

# Department of Political Science

## Lesson Plan

2021-22

### First Semester:

**Semester First Course: Understanding Political Theory, Paper Code: POL-HC-1016**

**Unit/Topic: Unit I: Introducing Political Theory.**

**Name of the teacher-** Dr. Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to introduce the students to the idea of Political Theory, its history and approaches and an assessment of its critic and contemporary trends.

| Time/Class | Introduction of the Topic                                                   | Teaching Approaches                                                                                                                                                                                                                           |
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| Hour 1     | Discuss what is Politics.                                                   | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul>           |
| Hour 2     | Discuss the meaning and definition and characteristics of Political Theory. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li><li>•</li></ul> |

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| Hour 3  | Discuss the nature of Political Theory.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 4  | Discuss the decline and re-emergence of Political Theory.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss about the relevance of Political Theory.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss about the Normative Approach to the study of Political Theory.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss about the Historical Approach to the study of Political Theory. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8  | Discuss about the Empirical Approach to the study of Political Theory.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss about the Liberal Trend to the study of Political Theory. (Meaning and definition) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss the origin and development of Liberalism. (Classical And Modern Liberalism)        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 11 | Discuss the origin and development of Liberalism. (Classical And Modern Liberalism)        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 12 | Discuss the meaning, and definition, of Neo-Liberalism.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 13 | Discuss the Marxism to the study of Political Theory. (Dialectical Materialism, Historical Materialism, Class Struggle) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Discuss the Marxism to the study of Political Theory. (Dialectical Materialism, Historical Materialism, Class Struggle) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Discuss the meaning, definition and characteristics of Anarchism.                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 16 | Discuss various aspects of Anarchism and its criticisms.                                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 17 | Discuss the meaning, definition and factors of Conservatism.                                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 18 | Discuss the various types of Conservatism.                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 19 | Discuss the Feminist Perspective in Political Theory. (Meaning and definition and growth) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 20 | Discuss the Feminist Perspective in Political Theory. (Meaning and definition and growth) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 20 | Discuss the various forms of Feminism.                                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 21 | Discuss the meaning and definition of Post-modernism.                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 22 | Discuss the features of Post-modernism.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 23 | Discuss the criticism of Post-modernism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester First**

**Course: Understanding Political Theory,**

**Paper Code: POL-HC-1016**

**Unit/Topic: Unit II: Theory and Practice: The Grammar of Democracy.**

**Name of the teacher-** Noor Alom.

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to designed to reconcile political theory and practice through reflections on the ides and practices related to Democracy.

| Time/Class   | Introduction of the Topic                              | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1 and 2 | Discuss about the meaning and definition of Democracy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3 and 4    | Discuss about the origin and development of Democracy.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 5 and 6    | Discuss the concept of Direct Democracy                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7         | Discuss the concept of Indirect or Representative Democracy | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                |
| Hours 8 and 9   | Discuss about the Substantive and Procedural Democracy.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10        | Discuss about the concept of Participatory Democracy.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 11 and 12 | Discuss about the concept of Deliberative Democracy.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                               |

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|                 |                                                              | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                             |
| Hours 13 and 14 | Discuss about the characteristics of Deliberative Democracy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester First**                      **Course: Constitutional Government and Democracy in India,**  
**Paper Code: POL-HC-1026**  
**Unit/Topic: Unit I: The Constituent Assembly and the Constitution.**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the making of Indian Constitution and also to understand the Fundamental Rights and Directive Principles of the Constitution.

| Time/Class | Introduction of the Topic                                                                                                                                        | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the evolution of the Constituent Assembly and the making of the Constitution of India. (Cabinet Mission Plan and Formation of the Constitution Assembly) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the evolution of the Constituent Assembly and the making of the Constitution of India. (The impact of Indian Independence Act, Functions of the Constitution Assembly     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hour 3  | Discuss the evolution of the Constituent Assembly and the making of the Constitution of India. (Committees of the Constituent Assembly and Criticism of the Constituent Assembly) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 4  | Discuss the philosophy of the Constitution of India. Democratic Socialism, Liberalism and Liberal Democracy, Secularism, Gandhism, Internationalism)                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 5 | Discuss the philosophy of the Constitution of India. Democratic Socialism, Liberalism and Liberal Democracy, Secularism, Gandhism, Internationalism)                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 6 | Discuss the Preamble of the Constitution of India. (Meaning and Principles enshrined in the Preamble)                                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 7  | Discuss the Preamble of the Constitution of India. (Ideal and Significance of the Preamble, Is the Preamble a part of the Constitution or not) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 8  | Discuss the basic features of the Indian Constitution.                                                                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss the basic features of the Indian Constitution.                                                                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss the sources of the Indian Constitution.                                                                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 11 | Discuss the reason for the large size of the Constitution.                                                                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                                    |

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|          |                                                                                                          | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 12 | Discuss the meaning, necessity and characteristics of the Fundamental Rights of the Indian Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 13 | Discuss the Fundamental Rights guaranteed by the Indian Constitution.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Discuss the Fundamental Rights guaranteed by the Indian Constitution.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Discuss the criticisms and significance of the Fundamental Rights.                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 16 | Discuss the meaning and aims and objectives of the Directive Principles of State Policy.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|          |                                                                                                                                                         | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 17 | Discuss the Directive Principles of the Indian Constitution.                                                                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 18 | Discuss the characteristics of Directive Principles and the differences between Directive Principles and Fundamental Rights of the Indian Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 19 | Discuss the implementation of the Directive Principles and hinders in the implementation of the Directive Principles.                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester First**                      **Course: Constitutional Government and Democracy in India,**  
**Paper Code: POL-HC-1026**  
**Unit/Topic: Unit II: Organs of Government- Legislature, Executive, Judiciary.**  
**Name of the teacher-** Dr. Diganta Kalita  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the three organs of the government.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss about the Legislature of India. (Parliament)             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 2  | Discuss about the power and functions of the Parliament.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3  | Discuss about the Rajya Sabha and Lok Sabha.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss about the President of India.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss about the power and functions of the President of India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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|          |                                                                      | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 6  | Discuss about the Prime Minister of India.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss about the Supreme Court of India.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss about the power and functions of the Supreme Court of India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss about the concept of Judicial Review and Judicial Activism.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss about the High Court and its power and functions.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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**Semester First**                      **Course: Constitutional Government and Democracy in India,**  
**Paper Code: POL-HC-1026**

**Unit/Topic: Unit III: Federalism and Decentralization.**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to a understand the Federal Structure of the Indian Constitution.

| Time/Class | Introduction of the Topic                                                          | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the concept of Federalism and federal features of the Indian Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the Unitary features of the Indian Constitution.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the Emergency Provisions of the Indian Constitution.                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|         |                                                                            | <p>class tests, and end term examinations.</p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                 |
| Hours 4 | Discuss the Centre-State relations in India.                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the Centre-State relations in India.                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the Fifth and Six Schedule of Indian Constitution.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the meaning and development of the Local Self Government in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the aims and objectives of Local Self Government in India.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                                    |

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|          |                                                                                 | <p>class tests, and end term examinations.</p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                      |
| Hours 8  | Discuss the structure and functions of the Panchayati raj institution in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the structure and functions of the Panchayati raj institution in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the Municipalities in India.                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the Municipalities in India.                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

## Second Semester:

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| <b>Semester Second</b><br><b>Paper Code: POL-HC-2016</b><br><b>Unit/Topic: Unit I: Importance of Freedom.</b><br><b>Name of the teacher-</b> Dr. Anjan Jyoti Borah<br>Level: Blooms taxonomy remember and understand | <b>Course: Political Theory-Concepts and Debates,</b> |
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**Lesson Objective:** The main objective of this lesson to understand the concept of Freedom.

| Time/Class | Introduction of the Topic                                   | Teaching Approaches                                                                                                                                                                                                                           |
|------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Freedom.              | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul>           |
| Hour 2     | Critically discuss the Mill's and Barker's view on Liberty. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li><li>•</li></ul> |
| Hour 3     | Discuss the different forms of Liberty.                     | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul>           |

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| Hour 4  | Discuss the origin and development of the concept of Liberty.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the concept of Negative Freedom.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the concept of Positive Freedom- Freedom as emancipation and development.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the concept of Positive Freedom- Freedom as emancipation and development.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the Second Stage of the evolution of Comparative Politics: Going beyond Eurocentrism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8 | Discuss some important issues such as Freedom of Belief, Expression and Dissent. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 9 | Discuss some important issues such as Freedom of Belief, Expression and Dissent. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Second** **Course: Political Theory-Concepts and Debates,**  
**Paper Code: POL-HC-2016**  
**Unit/Topic: Unit II: Significance of Equality.**  
**Name of the teacher-** Dr. Anjan Jyoti Borah  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning and significance of Equality.

| Time/Class | Introduction of the Topic                               | Teaching Approaches                                                                                                                                                                                                                     |
|------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the definition, meaning and nature of Equality. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the Berker's views on Equality.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3  | Discuss the Laski's views on Equality.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss the origin and development of Equality.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the concept of Formal Equality- Equality of Opportunity. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the concept of Political Equality.                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7  | Discuss the classification of Equality.                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Discuss the Egalitarianism-Background inequalities and differential treatment. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss the Egalitarianism-Background inequalities and differential treatment. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss the limits of Affirmative Actions.                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Second**

**Course: Political Theory-Concepts and Debates,**

**Paper Code: POL-HC-2016**

**Unit/Topic: Unit III: Indispensability of Justice.**

**Name of the teacher-** Mr Noor Alam

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to a understand the concept of Justice and its significance.

| Time/Class | Introduction of the Topic                            | Teaching Approaches                                                                                                                                                                                                                                |
|------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Justice.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 2     | Discuss the Barker's views on Justice.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3     | Discuss the sources of the concept of Justice.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4    | Discuss the Philosophical interpretation of Justice. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5    | Discuss the concept of Procedural Justice.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                                    |

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|         |                                                       | <p>class tests, and end term examinations.</p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                 |
| Hours 6 | Discuss the concept of Distributive Justice.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the concept of Global Justice.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the John Rawl's Theory of justice.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8 | Critically discuss the John Rawl's Theory of justice. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Second**

