclusive of non-Western experiences, traditions and interactions and critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.

Learning Outcomes:

- a. Familiarization with the key concepts of the discipline of IR.
- b. Understanding of linkages between Classical Realism and Classical Geopolitics.
- c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
- d. Appreciation of what is Global IR and why non-western perspectives are needed.
- e. Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.
- f. Understanding the agency of the Global South in these areas is key to

countering IR's ethnocentrism and developing new concepts, theories, and methods.

Public Policy

Course Objective: This course provides thorough understanding of the public policy to the students. A sound public policy design, execution, monitoring and evaluation for the success of any public policy. Again, there is not a singular approach to the questions pertaining to these issues. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen's participation is so important for effective implementation of the public policy. Rules and Acts become redundant or ineffective in the absence of active citizenry. This course enables the students to examine some of the key public policies initiatives in India.

Learning Outcomes:

- a. Students will be able to explain about different theories on Public Policy.
- b. They will be able to explain how to design a good public policy.
- c. They will be able to answer what is needed to ensure the successful implementation of public policy.
- d. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation, health, education, poverty, education, and environment.
- e. They will come to know how citizens can effectively participate in public policy implementation.

Politics in India

Course Objective: This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcomes:

- a. Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- b. They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata

Party.

- c. They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.
- d. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

Western Political Thinkers

Course Objective: The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo- American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to trace that ideas and tradition and examine them critically.

Learning Outcomes:

- a. The students will know the key ideas of all the political philosophers given in the course.
- b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
- c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
- e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
- f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.

Public Policy Management

Course Objective: The purpose of the paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an

interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course makes a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Learning Outcomes:

The student will be able to

- a. To understand the processes and complexities involved in the decision making
- b. Students will learn the skill of project monitoring and project evaluation
- c. They will have skills to manage policy implementation.

B.A. CORE PAPERS -INDIAN ECONOMY

Objective: The course aims to provide an understanding of constituent sectors that define the Indian Economy and enable learners to examine the role and contribution of different sections of the economy in economic development of India. The course also aims to enable the learners to examine the role and impact of planning process on economic development of India.

Learning Outcomes: After the completion of the course, the learners will be able to:

1. Evaluate the magnitude, size, and dimensions of Indian economy and to study effect of privatization and liberalization on Indian economy;
2. Evaluate the role of population as an economic resource;
3. Explain the role and contribution of agriculture in economic development of India;
4. Analyse contribution of industrial and service sector in Indian economy;
5. Evaluate the recent trends in economic planning of India as well as role and functions of central bank and commercial banks.