**Course: Political Theory-Concepts and Debates,**

**Paper Code: POL-HC-2016**

**Unit/Topic: Unit IV: The Universality of Rights.**

**Name of the teacher-** Noor Alom

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept of Rights.

| Time/Class | Introduction of the Topic                                                          | Teaching Approaches                                                                                                                                                                                                                 |
|------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Rights.                                      | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss the features of Rights.                                                    | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss the different types of Rights- Natural Rights, Moral Rights, Legal Rights. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Critically discuss the Natural Rights                                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Critically discuss the Natural Rights.                                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Critically discuss the Moral Rights.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Critically discuss the Legal Rights.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the different types of Legal Rights- Civil Rights, Political Rights and Economic Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Discuss the different types of Legal Rights- Civil Rights, Political Rights and Economic Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the three generation of Rights.                                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the three generation of Rights.                                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discuss the Rights and Obligations.                                                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 13 | Discuss the Rights of the Girl Child.                                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <b>Semester Second</b><br><b>Paper Code: POL-HC-2016</b><br><b>Unit/Topic: Unit V: Major debates of Political Theory.</b><br><b>Name of the teacher-</b> Noor Alom and Dr A J Borah<br><b>Level:</b> Blooms taxonomy remember and understand | <b>Course: Political Theory-Concepts and Debates,</b> |
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**Lesson Objective:** The main objective of this lesson to understand the Major debates of Political Theory.

| Time/Class | Introduction of the Topic                                          | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss why should we obey the state.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the issues of Political Obligation and Civil Disobedience. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the universality of Human Rights.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Discuss concept and definition of Human Rights.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the development of Human Rights.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the characteristics of Human Rights.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the Universal Declaration of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the Universal Declaration of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Discuss Human Rights and issues of Cultural Relativism.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss how do we accommodate diversity in Plural Society.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the issue of Multiculturalism and Toleration.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discuss the importance of Toleration in Multiculture Society. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit I: Political Parties and the Party System.**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different Political Parties and the Party System in India.

| Time/Class | Introduction of the Topic                                                                                                                    | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the characteristic of India's Political Party.                                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the organisation, ideologies and programmes of different Political Parties in India. (INC, JD, BJP, CPI, CPI(M), BLD, BJD, BSP, TMC) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the organisation, ideologies and programmes of different Political Parties in India. (INC, JD, BJP, CPI, CPI(M), BLD, BJD, BSP, TMC) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss the causes of the growth of Regional Political Parties in India.                                                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5    | Discuss about the different Regional Political Parties in India.                                                                             | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |

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| Hours 6 | Discuss the changing trends in Party System in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the changing trends in Party System in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Second**

**Course: Political Process in India, Paper**

**Code: POL-HC-2026**

**Unit/Topic: Unit II: Election System in India and Voters Behaviour.**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Election System in India and Voters Behaviour.

| Time/Class | Introduction of the Topic                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the features of Election System in India | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss evolving trends of Electoral Politics in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the First Past the Post System.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss why did India adopt the FPTP System.            | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hour 4  | Discuss the Proportional Representation System.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the comparison of FPTP System and PR System.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6  | Discuss the Election Commission of India and its power and Functions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the independence of Election Commission of India.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss Election Reforms in India.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss Voting Behaviour in India.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the role of Caste and Class as a Voting Determinant.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 11 | Discuss the role of Gender and Religion as a Voting Determinant. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit III: Regionalism and Regional Aspirations.**

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning and growth of Regionalism in India.

| Time/Class | Introduction of the Topic                                             | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the meaning and nature of Regionalism.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the main manifestations of Regionalism in contemporary India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the reasons for the growth of Regionalism.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the main components of Regionalism in India.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss different movements for sessions from the Indian Union. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss demand for separate statehood.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit IV: Religion, Politics and Communalism.**

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept of Religion, Politics and Communalism in Indian.

| Time/Class | Introduction of the Topic                                      | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss Religion and Politics in India: Historical background. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss Religion and Politics in India: Historical background. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the role of Religion in Indian Politics.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss Secularism in India: Gape between Theory and Practice. | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 5    | Discuss the impediment to the growth of Secularism in India.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6 | Discuss the meaning and causes of Communalism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Communalism and Secularism.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the means for removing Communalism.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit V: Caste and Indian Politics.**

**Name of the teacher-** Dr. Diganta Kalita\

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the impacts of Caste in Indian Politics.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the meaning and characteristics of Caste System in India.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the relationship between Caste and Politics.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the causes of increasing role of Casteism in Indian Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the Political dimensions of Caste-Kothari's analysis.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the concept of Politicization of Caste by Rajani Kothari.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6 | Discuss the role of caste in Indian Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit VI: Affirmative Action Policies.**

**Name of the teacher-** Dr. Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different affirmative action policies taken by the government for the upliftment of the different groups of people.

| Time/Class | Introduction of the Topic                                     | Teaching Approaches                                                                                                                                                                                                                     |
|------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss what is Affirmative Action.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss different Affirmative Actions in Indian Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss Reservation and Affirmative Action.                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 4 | Discuss the special provisions for the SCs and STs in Indian Constitution.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 5 | Discuss the special provisions for the Backward Classes in Indian Constitution.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 6 | Discuss the special provisions for the Linguistic Minorities in Indian Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the affirmative actions for Women in Indian Constitution.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Second**

**Course: Political Process in India,**

**Paper Code: POL-HC-2026**

**Unit/Topic: Unit VII: Changing nature of the Indian State.**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the changing nature of the Indian State.

| Time/Class | Introduction of the Topic                     | Teaching Approaches                                                                                                                                                                                                                 |
|------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the nature of the Indian State.       | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss Indian State in First Second Decades. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss Indian State in next Second Decades.  | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Discuss Indian State from Coercive Economy to Open Economy. | • |
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### Third Semester:

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| <b>Semester Third</b><br><b>Paper Code: POL-HC-3016</b><br><b>Unit/Topic: Unit I: Understanding Comparative Politics.</b><br><b>Name of the teacher- Dr. A. J. Borah</b><br><b>Level: Blooms taxonomy remember and understand</b> | <b>Course: Comparative Government and Politics,</b> |
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| <b>Lesson Objective:</b> The main objective of this lesson to understand the nature and scope of Comparative Politics. |
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| Time/Class | Introduction of the Topic                                                  | Teaching Approaches                                                                                                                                                                                                                                |
|------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Comparative Government and Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 2     | Discuss the nature and scope of Comparative Politics.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hour 3  | Discuss the nature and scope of Comparative Politics.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 4  | Discuss the features of Comparative Politics.                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the differences between Comparative Politics and Comparative Government.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the approaches to the study of Comparative Politics- Traditional and Modern Approach. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the evolution of Comparative Politics.                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8 | Discuss the Second Stage of the evolution of Comparative Politics: Going beyond Eurocentrism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9 | Discuss the Second Stage of the evolution of Comparative Politics: Going beyond Eurocentrism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Third** **Course: Comparative Government and Politics,**  
**Paper Code: POL-HC-3016**  
**Unit/Topic: Unit II: Historical Context of Modern Government.**  
**Name of the teacher-** Dr Diganta Kalita  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning and development of different types of modern government like Capitalism, Socialism, Colonialism and Decolonization.

| Time/Class | Introduction of the Topic                 | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the classification of Government. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the meaning and definition of Capitalism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3  | Discuss the characteristics of Capitalism.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss the development of Capitalism.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the Globalisation and Capitalism.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the meaning and definition of Socialism.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7  | Discuss the nature and characteristics of Socialism.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Discuss the growth and development of Socialism.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss Democratic Socialism and Socialism in the 20 <sup>th</sup> Century. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss the meaning and concept of Colonialism.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss the characteristic and the context of Colonialism.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 12 | Discuss the growth and development of Colonialism.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 13 | Discuss the forms of Colonialism.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 14 | Discuss the concept of Decolonisation.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 15 | Discuss Anti Colonialism Struggles and process of Decolonisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 16 | Discuss the pattern and methods of Anti-Colonial Struggle.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 17 | Discuss the process of Decolonialization. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Third** **Course: Comparative Government and Politics,**  
**Paper Code: POL-HC-3016**  
**Unit/Topic: Unit III: Themes of Comparative Analysis.**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to a comparative study of constitutional development and Political economy in the following countries- Britain, Brazil, Nigeria and China.

| Time/Class | Introduction of the Topic                             | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the constitutional development of Britain.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the salient features of British Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the sources of British Constitution.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss the features of British Political Traditions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the various kinds of conventions in Britain.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the Constitutional development of Brazil.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the Constitutional development of Brazil.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 8  | Discuss the salient features of the Constitution of Brazil. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 9  | Discuss the Constitutional development of Nigeria.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss the Constitutional development of Nigeria.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss the basic features of the Constitution of Nigeria.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 12 | Discuss the Constitutional development of China.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 13 | Discuss the Constitutional development of China.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 14 | Discuss the basic features of the 1954 Constitution of China.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 15 | Discuss the basic features of the 1982 Constitution of Nigeria.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 16 | Comparison of the constitution of China with the constitution of Brazil. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 17 | Comparison between the Constitution of U.K. and Nigeria.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 18 | A comparative study of Political economy in the following countries- Britain, Brazil, Nigeria and China. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 19 | A comparative study of Political economy in the following countries- Britain, Brazil, Nigeria and China. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 20 | A comparative study of Political economy in the following countries- Britain, Brazil, Nigeria and China. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <p><b>Semester Third</b> <b>Course: Perspectives on Public Administration,</b></p> <p><b>Paper Code: POL-HC-3026</b></p> <p><b>Unit/Topic: Unit I: Public Administration as a discipline.</b></p> <p><b>Name of the teacher-</b> Dr. Diganta Kalita</p> <p>Level: Blooms taxonomy remember and understand</p> |
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| <p><b>Lesson Objective:</b> The main objective of this lesson to understand the Public Administration as an academic discipline.</p> |
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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the meaning and definition of Public Administration.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the nature of Public Administration- Integral View and Managerial View. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the dimensions and scope of Public Administration.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the principles of Public Administration.                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the significance of Public Administration.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|          |                                                                                                        | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 6  | Discuss the similarities and dissimilarities between Public Administration and Private Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the similarities and dissimilarities between Public Administration and Private Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the growth and evolution of Public Administration as a discipline.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss different stages of development of Public Administration.                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss different stages of development of Public Administration.                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 11 | Discuss different stages of development of Public Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Third** **Course: Perspectives on Public Administration,**  
**Paper Code: POL-HC-3026**  
**Unit/Topic: Unit II: Theoretical Perspectives.**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different Classical, Non-Classical and Contemporary Theories of Public Administration.

| Time/Class | Introduction of the Topic                                                                                                                                       | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Give a brief discussion about the three Classical Theories of Public Administration – Scientific Management, Administrative Management, Ideal type Bureaucracy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the causes of emergence of Scientific Management theory and its objectives. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the principles of Scientific Management Theory.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the different aspects of Scientific Management Theory.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the benefits and criticism of Scientific Management theory.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the Principle based Administrative Management Theory.                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7  | Discuss the Administrative Management Theory by Henry Fayol.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the Administrative Management Theory by Gulic and Urwick. (POSDCORB)        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the characteristics of Administrative Management.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Critically discuss the Administrative Management Theory. (Drawbacks and Evaluation) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss Max Weber's Ideal type Bureaucracy.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 12 | Discuss the characteristic of Bureaucratic Structure.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 13 | Discuss the decrease of powers of the Bureaucracy.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Discuss the criticism Of Weber's theory.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Critically discuss the Human Relations Theory by Elton Mayo. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 16 | Critically discuss the Human Relations Theory by Elton Mayo. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 17 | Critically discuss the Rational Decision Making Theory by Herbert Simon. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 18 | Critically discuss the Rational Decision Making Theory by Herbert Simon. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 19 | Critically discuss the Ecological Approach by Fred Riggs.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 20 | Critically discuss the Ecological Approach by Fred Riggs.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 21 | Critically discuss the Innovation and Entrepreneurship by Peter Drucker. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| <b>Semester Third</b><br><b>Paper Code: POL-HC-3026</b><br><b>Unit/Topic: Unit III: Public Policy.</b><br><b>Name of the teacher-</b> Upen Kr. Saha<br><b>Level:</b> Blooms taxonomy remember and understand | <b>Course: Perspectives on Public Administration,</b> |
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| <b>Lesson Objective:</b> The main objective of this lesson to understand the Concept, relevance and approaches of Public Policy. |
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| Time/Class | Introduction of the Topic                              | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the meaning and definition of Public Policy.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the nature of Public Policy.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the relevance and importance of Public Policy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Discuss the role of Public Policy in developing countries in Modern times. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the different approaches of Public Policy                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the different approaches of Public Policy                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the different approaches of Public Policy                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the policy formulation. (Stages and Factors)                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Discuss the implementation of Public Policy    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the problems of Policy implementation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Evaluation of Public Policy.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <p><b>Semester Third</b></p> <p><b>Paper Code: POL-HC-3026</b></p> <p><b>Unit/Topic: Unit IV:</b> Major approaches in Public Administration.</p> <p><b>Name of the teacher-</b> Dr. Diganta Kalita</p> <p>Level: Blooms taxonomy remember and understand</p> | <p><b>Course: Perspectives on Public Administration,</b></p> |
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| <p><b>Lesson Objective:</b> The main objective of this lesson to understand the major approaches in Public Administration.</p> |
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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the meaning and development of New Public Administration.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the development of New Public Administration.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the characteristic and objectives of New Public Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 4  | Discuss the limitation and evaluation of New Public Administration.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the concept and characteristics of Good Governance.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6  | Discuss the concept of New Public Management.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the characteristics of New Public Management.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the meaning and concept of New Public Service Approach.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the principles of New Public Service Approach.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Comparative study between New Public Management and New Public Service Approach. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 11 | Discuss Feminist Perspective in Public Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Third      Course: Perspectives on International Relations & World History,**  
**Paper Code: POL-HC-3036**

**Unit/Topic: Unit I:** Studying International Relations.

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning and definition of International Relations and emergence of International Relations.

| Time/Class | Introduction of the Topic                                                 | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the meaning and definition and nature of International Relations. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the meaning and definition and nature of International Relations.                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the meaning and differences between International Relations, International Politics and World Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the meaning and differences between International Relations, International Politics and World Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the scope of International Relations.                                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the causes of change in International Relations.                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7  | Discuss the history of IR: Emergence of the International System.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 8  | Discuss the history of IR: Emergence of the International System.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 9  | Discuss the International Relations during Pre-Westphalia and Post-Westphalia period. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss the International Relations during Pre-Westphalia and Post-Westphalia period. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss the International Relations during Pre-Westphalia and Post-Westphalia period. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Third      Course: Perspectives on International Relations & World History,**  
**Paper Code: POL-HC-3036**  
**Unit/Topic: Unit II: Theoretical Perspectives.**  
**Name of the teacher-** Noor Alam  
Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different theories of International Relations.

| Time/Class | Introduction of the Topic                                | Teaching Approaches                                                                                                                                                                                                                 |
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| Hour 1     | Give a brief introduction of different approaches of IR. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hour 2  | Discuss the Liberal Approach of IR. (Woodrow Wilson and Immanuel Kant) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the Liberal Approach of IR.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the Liberal Approach of IR.                                    | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 5 | Discuss the Neo-Liberal Approach of IR.                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the Neo-Liberal Approach of IR.                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the Realist Approach of IR. (Morgenthau)                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                    |

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|          |                                                         | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                                        |
| Hours 8  | Discuss the Realist Approach of IR.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss the Realist Approach of IR.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss the Neo-Realist Approach of IR. (Kenneth Waltz) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 11 | Discuss the Neo-Realist Approach of IR. (Kenneth Waltz) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 12 | Critically discuss the Marxist Approach of IR.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 13 | Critically discuss the Marxist Approach of IR.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 13 | Critically discuss the Marxist Approach of IR.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 13 | Critically discuss the Feminist Perspectives of IR. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 13 | Critically discuss the Feminist Perspectives of IR. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 14 | Critically discuss the Feminist Perspectives of IR. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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|          |                                                                | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                          |
| House 15 | Discuss Eurocentricism and perspectives from the Global South. | <ul style="list-style-type: none"> <li>Classroom teaching.</li> <li>Assignments based on curriculum for the students.</li> <li>Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li></li> </ul> |
| Hours 16 | Discuss Eurocentricism and perspectives from the Global South. | <ul style="list-style-type: none"> <li>Classroom teaching.</li> <li>Assignments based on curriculum for the students.</li> <li>Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>           |
| Hours 17 | Discuss Eurocentricism and perspectives from the Global South. | <ul style="list-style-type: none"> <li>Classroom teaching.</li> <li>Assignments based on curriculum for the students.</li> <li>Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>           |

**Semester Third    Course: Perspectives on International Relations & World History, Paper Code: POL-HC-3036**

**Unit/Topic: Unit III:** An overview of Twentieth Century in IR history.

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different important incident took place in International Relations in 20<sup>th</sup> Century.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the concept of Imperialism and Nationalism.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the causes and consequence of World War I.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the causes and consequence of World War I.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the causes of the failure of the League of Nations. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the causes and consequence of World War II.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6  | Discuss the causes and consequence of World War II. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the causes and consequence of World War II. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the meaning and definition of Cold War.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the causes of the Cold War.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the different stages of the Cold War.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the impact of the Cold War.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> </ul>                                                                                                                                                                 |

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|          |                                                                                          | <ul style="list-style-type: none"> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                |
| Hours 12 | Discuss the causes for the decline of Cold War.                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 13 | Discuss the emergence of the Third World. (Colonialism, Decolonisation, Neo-Colonialism) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Discuss the emergence of the Third World. (Colonialism, Decolonisation, Neo-Colonialism) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Discuss the emergence of the Third World. (Colonialism, Decolonisation, Neo-Colonialism) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <b>Semester Third</b><br><b>Paper Code: POL-SE-3016</b><br><b>Unit/Topic: Unit I: Constitutional Provisions and Kinds of Bills.</b><br><b>Name of the teacher-</b> Noor Alom<br>Level: Blooms taxonomy remember and understand | <b>Course: Parliamentary Procedures and Practices,</b> |
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**Lesson Objective:** The main objective of this lesson to understand the different Constitutional provisions of Indian Constitution and different kinds of Bills.

| Time/Class | Introduction of the Topic                                                                                                        | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the Rajya Sabha and Lok Sabha.                                                                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the Constitutional Provisions of Legislative Procedure. (Legislative Procedure and Financial Procedure)                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the different kinds of Bills. (Government or Public Bill, Private Member Bill, Ordinary Bill, Money Bill, Finance Bill,) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Discuss the different kinds of Bills. (Government or Public Bill, Private Member Bill, Ordinary Bill, Money Bill, Finance Bill,) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the different kinds of Bills. (Government or Public Bill, Private Member Bill, Ordinary Bill, Money Bill, Finance Bill,) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Third**
**Course: Parliamentary Procedures and Practices,**
**Paper Code: POL-SE-3016**
**Unit/Topic: Unit II: Drafting, Introduction and Reading of the Bills: Procedures and Process**
**Name of the teacher-** Noor Alom

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand procedures and process of Drafting, Introduction and Reading of the Bills.

| Time/Class | Introduction of the Topic                       | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the process of passing of General Bill. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2 | Discuss the process of passing of General Bill. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3 | Discuss the process of passing of Money Bill.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Third** **Course: Parliamentary Procedures and Practices,**  
**Paper Code: POL-SE-3016**  
**Unit/Topic: Unit III: Parliamentary Committees: Composition and Functions.**  
**Name of the teacher-** Dr Diganta Kalita  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the composition and functions of different Parliamentary Committees.

| Time/Class | Introduction of the Topic                          | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the Department related Standing Committee. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the Select Committee.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the Joint Parliamentary Committee. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the Public Accounts Committee.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the Committee on Privileges.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the Business Advisory Committee.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class</li> </ul>                                   |

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|         |                               | tests, and end term examinations.                                                                                                                                                                                                       |
| Hours 8 | Discuss the Ethics Committee. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Third** **Course: Parliamentary Procedures and Practices,**  
**Paper Code: POL-SE-3016**  
**Unit/Topic: Unit IV: Motions and Hours in the House.**  
**Name of the teacher-** Upen kr Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the motions and hours in the House.

| Time/Class | Introduction of the Topic                            | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the concept of different hours in the House. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the concept of different hours in the House   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the concept of different motions in the House | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the concept of different motions in the House | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

### Fourth Semester:

**Semester Fourth**      **Course: Political Processes and Institutions in Comparative Perspective,**  
**Paper Code: POL-HC-4016**  
**Unit/Topic: Unit I: Approaches to Studying Comparative Perspective.**  
**Name of the teacher-** Dr. Diganta Kalita  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different perspective of studying Comparative Perspective.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1 | Discuss Comparative Politics and Approaches to Study Comparative Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 2 | Discuss Political Culture and its definition.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hour 3 | Discuss orientations and features of Political Culture.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 4 | Discuss classification of Political Culture.                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 5 | Discuss the foundation of Political Culture.                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the importance of Political Culture.                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Briefly discuss about the different Traditional and Modern Approach of Comparative Politics. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the New Institutionalism Approach of Comparative Politics.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss criticism of the New Institutionalism Approach                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 10 | Discuss the comparison between Old Institutionalism and New Institutionalism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Fourth      Course: Political Processes and Institutions in Comparative Perspective,**

**Paper Code: POL-HC-4016**

**Unit/Topic: Unit II: Electoral System: FPTP and PRS.**

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different Electoral System.

| Time/Class | Introduction of the Topic                         | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss what is Electoral System.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the factors determining Electoral System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Give a brief discussion about the methods of Electoral System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss the First Past the Post System.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the merits and demerits of First Past the Post System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the Proportional representation System.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7  | Discuss the merits and demerits of the Proportional representation System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Discuss the election process of the President of India.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Comparison of First Past the Post System and Proportional representation System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss the Mixed Representation System.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss the merits and demerits of the Mixed Representation System.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Fourth**      **Course: Political Processes and Institutions in Comparative Perspective,**  
**Paper Code: POL-HC-4016**  
**Unit/Topic: Unit III: Party System.**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the historical context of the Party System and types of parties.

| Time/Class | Introduction of the Topic                                   | Teaching Approaches                                                                                                                                                                                                                                |
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| Hour 1     | Discuss the meaning and definition of Political Party.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 2     | Discuss the features and determinates of Political Parties. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3     | Discuss the functions of the Political Party.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 4 | Discuss the types of Political Parties.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Discuss the importance of Political Party.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Discuss the merits and demerits of Political Party. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss the meaning and definition of Party System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8 | Discuss the factors determining Party System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 9  | Discuss the origin and growth of Party System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the classification Party System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the classification Party System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth**      **Course: Political Processes and Institutions in Comparative Perspective,**  
**Paper Code: POL-HC-4016**  
**Unit/Topic: Unit IV: Nation States.**  
**Name of the teacher-** Noor Alom  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Nation states and its historical evolution in Western Europe and Post-Colonial Context.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss what is Nation, Elements of State, What is Nation and Nationalism.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss what is Nation State and origin and evolution of Nation State.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss historical evolution of Nation State in Europe.                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss historical evolution of Nation State in Post-Colonial Contexts.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the changing nature of Nation States in the context of Globalisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|         |                                                                               | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 6 | Discuss the changing nature of Nation States in the context of Globalisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth      Course: Political Processes and Institutions in Comparative Perspective,**  
**Paper Code: POL-HC-4016**  
**Unit/Topic: Unit V: Democratization.**  
**Name of the teacher-** Dr Anjan Jyoti Borah  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the process of Democratization in Post-Colonial, Post Authoritarian and Post-Communist States.

| Time/Class | Introduction of the Topic                                          | Teaching Approaches                                                                                                                                                                                                                     |
|------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss Democratic regime and meaning and definition of Democracy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the evolution of Democratic regimes in developed and developing states. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss salient features of Democratic Regimes.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the kinds of Democratic regimes- Direct and Indirect Democracy.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the meaning and definition of Democratization.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the stages of Democratization.                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7  | Discuss the waves of Democratization by Samuel Huntington.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the process and causes of Democratization in Post-Colonial States.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the process and causes of Democratization in Post-Authoritarian States. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the process and causes of Democratization in Post-Communist States.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth**

**Course: Political Processes and Institutions in**

**Comparative Perspective, Paper Code: POL-HC-4016**

**Unit/Topic: Unit VI: Federalism.**

**Name of the teacher-** Dr Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the historical context of Federation and Confederation.

| Time/Class | Introduction of the Topic                                       | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Federalism.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the features of Federalism.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the merits and demerits of Federal Government.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss essential conditions for the formation of Federation.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5    | Discuss the historical context of Federation and Confederation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                    |

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|         |                                                               | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                             |
| Hours 6 | Discuss the differences between Federation and Confederation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss debates around territorial division of power.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <p><b>Semester Fourth</b> <b>Course: Public Policy and Administration in India,</b></p> <p><b>Paper Code: POL-HC-4026</b></p> <p><b>Unit/Topic: Unit I: Public Policy.</b></p> <p><b>Name of the teacher-</b> Dr Diganta Kalita</p> <p>Level: Blooms taxonomy remember and understand</p> |
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| <p><b>Lesson Objective:</b> The main objective of this lesson to understand the meaning and definition of Public Policy and process of Public Policy in India.</p> |
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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the meaning and definition and nature of Public Policy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the relevance and importance of Public Policy.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the characteristic of Public Policy.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 4  | Discuss the models of Public Policy.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the models of Public Policy.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6  | Discuss the process of Public Policy.                                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the process of Public Policy in India.                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss the factors that influence Public Policy formulation.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the implementation of Public Policy and problems of Policy implementation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Evaluation of Public Policy and problems in policy evaluation.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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**Semester Fourth** **Course: Public Policy and Administration in India,**  
**Paper Code: POL-HC-4026**  
**Unit/Topic: Unit II: Decentralisation.**  
**Name of the teacher-** Dr Diganta kalita  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political philosophy of Kautilya.

| Time/Class | Introduction of the Topic                                                  | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition and characteristic of Decentralisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the various types of Decentralisation.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the approaches to the concept of Decentralisation.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 4 | Discuss the advantage and disadvantage of Decentralisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 5 | Discuss the significance of Decentralisation.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 6 | Discuss Local Self Governance and its role and importance.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 8 | Discuss the characteristic of Local Self Governance.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 9  | Discuss the evolution of Local Self Governance in India during- Ancient India, Colonial Period, Independent India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss the evolution of Local Self Governance in India during- Ancient India, Colonial Period, Independent India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss the organisation and functions of rural Local Self Governance institutions.                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 12 | Discuss the organisation and functions of rural Local Self Governance institutions.                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 13 | Discuss Urban Local Self Governance in India and its evaluation.                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 14 | Discuss Urban Local Self Governance in India and its evaluation. (74 <sup>th</sup> Constitutional Amendment) | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Discuss the problems of Local Self Governance.                                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth** **Course: Public Policy and Administration in India,**  
**Paper Code: POL-HC-4026**  
**Unit/Topic: Unit III: Budget.**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept and significance of Budget, Budget cycle in India and to understand the various approaches and types of Budgeting.

| Time/Class | Introduction of the Topic                     | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning and definition of Budget. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss different types of Budget.                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the Principles of Budget.                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the Budget cycle in India.                                                                      | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 5 | Discuss the various approaches of Budget-Incremental Approach, Zero base Budgeting, Activity Budgeting. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the various approaches of Budget-Incremental Approach, Zero base Budgeting, Activity Budgeting. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Performance Budgeting.                                                                          | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |

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| <b>Semester Fourth</b><br><b>Paper Code: POL-HC-4026</b><br><b>Unit/Topic: Unit IV: Citizen and Administration.</b><br><b>Name of the teacher- Upen Kr. Saha</b><br><b>Level: Blooms taxonomy remember and understand</b> | <b>Course: Public Policy and Administration in India,</b> |
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**Lesson Objective:** The main objective of this lesson to understand the relation between Citizen and Administration.

| Time/Class | Introduction of the Topic                                                                                                           | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the importance of participation of citizen in administration and the areas where citizen can participate in administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the forms of Participation.                                                                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss Public Service Delivery and Administration.                                                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Discuss Public Service Delivery in India.                                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss various Public Service Delivery programmes in independent India.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the problems of Public Service Delivery                                                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss redressal of Public Grievances (Ombudsman)- Lokpal, Lokayukta, R.T.I., Citizen Charter and E-Governance. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss redressal of Public Grievances (Ombudsman)- Lokpal, Lokayukta, R.T.I., Citizen Charter and E-Governance. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss redressal of Public Grievances (Ombudsman)- Lokpal, Lokayukta, R.T.I.,                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                    |

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|          | Citizen Charter and E-Governance.                                                                                | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                             |
| Hours 10 | Discuss redressal of Public Grievances (Ombudsman)- Lokpal, Lokayukta, R.T.I., Citizen Charter and E-Governance. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth** **Course: Public Policy and Administration in India,**  
**Paper Code: POL-HC-4026**  
**Unit/Topic: Unit V: Social Welfare Administration.**  
**Name of the teacher-** Dr Diganta Kalita and Upen Kumar Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept and approaches of Social Welfare.

| Time/Class | Introduction of the Topic                                      | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the meaning, definition and concept of Social Welfare. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the importance of Social Welfare.                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the different meaning of Social Welfare, Social Service, Social Work and Social Reform. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the different approaches of Social Welfare- Residual Approach, Institutional Approach.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the different approaches of Social Welfare- Residual Approach, Institutional Approach.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the various Social Welfare Policies as a whole.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7  | Discuss Social Welfare Policies- Education : Right to Education.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Discuss Social Welfare Policies- Health : National Health Mission. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 9  | Discuss Social Welfare Policies- Health : National Health Mission. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss Social Welfare Policies- Food : Right to Food Security.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 11 | Discuss Social Welfare Policies- Food : Right to Food Security.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 12 | Discuss Social Welfare Policies- Employment : MGNREGA.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> </ul>                                                                                                                                                                            |

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|          |                                                        | <ul style="list-style-type: none"> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul>                                |
| Hours 13 | Discuss Social Welfare Policies- Employment : MGNREGA. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Fourth**
**Course: Global Politics,**
**Paper Code: POL-HC-4036**
**Unit/Topic: Unit I: Globalization: Conceptions and Perspectives**
**Name of the teacher-** Dr Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept of Globalization and its different parameters.

| Time/Class | Introduction of the Topic                            | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the concept and definition of Globalization. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss the history of development of Globalization.                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the characteristics of Globalization.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the factors leading to Globalization.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the alternative perspective of Globalization- Globalist, Skeptics and Transformationalist. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Evaluation the impact and consequence of Globalization.                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7 | Discuss Indian and Globalization.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the Political : Debates on Sovereignty and Territoriality | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the Political : Debates on Sovereignty and Territoriality | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the meaning and development of Global Economy.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the characteristic of World Economy.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 3 | Discuss the theoretical perspective of Global Political Economy.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the significance of Global Economy.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the anchors of Global Political Economy. Discuss the IMF.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Critically discuss the World Bank and its functions.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the World Trade Organisation and its structure and functions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8  | Critically discuss the role of the World Trade Organisation and its principles of the Trading System. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss Transnational Corporations and its characteristics.                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the different types of Transnational Corporations.                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the role and criticisms of TNC's.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1  | Discuss the Cultural dimension of Globalisation.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 2 | Discuss the Technological dimension of Globalisation.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 1 | Discuss the concept of Global Resistance.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 2 | Discuss Contemporary Social Movements of Resistance.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 3 | Critically discuss the World Social Forum.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss the significance of resistance to Globalisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 5 | Critically discuss the role of Non-Governmental Organisation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Fourth**
**Course: Global Politics,**
**Paper Code: POL-HC-4036**
**Unit/Topic: Unit II: Contemporary Global Issues.**
**Name of the teacher-** Noor Alam

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different Contemporary Global Issues and impacts over the world and different solutions to solve these global issues.

| Time/Class | Introduction of the Topic                                      | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the Ecologism and Ecological Issues.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Historical overview of International Environmental Agreements. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the Stockholm Conference and Montreal Protocol.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the Rio Earth Summit and Kyoto protocol.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the Johannesburg Conference and Paris Pact.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the meaning, concept of Global Commons and debate on Global Commons. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8  | Discuss the meaning and concept of Nuclear Proliferation.                                                                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss different bilateral and multilateral treaties or agreements for the proliferation of Nuclear Weapons. Like- PTBT, NPT, SALT I & II, TTBT, CTBT etc. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss different bilateral and multilateral treaties or agreements for the proliferation of Nuclear Weapons. Like- PTBT, NPT, SALT I & II, TTBT, CTBT etc. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss different bilateral and multilateral treaties or agreements for the proliferation of Nuclear Weapons. Like- PTBT, NPT, SALT I & II, TTBT, CTBT etc. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discuss International Terrorism: Non State Actors and State Terrorism.                                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 13 | Discuss post 9/11 developments in the context of world terrorism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Discuss the techniques and causes of World terrorism.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 15 | Discuss the means for eradication of Global Terrorism.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 16 | Discuss the meaning and definition of Migration.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 17 | Discuss the causes and types of Migration.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 18 | Discuss the meaning and definition of Human Security.                                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 19 | Discuss the evolution of Human Security and how human security is different from Traditional Security. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fourth**

**Course: Global Politics,**

**Paper Code: POL-HC-4036**

**Unit/Topic: Unit III: Global Shifts: Power and Government.**

**Name of the teacher-** Noor Alam

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the global shift in the world after the Cold War World Order.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the Global shift in the world after the Cold War World Order.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the Global shift in the world after the Cold War World Order.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the Emerging Multipolarity in Global Politics- BRICS, G-20, EU                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the rise of Chinese Economy and their relation with other country like U.S.A., India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the European Union.                                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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**Semester Fourth**

**Course: SEC (Panchayati Raj in Practice),**

**Paper Code: POL-SE-4014**

**Unit/Topic: Unit I: Strengthening Democratic Functioning of the PRI.**

**Name of the teacher-** Upen kr SSaha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning and concept and growth of Panchayati Raj Institution in India.

| Time/Class | Introduction of the Topic                                            | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the meaning and concept of Panchayati Raj.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the evolution of Panchayati Raj in India in ancient period.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the evolution of Panchayati Raj in India in Colonial period. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|         |                                                                        | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 4 | Discuss the evolution of Panchayati Raj in India in Independent India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the participation at village level and participatory method.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the Gram Sabha and people's participation.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Action Plan and how to write an Action Plan.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the meaning and objectives of Need Assessment.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|          |                                        | class tests, and end term examinations. <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                        |
| Hours 9  | Discuss the concept of Micro Planning. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 10 | Discuss the concept of Devolution.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Fourth**

**Course: SEC (Panchayati Raj in Practice),**

**Paper Code: POL-SE-4014**

**Unit/Topic: Unit II: Panchayat Finance and Accounting.**

**Name of the teacher-** Dr Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the financial and accounting system of Panchayat and its working process.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the Constitutional Provision on Panchayat Finance. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss Finance Commission and its functions.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the sources of the revenues of PRIs.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the concept of Grants-In-Aid.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Fiscal Decentralisation.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6 | Discuss the Audit System.            | • |
| Hours 7 | Discuss the concept of Social Audit. | • |

**Semester Fourth**

**Course: SEC (Panchayati Raj in Practice),**

**Paper Code: POL-SE-4014**

**Unit/Topic: Unit III: Problems and Needs of disadvantaged groups participation.**

**Name of the teacher-** Dr Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different problems faced by the disadvantaged groups during the time of participation.

| Time/Class | Introduction of the Topic                                                                    | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the disadvantaged groups and problem faced by them during the time of participation. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss participation of Women and Reservation.                                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3  | Discuss the problems of Women participation and means for increasing participation of Women in Panchayati raj.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 4 | Discuss the Constitutional Provisions for Political Participation of SC's and ST's.                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 5  | Discuss the problems of participation of SC's and ST's and means for increasing participation of SC and ST peoples in Panchayati raj. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 6 | Discuss the problems faced by Minorities in participation.                                                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7 | Discuss the Constitutional Provisions for Minorities in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8 | Discuss the PESA Act.                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 4 | Discuss the main political parties in the U.S.A. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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## Fifth Semester:

**Semester Fifth**

**Course: Classical Political Philosophy,**

**Paper Code: POL-HC-5016**

**Unit/Topic: Unit I: Text and interpretation.**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of the lesson to develop students' skills in critically analysing political texts, understanding various interpretations of political ideas and theories, and honing their ability to contextualize and evaluate different perspectives within political discourse.

| Time/Class | Introduction of the Topic                                                                                        | Teaching Approaches                                                                                                                                                                                                                 |
|------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Introduction to Text and Interpretation.                                                                         | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss the role of different political philosophy in different period of history in the interpretation of text. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss different approach to interpretation text.                                                               | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments,</li></ul>                                         |

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|  |  | class tests, and end term examinations. |
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**Semester Fifth**

**Course: Classical Political Philosophy,**

**Paper Code: POL-HC-5016**

**Unit/Topic: Unit II: Antiquity- Plato, Aristotle.**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the ancient Greek Civilization. Another objective of this topic to understand two important Greek political philosopher and their philosophy.

| Time/Class | Introduction of the Topic                                         | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Introduction to ancient Greek philosophy.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss different political institution in the Greek city states. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss early life of Plato.                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss Plato's work on the basis of four stages of his life. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Introduction to Plato's different philosophy as a whole.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Critically discuss Plato's Theory of Forms.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 7 | Discuss Plato's Theory of Justice.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 8  | Discuss the characteristic and criticism of Plato's Theory of Justice and evaluation of Plato's Theory of Justice. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Difference between Platonic and Aristotle conception of Justice.                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss Plato's concept of Philosopher King.                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Evaluation of Plato's concept of Philosopher King.                                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Critically discuss Plato's theory of Communism of wives and property.                                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 13 | Discuss difference between Platonic Communism and Modern Communism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Critically discuss Plato's concept of Censorship.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1  | Discuss early life of Aristotle.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2  | Introduction to Aristotle's different philosophy as a whole.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3  | Discuss Aristotle's concept of Virtue and Justice.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Critically discuss Aristotle's conception of Citizenship.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Comparison between Plato's conception and Aristotle's conception of Citizenship. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Critically discuss Aristotle's Classification of Constitution.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Critically discuss Aristotle's conception of Revolution.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss Cause of Revolution according to Aristotle.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Critically discuss Aristotle's conception of Slavery. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Plato and Aristotle- A comparative study.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**

**Course: Classical Political Philosophy,**

**Paper Code: POL-HC-5016**

**Unit/Topic: Unit III: Interlude: Niccolo Machiavelli**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the changing situation from Mediaeval age to Modern age. And also to understand the different political philosophy of Machiavelli which helps in the emergence of Modern age.

| Time/Class | Introduction of the Topic          | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss early life of Machiavelli. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss influence of environment over political thought of Machiavelli. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hour 3  | Discuss Machiavelli's Virtue of Prince.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | Discuss Machiavelli's concept on Religion.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Critically discuss Machiavelli's concept on Republicanism.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Critically discuss Machiavelli's concept on Morality.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7  | Critically discuss Machiavelli's concept on Human Nature and Statecraft     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Critically discuss Machiavelli's concept on Vice and Virtue in Prince.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Discuss criticism of Machiavelli's thought.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Discuss Machiavelli's contribution to the development of political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Discuss Machiavelli as a modern political thinker.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Fifth**

**Course: Classical Political Philosophy,**

**Paper Code: POL-HC-5016**

**Unit/Topic: Unit IV (Part A & B): Possessive Individualism: Thomas Hobbes, John Locke**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political philosophy of Thomas Hobbes and John Locke.

| Time/Class | Introduction of the Topic                        | Teaching Approaches                                                                                                                                                                                                                 |
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| Hour 1     | Discuss early life and methods of Thomas Hobbes. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss Hobbes concept on Human Nature.          | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss Hobbes concept on State of Nature.       | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Discuss Hobbes concept on Social Contract and State.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss criticism of Hobbes concept on Social Contract and State. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss individualism and absolutism in Hobbes.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Critically discuss Hobbes view on Sovereignty.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss Hobbes as the supporter of Totalitarianism.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Evaluation of Hobbes political philosophy.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss Hobbes contribution to modern political theory.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1  | Discuss early life of John Locke and influence on his philosophy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2  | Give a brief introduction on Locke's political philosophy.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3  | Discuss Locke's view on Human Nature.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 4 | Discuss Locke's view on State of Nature.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Locke's view on Law of Nature.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss Locke's view on Private Property.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Critically discuss Locke's concept on Social Contract. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss Locke's view on State.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 9  | Discuss Locke's view on Natural Law.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Evaluation of the political philosophy of Locke. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**
**Course: Indian Political Thought I,**
**Paper Code: POL-HC-5026**
**Unit/Topic: Unit I:** Traditions of Pre-colonial Indian Political Thought.

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the background and traditions of Indian Political Thought.

| Time/Class | Introduction of the Topic                                  | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss historical background of Indian Political Thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss ancient Indian Political Thought.                                                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss salient features of ancient Indian Political Thought.                                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss main source of ancient Indian Political Thought.                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss different traditions of pre-colonial Indian Political Thought : Brahmanic and Shramanic tradition. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the similarity and difference between Brahmanic and Shramanic political thought.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7 | Discuss different streams of Islamic Traditions in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss Syncretic Traditions in India.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss Syncretism and its meaning and evaluation.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**
**Course: Indian Political Thought I,**
**Paper Code: POL-HC-5026**
**Unit/Topic: Unit II: Veda Vyasa (Shantiparba): Rajadharma**
**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Veda Vyasa and to understand the different Parba of the Mahabharata: Shantiparba and Rajadharma as mentioned by him.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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|---------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Introduction to Veda Vyasa.                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss Shantiparba: Origin of State and Kingship.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Rajadharma: Duties and Obligations of King.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Dandaniti: Art Science of Government and Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss relevance of Rajadharma.                                 | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |

**Semester Fifth**

**Course: Indian Political Thought I,**

**Paper Code: POL-HC-5026**

**Unit/Topic: Unit III: Manu: Social Laws**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Manu and his political thought.

| Time/Class | Introduction of the Topic                                 | Teaching Approaches                                                                                                                                                                                                                 |
|------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Introduction to Manu.                                     | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss aims or purpose and source of Manu's Social Laws. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hours 3    | Discuss merits and demerits of Manu's Social Laws.        | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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|---------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 4  | Discuss Manusmiti and Manu's concept on Society and Caste. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Manu's views on Women.                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the King and Kingdom according to Manu.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Manu's views on State Administration and Dharma    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**

**Course: Indian Political Thought I,**

**Paper Code: POL-HC-5026**

**Unit/Topic: Unit III: Kautilya: Theory of State.**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political philosophy of Kautilya.

| Time/Class | Introduction of the Topic                           | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Introduction to Kautilya.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss theory of state in Kautilya's Arthashastra. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss Saptanga theory of state.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss Kautilya's Mandala Theory.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5    | Discuss Kautilya's view on Judicial Administration. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                    |

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|         |                                                                           | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                                        |
| Hours 6 | Discuss Kautilya's view on Inter-State Relation.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 7 | Discuss contribution of Kautilya to the development of political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Fifth**

**Course: Indian Political Thought I,**

**Paper Code: POL-HC-5026**

**Unit/Topic: Unit IV: Aggannasutta (Digha Nikaya) : Theory of Kingship.**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Budhha's Aggannasutta (Digha Nikaya) and the theory of kingship.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
|------------|---------------------------|---------------------|

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|---------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Introduction to Aggannasutta and cosmic theory of origin of life.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss origin of the state and kingship according to Buddha's Aggannasutta. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the elements of state according to Buddha's Aggannasutta.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Buddha's views on the Ruler.                                         | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 5 | Discuss Buddha's idea of the origin of the state.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <b>Semester Fifth</b><br><b>Paper Code: POL-HC-5026</b><br><b>Unit/Topic: Unit V: Ziauddin Barani: Ideal Polity</b><br><b>Name of the teacher-</b> Dr. Diganta Kalita<br>Level: Blooms taxonomy remember and understand | <b>Course: Indian Political Thought I,</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Ziauddin Barani.

| Time/Class | Introduction of the Topic                                                | Teaching Approaches                                                                                                                                                                                                                     |
|------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Introduction to Ziauddin Barani.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss Barani's theory of Kingship.                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss Barani's concept of Ideal Sultan and his advice to Ideal Sultan. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 4 | Discuss Barani's Ideal Polity.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the criticism of Barani's Ideal Polity. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**
**Course: Indian Political Thought I,**
**Paper Code: POL-HC-5026**
**Unit/Topic: Unit VI: Abul Fazal: Monarchy**
**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Abul Fazal.

| Time/Class | Introduction of the Topic                | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss short life sketch of Abul Fazal. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss Abul Fazal's Theory of Kingship.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Abul Fazal's concept on Monarchy.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Abul Fazal's views on Sovereignty.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Abul Fazal's views on Ideal King.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss Ideal State of Abul Fazal.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss criticism of Abul Fazal's political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> </ul>                                                                                                                                                                 |

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|  |  | <ul style="list-style-type: none"> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Fifth**

**Course: Indian Political Thought I,**

**Paper Code: POL-HC-5026**

**Unit/Topic: Unit VII: Kabir: Syncretism**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Kabir.

| Time/Class | Introduction of the Topic                          | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss short life sketch of Kabir.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the context of Political Thought of Kabir. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 3  | Discuss crux of Kabir's Socio-religious Philosophy. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Syncretism and its meaning and context.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Syncretism in Kabir's thought.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Evaluation of Kabir's Political Thought.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**

**Course: Human Rights,**

**Paper Code: POL-HE-5016**

**Unit/Topic: Unit I:** Introduction to Human Rights.

**Name of the teacher-** Dr. Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning, definition and evolution of Human Rights.

| Time/Class | Introduction of the Topic                           | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the concept and definition of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the Nature and Features of Human Rights.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the importance of Human Rights.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss the growth and evolution of Human Rights.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5    | Discuss the development of Human Rights in India.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments,</li> </ul>                                         |

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|         |                                               | class tests, and end term examinations.                                                                                                                                                                                                 |
| Hours 6 | Discuss the three generation of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**

**Course: Human Rights,**

**Paper Code: POL-HE-5016**

**Unit/Topic: Unit II: Approach and Perspective.**

**Name of the teacher-** Dr. Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different approach and perspective of Human Rights.

| Time/Class | Introduction of the Topic                                                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Give a brief introduction about the approaches and perspectives of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 2  | Critically discuss the Universal Approach of Human Rights.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Critically discuss the Cultural Relativist Approach of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Critically discuss the Marxian Approach of Human Rights.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**

**Course: Human Rights,**

**Paper Code: POL-HE-5016**

**Unit/Topic: Unit III: Human Rights and United Nations organization**

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the role of United Nations organization in terms of promoting Human Rights in different parts of the world.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
|------------|---------------------------|---------------------|

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|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Give a brief discussion about Human rights and UNO.                                                                                                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss Universal Declaration of Human Rights adopted by UNO.                                                                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss significance of UDHR.                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss International Covenants on Human Rights- (1) International Covenant on Civil and Political Rights, 1966 (2) International Covenant on Economic, Social and Cultural rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the Optional Protocol on Human Rights.                                                                                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|         |                                                                                                                       |                                                                                                                                                                                                                                         |
| Hours 6 | Discuss different conventions adopted by UNO time to time to protect the human rights of different vulnerable groups. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the Human Rights Council and its composition and power and functions.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Fifth**
**Course: Human Rights,**
**Paper Code: POL-HE-5016**
**Unit/Topic: Unit IV: Human Rights and the role of Non-Governmental Organisations.**
**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the role of different Non-Governmental Organisations in terms of the protection of the Human Rights of the people.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
|------------|---------------------------|---------------------|

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|---------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Give a brief introduction about some Non-Governmental Organisations working for the protection or promotion of Human Rights. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss Amnesty International and its structure.                                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the principles and objectives of Amnesty International.                                                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Human Rights Watch and its power and functions.                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the power and functions of the International Committee of the Red Cross.                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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**Semester Five**

**Course: Select Constitution I,**

**Paper Code: POL-HE-5046**

**Unit/Topic: Unit I:** Constitution and Constitutionalism

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the meaning, definition, characteristic and types of constitution.

| Time/Class | Introduction of the Topic                                  | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the definition and characteristic of Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the importance of Constitution.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 3  | Discuss the classification of the Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the classification of the Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 5  | Discuss the concept of Constitutionalism.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Five**

**Course: Select Constitution I,**

**Paper Code: POL-HE-5046**

**Unit/Topic: Unit II:** Origin and Development of Human Rights in India.

**Name of the teacher-** Upen Kr. Saha

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the political system of United Kingdom (UK)

|            |                           |                     |
|------------|---------------------------|---------------------|
| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the evolution of the British Constitution.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss British political tradition and culture.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the importance and nature of the British Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the source of the British Constitution.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the salient features of the British Constitution.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 1 | Discuss Monarchy in England.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the King and the Crown, differences between King and Crown, powers of the Crown. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss constitutional position of the British Monarch.                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the causes for the survival of Monarchy in England.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the Privy Council and its power and functions.                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 1 | Discuss the British Cabinet and its evolution.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the salient features of the Cabinet system.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the powers and functions of the British Cabinet.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the powers and functions of the British Prime Minister. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the British Parliament and its powers and functions.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 2 | Discuss the British House of Lords, its composition and its powers and functions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the argument in against and in favour of House of Lords.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the British House of Commons, its structure and its powers and functions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the decline of the Parliament.                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the Speaker of the House of Commons and its power and functions.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7 | Discuss the relation between the House of Commons and the House of Lords. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss Sovereignty of the British Parliament.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss the legislative procedure in the British Parliament.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the importance of Political Parties in British Administration.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the development of Political Party in Britain.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 3 | Discuss the characteristic and aims and objectives of the Political Party in England.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 4 | Discuss the role of opposition and pressure groups in England.                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 1 | Critically discuss the concept rule of law in England.                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 2 | Discuss the Conventions of the British Constitution.                                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 3 | Discuss the importance of Conventions in Britain and also discuss the difference between Law and Conventions. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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| Hours 4 | Discuss the Judicial System of Britain.                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 5 | Critically discuss the power and functions of British Judiciary. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

**Semester Five**

**Course: Select Constitution I,**

**Paper Code: POL-HE-5046**

**Unit/Topic: Unit III: United States of America.**

**Name of the teacher-** Upen Kr. Saha

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the political system of United States of America.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Discuss the political traditions of America.                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the constitutional development of America.                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the nature and salient features of the Constitution of America. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the conventions of the Constitution of American rules.          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the procedure for the amendment of the American Constitution.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6 | A comparison between the amendment procedure of the British and the American Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the Federal Characteristic of the American Constitution.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss centralisation in American federation.                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the growth of the American Constitution.                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | A comparative study of the Federal System of the U.S.A. and Switzerland.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 5 | Discuss the Centre-State Relations and Division of power in U.S.A.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 1 | Discuss the President of America and election of the President.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the position and power and functions of the President of America. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the increase of powers of the American President.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the relation of the President with the Congress.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 5 | Discuss the position and power and functions of the Vice-President of America.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 6 | Discuss the Congress of America and its powers and functions.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 7 | Discuss the House of Representative of America and causes of weakness of the House of Representative. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 8 | Discuss the Senate of America and its powers and functions.                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 9 | Discuss the causes of the strength of the Senate.                                                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

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|         |                                                                              | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hours 1 | Discuss the Supreme Court of America and independence of American Judiciary. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 2 | Discuss the organisation of the Federal Judiciary.                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3 | Discuss the powers and functions of the Supreme Court of America.            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Critically discuss the power of Judicial Review of the American Judiciary.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | A comparison of British and American Judiciary.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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**Semester Five**

**Course: Select Constitution I,**

**Paper Code: POL-HE-5046**

**Unit/Topic: Unit IV: Political Parties and Interest Groups.**

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand about the party system of America. Another objective of this lesson to understand the role of Interest Groups in America.

| Time/Class | Introduction of the Topic                                            | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | Discuss the origin and development of the party system in the U.S.A. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the characteristic of the American Party System.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the functions of the political parties in the U.S.A. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the main political parties in the U.S.A.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | A comparison of British and American party system.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss Interest Groups and American Political System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Interest Groups and American Political System.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

## Six Semester:

**Semester Six**

**Course: Modern Political Philosophy,**

**Paper Code: POL-HC-6016**

**Unit/Topic: Unit I:** Modernity and its discourses: Concept of Modernity, What is Modernity, Renaissance in Europe- New horizon in Political Thought

**Name of the teacher-** Noor Alom

Level: Blooms taxonomy remember and understand

**Lesson Objective:** To understand the concept of modernity and what are the basic characteristic of modernity. How Renaissance plays an important role in terms of emergence of modernity in Europe also an another objective of this unit.

| Time/Class | Introduction of the Topic                                                                                                                                                                                                                                         | Teaching Approaches                                                                                                                                                                                                                 |
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| Hour 1     | Modernity refers to the condition of being modern, characterized by a departure from traditional values, practices and ways of thinking. It encompasses a range of socio-cultural, economic and political changes that have occurred since the Enlightenment era. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Key features of Modernity                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Renaissance in Europe: How Renaissance and Enlightenment plays an important role in terms of emergence of modernity.                                                                                                                                              | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Criticisms of Modernity | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Six**

**Course: Modern Political Philosophy,**

**Paper Code: POL-HC-6016**

**Unit/Topic: Unit II: Romantics: (a) Jen Jacques Rousseau, (b) Mary Wollstonecraft**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the era of romanticism and how it is different from modernity. And to discuss about the different philosophy of Rousseau and Mary Wollstonecraft.

| Time/Class | Introduction of the Topic                                                                                                           | Teaching Approaches                                                                                                                                                                                                                     |
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| Hour 1     | What is romanticism and how it is different from modernity. How Rousseau plays an important role in terms of emergence romanticism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Rousseau and his concept of Human Nature and State of nature                                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Rousseau and his social contract theory.                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 4 | A comparison between Hobbes, Locke and Rousseau's social contract theory. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 5 | Rousseau's concept of General Will.                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 6 | Critical evaluation of Rousseau's concept of General Will.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |

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| Hours 7  | Contribution of Rousseau to the development of political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> <li>•</li> </ul> |
| Hours 8  | Evaluation of the political thought of Rousseau.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 9  | Introduction of Mary Wollstonecraft.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 10 | Mary Wollstonecraft concept of women and paternalism.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |
| Hours 11 | Mary as a critique of Rousseau.                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>            |

**Semester Six**

**Course: Modern Political Philosophy,**

**Paper Code: POL-HC-6016**

**Unit/Topic: Unit III: Liberal Socialist: (a) J.S.Mill : Presentation theme: Liberty**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different concept of J.S.Mill. in Modern Political Thought.

| Time/Class | Introduction of the Topic                                                                                                  | Teaching Approaches                                                                                                                                                                                                                 |
|------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | What is Liberal socialism and why J.S.Mill consider as Liberal socialist.                                                  | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Introduction of J.S.Mill and discuss the social and political scenario of his time and how Mill was influence by his time. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Mill's concept of Utilitarianism and its criticisms and how it is different from Jeremy Bentham's Utilitarianism.          | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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|---------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 4 | Mill's concept of Liberty and its criticisms.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Mill on Representative government                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Mill on subjugation, discrimination and suffrage of women.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Limitation's of Mill's political thought.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Mill's contribution to the development of political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Modern Political Philosophy,**

**Paper Code: POL-HC-6016**

**Unit/Topic: Unit IV: Radicals: (a) Karl Marx (b) Alexandra Kollontai**

**Name of the teacher-** Noor Alom

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept radical thinkers like Karl Marx and Alexandra Kollontai.

| Time/Class | Introduction of the Topic                                      | Teaching Approaches                                                                                                                                                                                                                 |
|------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss who are radicals and why they are consider as radical. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Introduction of Karl Marx and why he known as radical thinker. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discussion on Karl Marx and his time.                          | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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|---------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 4 | Discussion on Karl Marx's conception of Class Struggle in Dictatorship of the proletariat theory.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Marx's conception of Surplus value and Karl Marx's conception of Class Struggle in theory of Surplus value. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Karl Marx's conception of Class Struggle in the theory of value or labour theory of value.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Karl Marx's conception of Class Struggle in Dialectical Materialism.                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Critical analysis of Karl Marx's conception of Class Struggle                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|----------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 9  | Introduction of Alexander Kollontai and discussion on his background.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Alexander Kollontai as diplomat and Marxist Feminism Alexander Kollontai.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discussion on differences between Nicholas Lenin and Alexander Kollontai.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discussion on differences between Nicholas Lenin and Alexander Kollontai in Political Arena. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit I:** Introduction to Modern Indian Political Thought

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept and characteristic of Modern Political Thought through which we can understand the different strand in Indian Political Thought.

| Time/Class | Introduction of the Topic                                                                   | Teaching Approaches                                                                                                                                                                                                                     |
|------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the concept of Modernity and how Indian Political Thought influence by Modernity.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss about the factors responsible for the evolution of Modern Indian Political Thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the features of Modern Indian Political Thought.                                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss various strands of Modern Indian Political Thought.                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit II: Raja Rammohan Roy**

**Name of the teacher- Dr. Diganta Kalita**

**Level: Blooms taxonomy remember and understand**

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Raja Rammohan Roy and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                   | Teaching Approaches                                                                                                                                                                                                                 |
|------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Raja Rammohan Roy. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss Raja Rammohan Roy's concept of Rights.              | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss Raja Rammohan Roy's concept of Rule of Law.         | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Discuss Raja Rammohan Roy's Social Reform Movement.                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Critically discuss Raja Rammohan Roy as a pioneer of Liberalism and Modern India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit III: Pandita Ramabai.**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Pandita Ramabai and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                                                                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Pandita Ramabai and discuss the beginning of Feminist thought in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 2  | Discuss various contribution of Pandita Ramabai towards Indian society more specifically in terms of Gender equality or women's social status. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Pandita Ramabai's concept of Patriarchy and how he criticised Hindu religion.                                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Critically discuss Pandita Ramabai as a radical feminist.                                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit IV: Swami Vivekananda**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Swami Vivekananda and his contribution towards the Indian Political Thought.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
|------------|---------------------------|---------------------|

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|---------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Discuss the background and early life of Swami Vivekananda. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss Swami Vivekananda's concept of Dharma and Vedanta.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Swami Vivekananda's conception of Ideal Society.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the features of Swami Vivekananda's Ideal Society.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Swami Vivekananda's conception of Nationalism.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| <b>Semester Six</b><br><b>Paper Code: POL-HC-6026</b><br><b>Unit/Topic: Unit V: Mahatma Gandhi</b><br><b>Name of the teacher-</b> Dr. Diganta Kalita<br><b>Level:</b> Blooms taxonomy remember and understand | <b>Course: Indian Political Thought II,</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Mahatma Gandhi and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                         | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Mahatma Gandhi           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the basic principles of Gandhism and controversy over it. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss Mahatma Gandhi's conception of Swaraj.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 4 | Discuss Mahatma Gandhi's concept of Sarvodaya and Ahimsa or Non-violence. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss Mahatma Gandhi's Techniques of Satyagraha.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit VI: B. R. Ambedkar**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of B. R. Ambedkar and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                | Teaching Approaches                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of B. R. Ambedkar. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 2  | Discuss the B. R. Ambedkar's concept of Social justice.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss basic social and political ideas of B. R. Ambedkar and his role in making the constitution of India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss B. R. Ambedkar as a critique of Mahatma Gandhi.                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Evaluation of the ideas of B. R. Ambedkar.                                                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit VII: Rabindranath Tagore**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Rabindranath Tagore and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                                                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Rabindranath Tagore and basis of his political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss Rabindranath Tagore as a critique of Nationalism and his view on Internationalism.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss Rabindranath Tagore's views on state and society.                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss criticisms of concepts of Tagore.                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit VIII: Muhammad Iqbal**

**Name of the teacher- Dr. Diganta Kalita**

**Level: Blooms taxonomy remember and understand**

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Muhammad Iqbal and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                | Teaching Approaches                                                                                                                                                                                                                 |
|------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Muhammad Iqbal. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss Iqbal's ideal community.                         | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss Iqbal's Pan-islamic ideas.                       | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Discuss Iqbal concept of Nationalism.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Critical evaluation of Iqbal's political thought. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit IX: V.D. Savarkar**

**Name of the teacher-** Dr. Diganta Kalita

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of V.D. Savarkar and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                           | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Savarkar . | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 2  | Discuss Savarkar's Hindu nationalist thinking and his theory of Hindutva as Cultural nationalism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Savarkar's theory of 'Hindutya': other features.                                          | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss Savarkar's notion of Militant Hindu Notion.                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit X: Jawaharlal Nehru.**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Jawaharlal Nehru and his contribution towards the Indian Political Thought.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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|---------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1  | Discuss the background and early life of Jawaharlal Nehru.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss political ideas of Jawaharlal Nehru and its philosophical foundations. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss Jawaharlal Nehru's concept of Secularism.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss various contribution of Jawaharlal Nehru in Indian Political Thought.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit XI: Ram Manohar Lohia**

**Name of the teacher- Dr. Diganta Kalita**

**Level: Blooms taxonomy remember and understand**

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Ram Manohar Lohia and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                   | Teaching Approaches                                                                                                                                                                                                                 |
|------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Ram Manohar Lohia. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss socialist thought of Lohia.                         | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss socialist programmes of Lohia.                      | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hours 4    | Discuss criticism of Lohia's socialistic thought.           | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

**Semester Six**

**Course: Indian Political Thought II,**

**Paper Code: POL-HC-6026**

**Unit/Topic: Unit XII: Manavendra Nath Roy**

**Name of the teacher-** Dr. Diganta Kalita

Level: Blooms taxonomy remember and understand.

**Lesson Objective:** The main objective of this lesson to understand the different political thought of Manavendra Nath Roy and his contribution towards the Indian Political Thought.

| Time/Class | Introduction of the Topic                                     | Teaching Approaches                                                                                                                                                                                                                 |
|------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss the background and early life of Manavendra Nath Roy. | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 2     | Discuss M.N. Roy's Radical Humanism.                          | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |
| Hour 3     | Discuss political ideas of M.N. Roy.                          | <ul style="list-style-type: none"><li>• Classroom teaching.</li><li>• Assignments based on curriculum for the students.</li><li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li></ul> |

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| Hours 4 | Discuss M.N. Roy as a critic of Marxism. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Six**

**Course: Human Rights in India,**

**Paper Code: POL-HE-6016**

**Unit/Topic: Unit I:** Origin and Development of Human Rights in India.

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the concept of Human Rights and its origin and development in India.

| Time/Class | Introduction of the Topic                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Discuss what is Human rights and its definition. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the nature of Human rights.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss different types of Human rights.                                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the origin and development of Human rights.                                       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the role of UNO in terms of promote human rights in different parts of the world. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the origin and development of Human rights in India.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 7  | Discuss the origin and development of Human rights in India.              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss constitutional provision for protection of human rights in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss constitutional provision for protection of human rights in India. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss statutory or legal provisions on human rights in India.           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Human Rights in India,**

**Paper Code: POL-HE-6016**

**Unit/Topic: Unit II:** Institutional mechanism for the protection of Human Rights.

**Name of the teacher-** Dr. Anjan Jyoti Borah

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to discuss about different constitutional mechanism established by Indian government to protect human rights of the people of India.

| Time/Class | Introduction of the Topic                                                                                                         | Teaching Approaches                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Give an introduction about different constitutional mechanism adopted by Indian government to protect human rights of the people. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss about the National Human Rights Commission.                                                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3     | Discuss the power and functions and the role of National Human Rights Commission.                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4    | Discuss the violation of human rights by the members of the Armed forces.                                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 5 | Discuss about the State Human Rights Commission.                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the power and functions and the role of State Human Rights Commission. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss Assam Human Rights Commission.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss National Commission for Women.                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss power and functions and role of National Commission for Women.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 10 | Discuss National Commission for Scheduled Tribe and Scheduled Caste.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss power and functions of National Commission for Scheduled Tribe and Scheduled Caste. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discuss role of National Commission for Scheduled Tribe and Scheduled Caste.                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Human Rights in India,**

**Paper Code: POL-HE-6016**

**Unit/Topic: Unit III:** emerging issues of Human Rights.

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to discuss about different issues related to human rights violation of the people.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
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| Hour 1  | Give a brief discussion about different emerging issues related to human rights violation in present day context. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss about the background of terrorism.                                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss different stages of development of terrorism.                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss different types of terrorism, causes of terrorism.                                                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss different efforts and means for eradication of terrorism.                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6  | Discuss terrorism in North-East India as a whole.                                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss United Liberation Front of Assam                                                                                      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Discuss different insurgency movement in North-Eastern parts of India and violation of human rights due to terror activities. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss about the Indigenous people and their rights.                                                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss various issues of rights of the Indigenous people in India.                                                           | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 11 | Discuss different environmental issues. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Human Rights in India,**

**Paper Code: POL-HE-6016**

**Unit/Topic: Unit IV: Human Rights of vulnerable groups.**

**Name of the teacher-** Dr. Anjan Jyoti Borah

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to discuss about different rights of the vulnerable groups.

| Time/Class | Introduction of the Topic                                  | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Give a brief discussion about different vulnerable groups. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 2  | Discuss India and human rights of women.      | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss how rights of children are violating. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the rights of minorities.             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the rights of minorities in India.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Select Constitution II,**

**Paper Code: POL-HE-6046**

**Unit/Topic: Unit I: Peoples Republic of China I**

**Name of the teacher-** Upen Kr. Saha

Level: Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the political system of Peoples Republic of China.

| Time/Class | Introduction of the Topic                                                                      | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 1     | Give a brief discussion about the Peoples Republic of China and revolutionary legacy of China. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss constitutional development in China (1982).                                            | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 3    | A comparison of the constitution of the U.S.A. with the constitution of China.                 | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                     |
| Hour 4     | Discuss political philosophy of Mao and Cultural Revolution.                                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5    | Discuss all about Cultural Revolution.                                                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> </ul>                                                                                                    |

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|          |                                                                                                | <ul style="list-style-type: none"> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul>                                                                                             |
| Hours 6  | Discuss the National People's Congress and its power and functions and role.                   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7  | Discuss the Standing Committee of the National People's Congress                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8  | Comparison between the National People's Congress of China with the Congress of the U.S.A.     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the President, Vice-President of China. and State Council of China.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the State Council of China and its power and functions and role of the Prime Minister. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 11 | Discuss about the Peoples Courts of China.                         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Discuss about the Peoples procuratorates of China.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 13 | Comparison of the Judicial System of China with that of the U.S.A. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Select Constitution II,**

**Paper Code: POL-HE-6046**

**Unit/Topic: Unit II: Peoples Republic of China II**

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Fundamental Rights and Duties of the citizen of China. Also to understand the party system of China.

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| Time/Class | Introduction of the Topic | Teaching Approaches |
|------------|---------------------------|---------------------|

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|---------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 1 | Discuss the Fundamental Rights of the Chinese citizens.                    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2  | Discuss the characteristic of the Fundamental Rights the Chinese citizens. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Critically discuss the Fundamental Duties of the Chinese citizens.         | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the history and organisation of the Chinese Communist Party.       | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the characteristic of Chinese party system.                        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 6 | Discuss the role of the Communist Party in China. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
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**Semester Six** **Course: Select Constitution II, Paper Code:**  
**POL-HE-6046**  
**Unit/Topic: Unit III: Switzerland I**  
**Name of the teacher-** Upen Kr. Saha  
**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Swiss Political System

| Time/Class | Introduction of the Topic                               | Teaching Approaches                                                                                                                                                                                                                     |
|------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 1    | Discuss the constitutional development of Switzerland.  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 2     | Discuss the salient features of the Swiss Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hour 3  | Discuss the Swiss Federalism.                                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss division of powers in Switzerland.                     | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss relation between the Federal govt. and the Cantons.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Division of powers in America and Switzerland-A comparison.    | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 7 | Discuss the procedure for amendment of the Swiss Constitution. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 8  | Discuss the Council of State and National Council of Switzerland and its power and functions. Also discuss the relation between both the house. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9  | Discuss the features and composition of Swiss Federal Executive.                                                                                | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 10 | Discuss the President of the Swiss Federal Council and its power and functions.                                                                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 11 | Discuss the power and functions of Swiss Council.                                                                                               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 12 | Comparison between British Cabinet and the Swiss Federal Executive.                                                                             | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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| Hours 13 | Discuss Swiss Federal Tribunal and its power and functions.               | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 14 | Comparison between Swiss Federal Tribunal and the American Supreme Court. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

**Semester Six**

**Course: Select Constitution II,**

**Paper Code: POL-HE-6046**

**Unit/Topic: Unit IV: Switzerland II**

**Name of the teacher-** Upen Kr. Saha

**Level:** Blooms taxonomy remember and understand

**Lesson Objective:** The main objective of this lesson to understand the Direct Democracy exercise in Switzerland and also to understand the political parties and interest groups of Switzerland.

| Time/Class | Introduction of the Topic                                        | Teaching Approaches                                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 1    | Discuss the concept of Direct Democracy exercise by Switzerland. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hour 2  | Discuss the methods of Direct Democracy.                              | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hour 3  | Discuss the merits and demerits of Direct Democracy.                  | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 4 | Discuss the causes of the success of Direct Democracy in Switzerland. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 5 | Discuss the evolution of party system in Switzerland.                 | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 6 | Discuss the characteristic of the political parties of Switzerland.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

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|---------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hours 7 | Discuss the main political parties of Switzerland.        | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 8 | Discuss the role of the political parties in Switzerland. | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |
| Hours 9 | Discuss the role of the Interest groups in Switzerland.   | <ul style="list-style-type: none"> <li>• Classroom teaching.</li> <li>• Assignments based on curriculum for the students.</li> <li>• Evaluation will be done by regular assignments, class tests, and end term examinations.</li> </ul> |

Noor Alam

HoD

Department of Political Science